



# Leadership & Management

25th October

# 2018

---

In this report you will identify how effectively leaders, managers and governors pursue excellence, the consistent application of policies and procedures, monitor and evaluate the quality of teaching, the achievement and progress of all groups of pupils (including those for whom the pupil premium provides support), the performance of the school and the satisfaction of pupils and parents, ensure performance management, the school's programme of professional development and the monitoring of teaching and learning.

# Contents

## EVALUATION

Evaluation of School Targets 2017-18.....p.2

## IMPACT

### Vision and Pursuit of Excellence

- The school's vision.....p.3
- High standards and high expectations.....p.4/5
- The strategic priorities of the school.....p.5/6
- Issues raised in previous inspections.....p.7
- Milestones.....p.8
- The effectiveness of the school's self-evaluation policy and practice..p.9
- The school development plan – progress against priorities....p.10

### Improving the outcomes for All pupils

- Appraisal.....p.11
- A programme of support and development.....p.11
- Protocol for improving the quality of learning and teaching.....p.11
- Equality of opportunity and the achievement of all pupils.....p.12
- The safeguarding of pupils.....p.13

### Governance

- Process and action.....p.14

### Curriculum

- Overall.....p.15

### British values and SMSC

- How we promote British values/ SMSC.....p.16-17

Sports Premium.....p.18-19

### School Community

- Working partnerships.....p.19
- Strategies to develop relationships with parents, carers and the wider community.....p.20
- Learning for all the community; 100 things you will do before you leave Herrick.....p.21

## OFSTED Criteria / Current School Evaluation

Grade descriptors.....p.22  
Self-Evaluation Form

# EVALUATION

## *Evaluation of Targets 2017-18*

<b>Regular programme of M &amp; E of L &amp; T in the classroom-triangulate judgments with data and work scrutiny</b>															
Accurate and regular monitoring of teachers' planning and its execution in-relation to L&T, impact on progress(data) and evidence of work produced in books supported strategic decisions. This helped in the appraisal of the effectiveness of teaching, its strengths and areas for development, followed by feedback, coaching, support and opportunities for professional development. Effective and continuous CPD met through staff workshops helped develop teaching. This was evident during the 5 aspect reviews, pupil progress meetings and moderation time ensured a clear and concise understanding of data.															
<b>Review of policy/protocols</b>															
A thorough review of key policies linked to safeguarding was completed. All other policies relevant to ensure both safety and standards were updated. The school has worked hard to create an internal control system (including further developments in child protection, SMSC, and e-safety) through defining and documenting processes with well-written procedures that support: compliance, operational needs, managing risks and continuous improvement. - Prevent and FGM/ Sexual violence and sexual harassment -in-evacuation - Childcare disqualification declaration - Appraisal -Maths policy was again updated (consolidating links with Maths Hub ) to further develop practical tasks in maths and problem solving. -Teaching and Learning policy was again revised. New policy sets expectations for deep learning, challenge and problem solving. -Assessment process reviewed and updated.															
<b>Distinctive curriculum to meet the needs of Herrick children. A diverse and dynamic curriculum allowing children to use their own resilience and interest to plan learning journey</b>															
We have ensured that the our curriculum incorporates the new curriculum but have focussed not only developing skills linked to reasoning and applying, but also attempted to cultivate a culture that nurtures the attributes needed to learn how to learn. Our curriculum promotes both learning attitudes and character. Chris Quigley milestones were reviewed and amended for Key Stage Two and Key Stage One overview and breakdown of milestones was updated. -Clarity on how the milestones are to be taught agreed at the end of the academic year. -Herrick maths approach embedded throughout school.															
<b>Review process to ensure that short term planning is secure and results in outstanding outcomes for all learners</b>															
We have adapted planning to ensure that assessment is used to inform the next stages of learning – therefore, planning is personalised and focusses on developing deep learning. Over the past two years (except for reading this year) all individual core subjects have been above national averages at both levels of 'expected' and 'higher standard'. Overall progress scores for; all pupils, disadvantaged, high prior attainment, middle prior attainment and low prior attainment (this group is a minor proportion of the cohort) indicate good to outstanding outcomes.															
	<b>Reading</b>					<b>Writing</b>					<b>Maths</b>				
	All	Dis.	H	M	L	All	Dis.	H	M	L	All	Dis.	H	M	L
<b>2016</b>	-1.24	-1.34	-4.41	0.17	1.99	1.76	2.08	-1.89	3.46	4.69	1.22	-0.20	-0.36	1.79	4.11
<b>2017</b>	1.34	0.2	-0.7	1.8	7.6	4.68	5.1	5.9	3.5	14.3	3.42	2.1	4.7	2.2	13.2
<b>2018</b>	0.72	1.76	-0.29	0.22	6.54	2.92	3.91	0.55	3.06	9.74	2.51	3.00	1.70	2.66	4.33
The average increase of progress for all three subjects, are all positive score, for the four groups identified above. Reading progress overall is average, although both high and disadvantage have made strides since 2016. Writing has been consistently good for all groups, although level of progress for high has declined. Maths is reflecting above average progress, although again, level of progress for high has declined.															
<b>Sub-committees (teams linked to Ofsted Framework) operating successfully. G.B fulfilling all statutory duties</b>															
Please refer to Governance section - page															
<b>Yearly planned activities involving children – Pupil Voice</b>															
Please refer to Herrick Management Team – timetable and impact															
<b>All strands of school life will be underpinned by opportunities to promote the Spiritual, Moral, Social and Cultural development</b>															
Please refer to SMSC grid															

# IMPACT

## Vision and Pursuit of Excellence

### The school's vision

Our Vision Statement, **'to give each and everyone a chance'**, sums up our commitment to fully developing the whole child within the context of our school community. The core principles of; Enjoy, Achieve and Respect sit at the heart of our school values, underpinning the whole school ethos and culture.

All teachers at Herrick are viewed as Leaders and collectively we value the connections between all the aspects of school life and beyond. As we prepare our children for the 21<sup>st</sup> century we recognise the significance of 'sustainability' and how this is a broad agenda that includes the environmental, social, economic and governance aspects of our school. Understanding this 'bigger picture' enables us to focus not only on raising standards of achievement, but also on the broader well-being agenda including health, safety, engagement and participation in an economically viable and sustainable future.

We would want all of our children to be able to say the words; *"I am a good person and a good learner, a good learner and good person I am"*. The school is committed to embedding a culture which supports this statement through the **Herrick Character** and our **Learning Attitudes**.

Herrick Character	Learning Attitudes
<b>Integrity</b> - maker of right choices	<b>Curiosity</b> - ask questions and be involved
<b>Resilient</b> - never give up	<b>Challenge</b> - stretch myself
<b>Empathy</b> - helper of others	<b>Self-Confident</b> - believe in my own ability
<b>Citizen</b> - member of community	<b>Independent</b> - in charge of my own learning
<b>Courage</b> - finder of unknown	<b>Investigate</b> - problem solve

Our educational values are based on the richness and diversity of the school's communities and the significant partnership that school, parents and carers have in ensuring pupils' well-being, improving their achievement and personal development.

### **Our Educational Values, in the words of our children:**

- deliver fun and exciting lesson for everyone
  - support everyone to achieve
  - respect everyone
- discover and meets the needs of everyone
  - get everyone ready for the future

## High standards and high expectations

<b>Attainment</b> (evidence: ASP, SEF and Outcomes Evaluation Booklet)
<b>At KS2:</b> <b><u>Overtime</u></b> <b><u>RWM Combined</u></b> At 'expected' : rise and fall from 2016 – two consistent years above national average with a decline in 2018 (14%), nevertheless RWM remains in-line with national average; the fall in 2018 is contributed to (middle PA) pupils not achieving 'expected' in Reading. At 'greater depth' : a continual rise from 2016 with an overall increase of 15% from the previous year- 2018 outcome was 19% over the national average with over 50% of high PA achieving a combined high score of SS110+.
<b><u>READING</u></b> At 'expected' : in-line with national average, although the rise of overall attainment (above national average in 2017) fell in 2018 by 14%. Success with both high PA and disadvantaged but focus must be placed on middle PA achieving expected – 69% in 2018. At 'greater depth' : continued rise from 2016 with an overall increase of 28% - 2018 outcome (36%) was 11% above the national average.
<b><u>WRITING</u></b> At 'expected' : remains consistent over the last three years with outcomes above national averages. At 'greater depth' : in-line with national averages – fell in 2018 by 12% but still above national average(+7%).
<b><u>MATHS</u></b> At 'expected' : an average outcome of 84% over the last three years, continually above the national average. At 'greater depth' : consistently above national average, particularly over the last two years – 39% and 38% respectively.
<b><u>At KS1</u></b> In 2018 the school was in-line with national averages, significantly above at 'greater depth', particularly in writing and maths. Nevertheless, data reflects a gradual decline since 2016 in all subjects, but outcomes overall remains in line with national averages. Greater depth is significantly above 2017, there is also no significant gender gap and both groups exceed comparative national averages respectively. The percentage of pupils achieving the expected level in phonics (Yr1) is consistent with outcomes the previous year – above national (2017 98% , 2018 95%). No significant difference between boys and girls.
<b><u>At EYFS</u></b> A clear understanding of assessment has been achieved through extensive moderation. Pupils made outstanding progress, during the last 3 years and EYFS GLD result was again in- line with national GLD level ( GLD 2016- 61%, 2017- 67%, and 2018-69%). Nevertheless, we continue to develop Literacy and review strategies to address the gender gap – boys below in all areas; however the gaps have narrowed particularly in core areas of reading and writing.
<b>Quality of teaching</b> (evidence: Quality of teaching, learning & assessment booklet , CLT/Phase notes and W drive)
<b>Reading:</b> After carrying out an analysis of reading papers and listening to children read across the school, we identified that children misinterpreted questions and experienced difficulty with new vocabulary and higher level language. The introduction of a mind map to record learning and understanding was based on studies showing high impact and development of self-regulation and metacognition over a period of time. Activating Prior Knowledge is a key feature of a reading unit to address gaps in knowledge of a particular topic or theme.
<b>Writing:</b> A typical literacy unit at Herrick will begin with annotating good examples of a text type followed by a stimulus (book/experience/role play). Children are then encouraged to create appropriate word-banks and a relevant grammar and punctuation session is taught. They key session that has helped raise standards in writing is the sentence construction session: through practical tasks children are taught how

to use a range of vocabulary in varied sentences. After this, they plan their text type. Before writing, children orally rehearse a text (using elements of Talk for Writing) to aid language development. Training in and moderation both internally and externally termly ensured that teachers are clear about expectations at expected and greater depth and could review next steps for individuals.

**Maths:** With extensive research, enquiry and observation into and of pedagogical approaches, we have adapted the approach of Mastery to suit the ethos of our school. With a hands-on approach to learning that asks our children to think deeply, reason and justify – focusing on depth rather than coverage.

**Attendance and Punctuality** (evidence: internal records & Personal Development, Behaviour and Welfare booklet)

Attendance and punctuality

Attendance has been over national averages in the last three years 96.9 (2016), 96.3 (2017) and 96.3 in 2018. Persistent absentees (10% or more), has increased and is an area we addressing – 8.0%.

**Standards of Behaviour** (evidence: Personal Development, Behaviour and Welfare booklet)

At Herrick, we set the highest of expectations for behaviour and conduct around school. As a consequence, pupils' behaviour is exemplary. Following an analysis of the behaviour survey, 100% of the staff agree or strongly agree that children are safe and behaviour is good. We continue to amend our behaviour policy to complement our Teaching and Learning policy, this has been formulated to ensure all staff consistently apply school policies, but more importantly develop strength of character through our Herrick Learning attitudes.

**Spiritual, Moral, Social and Cultural Development** (evidence: Personal Development, Behaviour and Welfare booklet)

Pupils are justifiably proud of their school community and have a strong voice in the school and make extremely mature contributions to its very positive ethos. This is supported by the school's three core principles: ENJOY, ACHIEVE and RESPECT. All pupils are involved in every aspect of behaviour and expectations (Herrick Character and Learning Attitudes). The SMSC grid shows that all aspects of SMSC are being taught in each year group through varied approaches. As a result, our pupils have further developed empathy and understanding-number of behaviour incidents recorded are minor and decreased, compared to the previous year.

### The strategic priorities of the school 2017-18

- 1 **To raise standard of reading across the school:** *restructure reading strategies with emphasis on word recognition and comprehension*
- 2 **To continue striving to improve practice:** *planned Programme of support for improving teaching and learning- 5 non negotiables*
- 3 **To embed assessment process to inform pupil's needs:** *(FT)focussed triangulation of data to support addressing ways forward*
- 4 **To consolidate Maths mastery through planning for depth:** *all staff to recognise 'BAD' – Basic, Advanced, Deep*
- 5 **To support groups within school (specifically HA & PP pupils) achieve progress in-line with national expectations:** *children receive high level of targeted support – monitor trajectory of achievement*
- 6 **To ensure effective physical education supports well-being:** *children receive high level of physical activity and education on healthy living*

### Priority 1

We researched how language and vocabulary could be taught explicitly by looking at the support material provided by Education Endowment Foundation and the work of John Hattie. We introduced the Reading Overview: Comprehension and Skills are taught discreetly in any order and can be repeated in a unit. All children are exposed to higher level reading texts while they continue to share class novels. Books are also banded to ensure all stakeholders are aware of age appropriate books.

### Priority 2

Through the implementation of a new Teaching and Learning policy-devised by the staff and the introduction of Coaching Triads, all teaching staff are able to identify their own development points and through the 5 aspect review and coaching drop in week. Teachers have addressed their areas of development and individuals have particular strengths to share (refer to quality of teaching, learning and assessment booklet).

### Priority 3

Development points were formulated through the Coaching Triad groups introduced in term 2 and delivery - opportunities to share good practice continued through a regular coaching dialogue. While in the process of fully implementing a new approach and after testing and trialling various approaches to assessment, Subject Coordinators have agreed to focus on assessment in Foundation subjects. New assessment system for Foundation subjects in place for next academic year.

### Priority 4

We have continued to sustain a strong performance, consistently above the LA and national. Through continued CPD, workshops for parents and teachers and an analysis of planning and feedback for individuals, the teaching of Mathematics has gone from strength to strength in all year groups. In 2018, the high levels achieved were once again sustained – 87% at expected and 38% at the higher standard. In KS1, we have continued to achieve be in-line with national at 72% and there was a significant rise at the higher standard with an increase of 21% to an overall figure of 38%.

### Priority 5

Impact of changes to teaching reading and the reading lead has been significant: - the AvSS for high attainers has continually increased and was 111.1 in 2018. There are also a high percentage of children across the school achieving the higher standard in reading for this prior attainment group.

Disadvantaged pupils continue to surpass both school and national targets in reading, with a 22% and a positive progress score of 2.4. The data across the school reflects successful outcomes at the expected level but a larger gap at the higher standard.

### Priority 6

Our PE questionnaire reflects the higher % of pupils taking part in a range of physical activities both in and outside of school – this is partly due to the number of school sports initiatives that took place over the year. The quality and confidence of teachers to deliver PE has significantly improved through planned CPD. The level and readiness for both inter and intra school competitions, is also an aspect where much work has supported success.

## Issues raised in previous inspection report

Issue 1: Pupils are not confident in using their mathematical skills and solving problems.

**Key improvement strategies:** Introduced new approach to Maths and dedicated inset days and staff meeting time. Introduced Maths Picture problem to involve both children and parents and also introduced bar method to support development. Formed Maths team to help develop and support staff.

- Further developed by formulating new Maths Policy with new team.
- Introduced Problem Solving as a Herrick Learning Attitude in new T&L policy.
- Introduced Maths Coaches to address specific skills.
- Arithmetic and X tables sessions to develop skills.

**Current Position:** Coaching Walk and drop ins show that children are practically engaged in their learning, good level of questioning and provision of problem solving activities. Maths is now a strength.

Issue 2: Teachers' marking does not always make clear what pupils need to do improve their work.

**Key Improvements strategies: Focus on Writing**

- Introduction of front page used for personalised targets: presentation, specific spellings etc.
- Introducing the orange and yellow highlighting system in KS1 for consistency
- Peer and self-assessment from term 2 onwards across the school for all written work completed in Literacy sessions.

**Current position:** Children can explain orange and yellow highlighters: what needs to be corrected and what is good. Children can explain their Literacy targets (sentences making sense). Children will be able to explain how all term 2 written pieces of work is edited independently.

Issue 3: The work set for pupils at the start of the lessons is not always hard enough, particularly for the most able.

**Key improvement strategies:** Further developed B.A.D and updated milestones for FS Subjects KS1-KS2.

- Introduced concept of deep learning in Maths and delivered workshops.
- Introduced Challenge as a Herrick Learning Attitude in new T&L policy.
- F S Subjects Introduced B.A.D in T& L policy with each unit linked to a Herrick Learning Attitude to ensure Challenge is specifically addressed.
- New Maths Policy B.A.D

**Current position:** Observations and coaching drop ins show that although progress has been made, further development is needed to ensure consistency. The teaching of deep learning in maths and level of challenge is more developed than in other subjects.

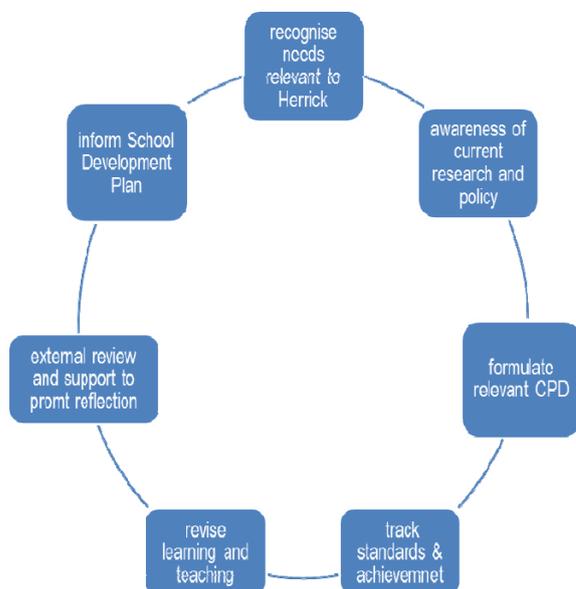
## Milestones 2016 -2018

Milestones	Action	Impact	Evidence
Maths	-Insets Days and workshops dedicated, training and visits -Maths unit modelled by Maths Coordinator -Planning scrutiny of books -Marking policy-improvement time	-All teachers delivered good or above in Maths -Working towards Ofsted action points -Children clear about what they did well and next steps	-Coaching drop and formal observations and Coaching -Walk feedback
Writing	-Boy friendly texts introduced throughout the school -Literacy policy updated -KS1 Marking policy updated -KS1 Letter Join introduced -Improvement time introduced -KS1 Literacy and Reading updated with all units planned	-Y2 & Y6 'Expected' above national -Consistency in marking across the school	-Data -Scrutiny of Literacy books
Being me, being safe, being happy	-Assemblies -Boxes introduced -KS1 lunchtime play rota	-No. of incidents reduced	-CPOMS
Curriculum development	-FS Staff Meeting –Deep Learning Inset -Maths CPD -Further breakdown of milestones allocated to units with Herrick -Learning Attitude	-Clear and concise overview	-Planning Folders/ -Teaching -Children questionnaire
Coaching programme	-Introduction of the Herrick -Induction programme -Coaching Walk with teachers conducted in December	-CLT aware that Teaching & Learning policy needed - updating to ensure clear understanding of what constitutes good teaching	-Teaching and Learning policy updated
Securing financial stability	-Finance committee working alongside senior leadership team – ensuring value for money	-Stable budget and maintaining standards	-Financial benchmarking data
Developing leadership capacity	-Interim Assistant Head appointed to oversee safeguarding & SMSC -leadership roles linked to core subjects -SEN lead	-New Arrivals benchmark and assessment updated -Child Protection -Phase 2 Leader -Updated KS1 curriculum -RE syllabus reviewed	Leadership Folders Questionnaires
CPOMS - safeguarding	All incidents logged All staff have username and passwords	More effective methods to identify individuals and groups (gender/ethnic groups) across the school and meet their needs. Prevent further incidents	CPOMS reports
Accommodating rising numbers	Working with health and safety committee/ teaching staff devised systems and practical physical solutions supported by premises officer in accommodating rising numbers	New cloakrooms and alternative learning spaces – addressed health and safety issues in corridors Yr1 classrooms	Physical/ learning environment
PE/ Sport	Sports lead delivering relevant CPD and leading way in competitive sports, both inter and intra (maximizing effectiveness and profile of physical activities across the school)	Numbers of children involved in competitive sports Swimming targets achieved	PE question analysis
Disadvantaged	Reading lead appointed working collaboratively with PP lead – using Education Endowment Foundation's work on reading we have revised reading policy	Narrowing of gaps Surpassing national targets	Outcomes Data analysis PP folder
Clever classroom	Having researched – Clever Classroom (Salford University), we worked closely with stakeholders to review the effectiveness of the aesthetics of a classroom and impact of displays	Level of behaviour Engagement and concentration	Feedback from pupils (questionnaire)

## The effectiveness of the school's self-evaluation policy and practice

The self-evaluation process: at Herrick we value the importance of self-evaluation and how this supports self-improvement.

A self-evaluating school is a self-improving school.



The evaluation process is also supported by the following documentation: Pupil Outcomes Data booklets, Target setting process, Action Plans and Policy review and change. Through the good use of a range of M&E activities, a shared vision and a close partnership all leaders endeavour to drive improvement.

The School Development Plan enables the school's vision to be shared and understood by the whole school community. Our aim is to work and learn together as a community in order to improve and be the best that we can be. The School Development Plan should give everyone an understanding of where the school is going and what actions will be taken to ensure we get there.

Everyone has the chance to contribute ideas as to how our school can improve. Staff and Governors meet termly to review how successful our improvements have been and agree priorities for the coming year. We ask parents, staff and children to share their ideas through questionnaires and the school council. We want everyone to support us and help us improve and this can only happen if we are all involved. Once we have agreed the priorities, the Leadership Team identifies targets for improvement by writing the School Development Plan. This is then shared with everyone.

There are 2 sections:

1. ***Five aspects of evaluation Schedule (Ofsted)*** - Outcome for Pupils; Leadership and Management; Quality of Teaching, Learning and Assessment; Personal Development, Behaviour and Welfare; and Effectiveness of Early Years.
2. ***Whole School Action Plans*** – Phase (overall & Standards); Core Subjects; Foundation Subjects; and Community, Governance and Sport. (These action plans underpin all aspects as identified in section 1)

We wish to achieve each target as fully as possible; therefore they will drive our training, resources, teaching and learning, monitoring, evaluation and review over the next year. Professional development INSET days are an important part of this process. In addition to this, all staff were keen to keep up to date with new initiatives. Therefore, individual teachers and support staff will undertake training throughout the year in order to further their own professional development and to strengthen the subject expertise of the staff.

Phase Leaders and Subject Leaders develop their own Subject Leader Plan which identifies key areas for development within their own curriculum area for the academic year.

The School Development Plan (2017/18) – progress against priorities - Standards

	Objective / Action Raising Standards	Outcomes	Rag review
Year 6	To raise outcomes of disadvantaged children reading and maths	Reading 17 R:77% 18 R:77% (remains the same) Maths 17 M:77% 18 M:92% (+15% from 2017)	
	To raise outcomes for SEND children in maths	Maths 17 M: 3/49 pupils 67% Maths 18 M: 8/53 pupils 38% (-28% also minus progress score)	
	To raise the % of prior HA children in Reading achieve their expected outcome	75% of H prior attainment achieved higher standard an overall increase of 18% from the previous year	
	To narrow the gap between boys and girls in reading	The gap remains at 10% at expected, however boys achieve above at the higher standard 37%	
Year 5	To support accelerated progress for SEND children – meet their predicted targets	8 pupils in all. 4/8 achieved expected. 3/8 achieved expected in both reading and writing. However, level of progress cannot be viewed as accelerated.	
	To narrow the gap between boys and girls in both Maths and Reading.	78% for both boys and girls in reading/ difference of 16% in maths (gap narrowed by 9% from 2017)	
	To raise the outcomes of L. attainers – track and formulate intervention to support children meeting ARE	39% achieved expected in reading and maths – well above targets set – however concerns remain in writing 11% (18 pupils – high cohort of low)	
Year 4	To update the Literacy overviews to ensure EAL Writers achieve age related expectation	Achieved targets set (85% expected % 29% at GD)	
	To raise the attainment of Lows Attainers in all core subjects (reading/ Maths)	22% increase in low attainers	
	To raise attainment and progress in Reading for Pupil Premium children	67% at expected an increase of 15% - effective strategies supporting disadvantaged make progress	
Year 3	To narrow the gap between pupil premium children and other groups. To narrow the gender gap in Maths	Disadvantaged 63% expected at reading improved from previous year(writing and maths 4/8 pupils at expected) Narrowed gender gap in maths (7%)	
	Non EAL/Any Other White background to make above average progress	Both groups identified made progress but not above as targeted	
	Narrow the gap between SEN/PP/Indian and all other groups in Reading.	Disadvantaged and SEN saw increase – average 62% which is below Indian but an improvement from previous year	
Phase 2 (KS1)	To raise boys attainment in reading (especially in Yr1)	difference between boys(55%) and girls(94%) – 39% although narrowed from REC. –still a concern	
	To raise attainment for SEN children in reading	SEN achievement good overall in-terms of progress however not meeting national standards	
	To develop strategies that supports targeted children with their listening and attention skills	In comparison to reception level of listening and attention/ concentration in class good – supported achievement in Phonics Yr1	
	To raise standards in maths in year 1	Boys achieving 64% at expected, this is 10% behind national for boys and 19% behind girls(school)	
Phase 1 (Foundation)	To raise boys' attainment in GLD	50% in 2017 59% in 2018	
	To narrow the gap between girls and boys in reading	Gap in 2017 30% / Gap in 2018 23% Boys overall increase of 14% from 55% to 69%	
	To narrow the gap between girls and boys in writing	Gap in 2017 30% / Gap in 2018 22% Boys overall increase of 4% from 55% to 59%	
	To narrow the gap between boys and girls in overall PSED however focus is MF& B	Gap in 2017 31% / Gap in 2018 20% in PSED	

## Improving the outcomes for All pupils

Herrick Primary school is a professional, learning organisation with a focus on improving the quality of teaching and learning. As described earlier, there is an effective programme of school self-review. The senior leadership team, together with Subject and Unit Leaders are very successful in inspiring other staff to share a strong sense of purpose and determination to raise standards. e.g. Pupil Progress Meetings/ data analysis. Through CPD, weekly meetings and the monitoring schedule, the senior team and middle leaders consistently communicate high expectations to staff about securing improvement. All members of staff are viewed as leaders and have access to analysis of good-quality data (this refers to age related expectations linked to curriculum statements) to inform teaching and learning.

### Appraisal

Appraisal, a coherent programme of professional development and the use of INSET time, have been used to improve the quality of teaching and learning. (refer to meeting schedule & Teacher CPD) Performance management (appraisal) within the school is robust and is used to develop, support and challenge the professional practice of all staff. The findings of performance management help us to identify priorities and also the existence and then modelling of good practice. Although good and outstanding teaching exists throughout the school, there is a direct correlation between salary progression and teacher effectiveness.

### A programme of support and development

There are highly effective processes within school for continuing professional development and a strong commitment to continually improving leadership capacity and potential. Leadership continues to develop and strengthen key areas of the school. There is also effective leadership and drive from middle leaders who share the ambition to improve standards and develop leadership capacity. Refer to 'The quality of teaching, learning and assessment' booklet to review initiatives carried out this year:

### Protocol for improving the quality of learning & teaching

At Herrick Primary School, there is an expectation that all teachers will be aspiring and developing their practice to become outstanding. We believe that good teaching and the effective management of teaching and learning are central to the success of the school. We have ensured that we employ a range of strategies to tackle underperformance and to improve the quality of teaching.

<i>Teacher perception</i>	<i>Teacher knowledge</i>	<i>Within one week</i>		<i>Impact</i>	
<i>agrees with the outcome</i>	<i>and knows how to work on development points</i>	<i>another observation would be done within a week either at a random time or pre-agreed time by choice of the teacher</i>		<i>Good or better</i>	<i>Return to monitoring cycle</i>
				<i>Satisfactory</i>	<i>Coaching and mentoring support offered</i>
<i>agrees with the outcome</i>	<i>does not know how to make progress on the development points</i>	<i>observe another teacher in the school</i>	<i>observed again</i>	<i>Good or better</i>	<i>Return to monitoring cycle</i>
				<i>Satisfactory</i>	<i>Coaching and mentoring support offered</i>
<i>disagrees with the outcome when done by a single observer</i>	<i>would be observed again by the same observer accompanied by another, within a week, of the same subject</i>			<i>Good or better</i>	<i>Return to monitoring cycle</i>
				<i>Satisfactory</i>	<i>Coaching and mentoring support offered</i>

## Equality of opportunity and the achievement of all pupils

We are a highly inclusive school and seek to identify and support pupils with special educational needs, those with disabilities, or pupils with other significant disadvantages so that they improve their progress. Refer to 'Pupil Outcomes' booklet to review attainment and progress of groups.

The school endeavours to support the most vulnerable. We promote a strong culture of involvement and achievement of all. The curriculum is carefully tailored to meet the needs of all pupils and we work in partnership with other schools in order to pursue specialist interests and needs.

Monitoring and evaluation is highly effective at helping to reduce differences in outcomes and ensure equality of opportunity for all students.

We place a great deal of emphasis on promoting equality and eliminating discrimination. There are clear policies and procedures in dealing with bullying, racism and other oppressive behaviour. As a consequence such instances are infrequent. Refer to 'Personal development, behaviour and welfare' booklet to review analysis of incidents.

### SEN Analysis (2017-2018)

We ensure that every reasonable adjustment is made to enable pupils with special educational needs and/or disabilities to take a full and active part in all aspects of school life. Learning support is well led and the support and intervention for pupils is carefully planned, monitored and evaluated. We regularly seek the views of pupils with special educational needs and/or disabilities and hold a parents' forum to help gauge our effectiveness.

Year Group 2017-2018	SA		SAP		EHC		Total		Total per year group
	M	F	M	F	M	F	M	F	
Nursery/Reception	1		5		1	1	7	1	8
1			5				5		5
2	1	1	2	1			3	2	5
3		1	2			1	2	2	4
4	1		2	2			3	2	5
5	2		3	3			5	3	8
6	1	3	2	1			3	4	7
Totals in school broken into gender	6	5	21	7	1	2	28	14	42
2 children in nursery with gross motor delay and physical and medical disabilities									

We use a range of strategies to track cause for concern children who are initially identified through assessment and monitoring; subsequently, regular meetings are held with teachers and parents to assess progress and the impact of support. Children may be placed on a POP, with identified small steps and achievable targets provided to support successful outcomes.

## The safeguarding of pupils

The school's arrangements for **safeguarding** of pupils meets statutory requirements: governors ensure effective policies are in place to ensure the safety and well-being of pupils.

School Practice	Notes
<p><b>Safeguarding policies</b> All relevant policies, strategies and procedures are in place to ensure the safeguarding and welfare of all pupils including policies on: Child Protection, Behaviour, Anti-bullying, Health &amp; Safety, Equality.</p>	<p>All <b>policies</b> meet Leicester Authority guidelines. Safeguarding and Health &amp; Safety Policies are reviewed annually. Behaviour and Anti-bullying are reviewed every 2 years as individual policies – also attached to safeguarding policy.</p>
<p><b>Child protection (Safeguarding)</b> The Headteacher and members of the SLT are the lead people for child protection issues. School policy includes allegations against staff and meets local guidance. There are excellent communication systems with up-to-date information shared regularly. Child protection policy amended following LCC update. It is monitored regularly through the governors' committee structure and deficiencies addressed – reviewed by governors annually.</p>	<p>Child protection arrangements are accessible to everyone: pupils, families and adults all know who they can talk to if worried. <b>Mr Patel (Headteacher), Mrs Aydin and Ms Kaur: assistant Headteachers</b> <b>Monitoring of Pupils</b> through structured weekly meetings with all concerned. <b>DSL</b> – Mrs Aydin <b>G.Smart</b> – safeguarding governor</p>
<p><b>Recruitment and vetting</b> School practice is rooted in <i>'Safeguarding Children and Safer Recruitment in Education'</i> (updated-2018). There are stringent vetting procedures for staff and other adults working with pupils. There is robust governance and monitoring procedure in place. <b>Safer recruitment training</b> has been undertaken by at least one member of every selection panel.</p>	<p><b>Single central record</b> in place and includes confirmation (and date checked) of: identity checks; checks against <b>DBS</b> checks for all staff and governors, volunteers (where working with pupils), record of qualifications and 'right to work' (where relevant). Supply agency confirmation of DBS checks in place. Also teacher prohibition checks have been carried out (x2 governors and safer recruitment training x3 members of staff)</p>
<p><b>Training</b> A high priority is given to training and all adults receive up-to-date training, guidance, support and supervision to ensure effective safeguarding of pupils, this includes KCSiE, Prevent and FGM training.</p>	<p><b>Designated staff training</b> every two years – (last: Feb 2018) All staff <b>refresher training</b> every 2 years (last: Feb 2018). The school keeps a detailed <b>training record</b> for all adults.</p>
<p><b>Reporting concerns</b> There is a clear reporting system for any pupil, or any adult to express concerns about poor or abusive practices.</p>	<p>The <b>reporting system</b> is published in the school staff handbook. A log of all concerns is reviewed and monitored by DSL. The school uses CPOMS to monitor all concerns related to child protection.</p>
<p><b>Safety on site</b> There are robust arrangements for site security and all reasonable steps have been taken to keep pupils safe. There is a commitment to ensuring the health, safety and well-being of all pupils. Acceptable Use policy completed by parents.</p>	<p>Security of site: The school have an automated gate system so all visitors have to speak to a member of the office team to gain entry to the school site. There is also an electronic signing in system and all visitors are given safety guidelines. Risk Assessments are available for the site in the school office.</p>
<p><b>Referrals and interagency work</b> All concerns about possible abuse or neglect (or where pupils have gone missing, or are persistently absent) are referred systematically and promptly to relevant agencies. Any staffing safeguarding concerns would be reported to the Independent Safeguarding Authority.</p>	<p>Herrick school follow the guidelines of the LA system of 'Working together to Safeguard.' The school works closely with the EWO and other agencies to support all children &amp; staff. The school works closely with LA to ensure that the continued whereabouts of all children are tracked when leaving the school.</p>
<p><b>Encouraging safe &amp; responsible practices</b> The school helps pupils to keep themselves safe and deal responsibly with risk through a flexible curriculum and a commitment to ensure the safety of young people.</p>	<p>Visiting speakers and our PSHE curriculum is engaging and relevant and provides pupils with a deep understanding of staying safe.</p>

## Governance

### Process and Action

The structure of the governing body is based upon the 4 areas that OFSTED use to make judgements about the overall effectiveness of a school:

- Pupil outcomes
- Personal development, behaviour and welfare
- The quality of teaching, learning and assessment
- Leadership and management

Each of these areas is the focus for a School Improvement Team (Development Team) of up to 2/3 governors “chaired” by a Lead Governor. A member of the senior team is also linked to each team. Each term there is a visit to the school. The purpose of each visit will be to establish the extent to which the school is making progress in raising standards in the relevant area.

The Lead Governor assumes responsibility for liaising with the Head Teacher or designated member of staff to establish dates and times for visits and the specific focus for each visit. This information will be relayed to the other Development Team members who are welcome to join the visit.

Outcomes are measured against the targets that are set by the school each year in its improvement plan. The current Curriculum and Health and Safety Committees are subsumed into the new structure. The Finance Committee however continue to function as a separate entity.

The visits in 2017/18 have been positive and proactive. They reflect accurately the senior leaders’ ability to effectively evaluate the school in the correct manner.

<b>SIP Priority:</b> Leadership & Management
<b>Aim:</b> The pursuit of excellence to successfully drive the highest levels of achievement and personal development for all pupils over a sustained period of time
<b>Key Milestones:</b> Continue to develop Governance so that Governors systematically self-evaluate effectiveness and demonstrate deep knowledgeable of the context and challenges including provision for vulnerable groups
<b>Achievements:</b> Completed review of expenditure and impact of PP spend – report presented to SISS Formulation of Autumn SEF in light of summer results. Completion of School Development Plan 2018-19. Identified and approved planned action for specific aspects of the curriculum. End of Year Evaluation documents - report of the school’s successes (impact of actions) during the year(2017-18) and analysis on areas of development (next steps). This was reported to the full GB Mtg. Governors aware of the differences between our aims and challenges in order to set realistic, inspirational goals and targets. Governors evaluated the SDP and help set priorities for consideration for 2018-19.

## Curriculum

**Headline-** the Herrick skills based curriculum offers breadth and depth in order to achieve academic excellence. Changes have been implemented to have the desired impact: deep learning.

From 2015, the school has adopted the Chris Quigley milestones for each year group. The Herrick approach has been further developed this academic year with the introduction of a topic being broken down into units of work which are then broken down into 3 strands: Knowledge based, B.A.D and Review and assessment. This rigorous approach ensures the development of skills while also exposing children to a range of controversial and/or thought provoking questions that require deep thought, discussion and an understanding of the wider world. Daily, children are encouraged to question and learning is elicited through questioning and tasks that require children to problem solve.

Topics have been revised to develop skill rather than production of recorded work (D&T-teach and tinker approach, Year 2 Significant People and Big Art Project, Year 5-Horrible Histories, Science carousels and round robin).

The curriculum reflects the local needs (agreed RE syllabus, exposure and knowledge of community through trips and study of local area in Year 1 and Year 3). At Herrick, we promote and develop a culture of mutual respect and tolerance of those with different faiths and beliefs through our faith assemblies and PHSCE.

Equally important, is the provision of knowledge of the wider world and preparing children as adults of the 21<sup>st</sup> century thorough the teaching of specifically devised topics such as Native American Indians, Aborigines, The Island (xenophobia), Animal (democracy/communism & society) and Fashion (sweat shops). This further develops a comprehensive understanding of people and communities beyond their immediate experience.

In addition to PHSCE which is strength, British Values is taught weekly through our theme of the week PowerPoint and further promoted through corridor displays. Herrick pupils are encouraged to have a say and give their opinion. Daily the Herrick Learning Attitudes and the Herrick Character is encouraged, recognised and celebrated.

Classroom displays are focussed on the development of a particular skill through a chosen topic across the school. Our displays show the development and progression of a chosen theme

### EYFS

- Curriculum shows cultural interests - Stories (e.g. Handa's Surprise, Handa's Hen), through role play(teepees), dressing up clothes (e.g. saris), through topics i.e. each festival is celebrated equally.
- Planning - long term i.e. topics are reviewed and agreed as a team, curriculum flyer is written as a team, all staff including TA's feel involved in planning.
- Assessment - pupil progress meetings, staff discuss observations daily, spotlight to target specific children. Learning journey is clear evidence towards ELG. All teachers have taught in FS1 and FS2, making observations of each other's classes (moderation).
- Outside agencies - EYST, SALT, Community Nurse, Ed Psych.
- Staff lead language groups, fun-time, letters and sounds groups and work with identified key children to reinforce and extend learning.

## British Values

### How we promote British Values

<b>Early Years</b>			
<i>Values</i>	<i>Through the curriculum</i>	<i>Through other school activities</i>	<i>Through the school ethos</i>
<b>Democracy</b>	Voting for role play areas, where majority of children should play		
<b>The rule of law</b>	Class rules Fairness Class 'mascot' Sticker charts	Head teacher's assemblies Phase assemblies Police Visit Circle time	Rewards Sanctions
<b>Individual liberty</b>	Resources to choose from Children can work with friends Different areas to play in	Reinforced through Herrick Learning Attitudes Sports Activities Day Sports trips/activities Freedom to choose lunchtime activities and clubs	
<b>Mutual respect</b>	Class rules Listening to others Using manners Friendship week	Head teacher's assemblies Phase assemblies Raising money for and awareness of Children in Need and Sport Relief Circle time Police visit	Mission statement Herrick character
<b>Tolerance of those of different faiths and beliefs</b>	Talk and circle times religion and ceremonies Celebration cards Celebration home work	Phase Assemblies-different faiths Faith events- e.g Navratri etc	

<b>KS1</b>			
<b>Values</b>	<b>Through the curriculum</b>	<b>Through other school activities</b>	<b>Through the school ethos</b>
<b>Democracy</b>	When to do certain things e.g voting	Herrick Management team School Council Red Hats FABs	Pupil Questionnaires
<b>The rule of law</b>	PSHEC -Class rules	Head teacher's assemblies Phase assemblies Police Visit	Rewards and Sanctions process Code Of Conduct- School and Classroom rules Behaviour Policy
<b>Individual liberty</b>	Choosing where to sit, their partner, how to show / present their work	Reinforced through Herrick Learning Attitudes Sports Activities Day Sports trips/activities Freedom to choose lunchtime activities and clubs	Safeguarding Policy Equal Opportunity Policy
<b>Mutual respect</b>	Creating a trusting environment where children are confident and relaxed enough to ask questions and make choices	Head teacher's assemblies Phase assemblies Raising money for and awareness of Children in Need and Sport Relief FABs	Enjoy, Achieve, Respect ethos Through staff example Involvement of parents at welcome meetings for all parents in September New Parents welcome meeting in June for following year intake Coffee Afternoons to raise funds and awareness for different charities Learning attitudes
<b>Tolerance of those of different faiths and</b>	R.E sylubus	Visit from the Salvation Army during Harvest time Thinking time in assemblies Phase Assemblies – different faiths Islamic Prayer Mat Competition Easter Bonnet Competition Visit to religious	SACRE Award Faith assemblies

beliefs		places	
---------	--	--------	--

<b>KS2</b>			
<b>Values</b>	<b>Through the curriculum</b>	<b>Through other school activities</b>	<b>Through the school ethos</b>
<b>Democracy</b>	Y6 If the world was a village Y6 Social Justice Y6 Animal Farm	Herrick Management Team School Council Red Hats FABs	Voting-Herrick Management team making decisions for their peers. Pupil Questionnaires
<b>The rule of law</b>	Y5 What's in the news? Rules & Law Y6 Britain since the 1930s (WW2) and immigration in the 1960s/70s. Y4 E-Safety	Head teacher's assemblies Phase assemblies Y2 & Y5 Fire Brigade Talk Y6 Police Visit Cyberbullying Police Talks Police Talk-Internet Safety Y6 Warning Zone trip	Rewards and Sanctions Process Code of conduct-School and Classroom rules Behaviour Policy
<b>Individual liberty</b>	PHSCE Y5 The Island-Armin Greder Smart Certificates	Reinforced through Herrick Learning Attitudes Sports Activities Day Sports trips/activities Hosting and participating in friendly football matches Freedom to choose lunchtime activities and clubs	Safeguarding Policy Equal Opportunity Policy
<b>Mutual respect</b>	Y5 Trading Places Black History Month Y5 Refugee Week Y6 Social Justice Anti-bullying week Friendship week Y6 Around the World	Head teacher's assemblies Phase assemblies Raising money for and awareness of Children in Need and Sport Relief	Enjoy, Achieve, Respect ethos Through staff example Involvement of parents at welcome meetings for all parents in September New Parents welcome meeting in June for following year intake. Coffee Afternoons to raise funds and awareness for different charities
<b>Tolerance of those of different faiths and beliefs</b>	Y3 Pancake Morning Y1-6 Faith Assemblies Y6 RE Unit -What will make our city a more respectful place? Y6 RE Unit-Values: What matters most? Y6 RE Unit -Who is my neighbour? RE-visits places of worship	Visit from the Salvation Army during Harvest time Thinking time in assemblies Phase Assemblies-different faiths Islamic Prayer Mat Competition Easter Bonnet Competition	SACRE Award

### Spiritual, Moral, Social and Cultural development

The school judges the extent of pupils' spiritual, moral, social and cultural development as outstanding as the children are extremely able in understanding that others hold deeply held beliefs and views and that we need to respect the beliefs and opinions of others. Our children have a very strong voice in the school and make extremely mature contributions to its very positive ethos(refer to: Personal Development Behaviour and welfare booklet).

## Sports Premium

2017-18

School Focus/ <u>planned Impact on pupils</u>	Evidence
To provide healthy living days, where children have the opportunity to design exercise plans and cook and prepare their own healthy meals – <b>impact: preparation for health adult life</b>	Children will reflect on learning and record changes/measures taken to support health living – <b>Evidence: learning journals/ pupil interviews/ survey</b>
Bicycle initiative for KS2 playground / Purchase of 2nd hand bikes – <b>impact: pupils learn to cycle/ recognise alternatives methods of travel linked to healthy lifestyles</b>	Completion of tests in KS2 identifying children who can cycle <b>Evidence: (survey of children who either cycled to school Aut Spr Sum)</b>
Playground markings to support active play in both KS1 and 2 - <b>impact: pupils encouraged to complete circuits within given times / make pupils resilient</b>	Children to record times when completing circuits – league tables to be formulated <b>Evidence: class records</b>
Create changing rooms and outdoor footwear storage area / designated areas for sports leaders and clubs – <b>impact: supporting pupils to participate in both lunchtime and after school sporting activities</b>	Designated areas will support children to participate in sporting activities - <b>Evidence: % of pupils taking part in sport to increase (PE file)</b>
Embed an ethos of reflecting on choices and decisions made on developing a healthy lifestyle - <b>impact: pupils review and adjust accordingly in-relation to diet and exercise</b>	Children will be recording activities and actions under healthy lifestyle - <b>Evidence: KS2 diaries</b>
CPD release for teachers to observe PE specialists teach PE - <b>impact: pupils to receive effective physical education supporting well-being</b>	Teachers will have developed skills and knowledge on delivering effective PE lessons <b>Evidence: planning and pupil interviews</b>
A full year's subscription to the School Sports Partnership – <b>impact: pupils involved in competitive competitions which will support developing Herrick Character and Learning Attitudes</b>	Higher number of children involved in a range of competitive sports throughout the year- <b>Evidence: % of pupils taking part in sport to increase (PE file)</b>
Purchase of cricketing nets/ golf equipment / outdoor mini trampolines – <b>impact: pupils learn to cycle/ recognise alternatives methods of travel linked to healthy lifestyles</b>	Children provided with choice of activities <b>Evidence: planning and pupil interviews</b>
Booster/ swimming sessions for targeted children (train Herrick staff to deliver swimming sessions) – <b>impact: identify pupils to participate in competitions/ pupils and teachers working together to develop confidence / higher % of pupils to achieve 25m and L3 /</b>	Children achieve a higher level of confidence and achieve 25m and L3 - <b>Evidence: higher % of pupils in comparison to 2017 (Swimming file)</b>

### Evaluation

#### Sports Festivals

Each and every child has taken part in level one competition throughout the academic year which has seen them increase their level of competitiveness as well as enjoyment of certain sports. Some selected children have had the opportunity to represent the school in level two competition. This has seen our children improve a 'team' ethos and increase their ability to communicate with other children from differing backgrounds – through the medium of sport. There has also been football trials, which have given the opportunity to Key Stage Two children to take part in competitive sport at a higher level. Selection for the squad was not solely based on ability but also the attitude of our children – this is an integral part of our school and sport provides a wonderful opportunity to continue to embed these values.

### CPD training

Due to the increased demand of our in-house sporting calendar, the decision was made to provide CPD opportunities to staff in school through observations as well as joint planning. With a continued mentality towards improving the confidence of our teachers, when delivering PE sessions, our PE specialists have continued to provide guidance and advice to all members of staff.

### Sports Leaders

New initiatives have been embedded throughout school to allow our children more opportunities to be physically active. They have had the opportunity to access new and engaging equipment at break times and lunch times, both on and off the field. Through the introduction of a wrist-band system, our children have been given the opportunity to be responsible for the implementation of these ideas. Through giving the opportunity for this to be a student-driven initiative, we have seen an increase the level of healthy lifestyle choices during these times. This has also led to a reduction in the level of equipment replenishment, allowing leaders to spend money on creating more opportunities.

### Inter sport competitions

Through a constant effort to raise the profile of sport and physical activity within our school, the children have had the opportunity to take part in termly inter and intra competitions. The opportunities have not always been sport based, as children have had the opportunity to cook and design their own recipes within a classroom setting.

### Swimming

50% of children in year 6 achieved level 3 in swimming. The remaining 50% developed an awareness of water safety and have the skills to keep themselves afloat in a swimming pool. The Year 6 children have, once again, had the opportunity to receive booster sessions in the 3:3. The rationale behind these sessions is to boost their attainment in reaching the expected national standard of a Year 6 child, in relation to swimming. 60% of our Year 6 cohort had the outcome of achieving at least 25m in the swimming pool. Of the 20 children that received the booster swimming sessions, 75% of them achieved their age-related outcome.

## *School Community - Working Partnerships*

We have excellent partnership working with the School Nurse who supports school with training for staff e.g. diabetes, provides Drop-In sessions for parents, and supports both the school and individual parents with any medical issues which arise.

The school works effectively with a range of external agencies such as; Visual impairment team(VI); Hearing impairment team(HI); Speech and language team(SALT); Social Emotional and Mental Health team(SEMHS); Complex Learning Communication and Intercation(CLCI); Early Years Support team(EYST); Schhol Nurse; Educational Psychology Team(EP); Early Help Team(EHT) and the Diana Team.

The Headteacher is a member of Development Group 2 which constitutes the local schools. One example of collaboration is school to school support.

The Headteacher is also active in City Primary Heads and attends Headteacher Partnership meetings where he is involved with many city wide initiatives and is kept up to date with new initiatives in the city.

<p><b>Effective Communication</b></p> <p>Effective communication is promoted through a wide range of approaches including newsletters, parents/carers' meetings, Herrick Weekly, Subject workshops; including Numeracy &amp; Reading, Coffee afternoons, Curriculum fliers, Family Learning, DBS Primary– Nurse Visits, Policy documentation in Foyer, Community Link Officer and the School Website.</p> <p>We have sited external notice boards where information is displayed such as the list of letters sent home that week. Parents' views are sought through questionnaires, suggestion box and governor surgeries.</p>	<p><b>Parental Support &amp; Engagement</b></p> <p>The school has a highly positive relationship with all groups of parents and carers and works hard and successfully engage those groups of parents and carers who might traditionally find working with school difficult eg. Some hard to reach parents have attended Family Learning sessions</p> <p>We have a number of strategies to help strengthen relationships with parents/carers including overall ethos of partnership, support group of parents/carers of pupils with learning difficulties / disabilities - strategy led by SENco .</p>
<p>Strategies to help parents to support their children's learning include regular review meetings; involvement in recognising and understanding ARE and information evenings – <i>'helping your child through SATs'</i>.</p> <p>Parents contribute to provision by supporting learning, audit of parent skills(professions) – leading to parents as visitors/speakers – support for school trips etc.</p> <p>Four written reports are produced per year, which clearly show individual attainment and progress and termly Parents' Evenings are also held.</p> <p>Literacy and Numeracy books are sent home weekly.</p> <p>Workshops are also held to explain levels and progress relevant to specific year groups.</p> <p><b>Supporting Children's Progress</b></p>	<p>We work effectively within our local community and alongside local business in particular we have visiting speakers(Salvation Army), charitable links, work by pupils in the community, links with the faith communities and visits to different places of worship.</p> <p>The school is a resource for the community including sports events and cultural events such as the Navratri.</p> <p><b>Community Engagement</b></p>

<b>100 things you will do before you leave Herrick</b>	
<p><b>Visit</b>                      Buckingham Palace - the Tower of London                      Harry Potter Studios - Madame Tussauds                      another school - places of Worship                      a library - an Art Gallery                      the British Museum - the Science Museum                      the Natural History Museum - Cadbury World                      Beaumanor Hall - a Tudor Manor House - a Restaurant                      Watermead park - Leicester City F.C.</p>	<p><b>Go</b>                      Canoeing - Kayaking                      on a boat - wall climbing                      Orienteering - on a train                      on a River Thames cruise                      on a zip wire - to a live orchestra event                      Ten-pin Bowling - to the theatre                      to the Leicester Space Centre</p>
<p><b>Learn</b></p> <p style="text-align: center;">                         to build a shelter - to write a story                          the times tables off by heart                          how to swim - to tie your shoe laces                          to make cakes - how to ride a bike                          to speak another language                          to cook - how to make bread                          to skip - how to make a film                          to sew a cushion - to play a musical instrument                          to make a moving toy - to knit                          to make and fly a kite                          the rules of different sports games                          how to use Salt dough and Mod rock                          how to fold origami - how to use an ipad                     </p>	<p><b>Take part in</b></p> <p style="text-align: center;">                         a school play - a school disco - a School Fair                          a Dance club - a residential visit                          Cooking lessons - Eco club - School Council                          a year 6 leavers' production                          a walk in the woods - a sleep over at school                          Fundraising events - a coffee afternoon                          a pyjama day - a fancy dress day                          a sports match - a theme day                          a walk on a red carpet - a picnic                          hide and seek in the dark                          Sports Day - a national celebration                          Faith assemblies - a competition                          playing in the snow - dancing in the rain                          writing to the Queen - a pottery session                     </p>
<p><b>Be</b></p> <p style="text-align: center;">                         Happy - Safe - Proud to be you                          Curious - able to stretch yourself                          in charge of your own learning                          a problem solver - self confident                          able to reach Sapphire - different                          nominated for Phone Home Friday                          able to earn a Smart certificate                          a good friend - able to tell the time                          the teacher for a day - a monitor                          able to act – able to vote                          able to win an Attendance award                          able to invite a family member to lunch                          able to watch a performance                          rewarded for your hardwork and effort                     </p>	

## OFSTED Criteria / Current School Evaluation

### The evaluation schedule – how schools will be judged

#### Grade descriptors

Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary.

- Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.
- The school's actions have secured substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and mathematics.
- Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium, the primary PE and sport premium, Year 7 literacy and numeracy catch-up premium and special educational needs funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups and between disadvantaged and other pupils nationally.
- Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.
- Leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement. Teaching is highly effective across the school.
- Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.
- The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.
- Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work.
- Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced
- behaviour.
- Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan.
- Leaders' work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge pupils' views and encourage debate.

#### Conclusion

Please refer to current SEF