Self- Evaluation Form SEF

December 2023

Characteristics	School	National	Context
Number on roll	372	282	Herrick is larger than the average primary school. The proportion of pupils eligible for pupil premium is lower than the national average and pupils from minority ethnic groups is well above that found nationally. This academic year (23-24) there is no nursery provision.
Boys/Girls %	52/48	51/49	
Disadvantaged pupils FSMever6 %	12	23	
Pupils from ethnic minority groups %	98	34	
First language not English %	80	21	
Pupils supported at school support – SEN %	9	12.6	

Ethnicity Guidance
The school has 15 out of 17 possible ethnic groups. Those with 5% or more are: 43%: Asian or Asian British - any other Asian background, and 33%: Asian or Asian British – Indian. During the course of the last academic year the school experienced a high level of children joining the school at various points of the year, particularly in KS2, a total of 29 pupils of which 48% where joining a UK school for the first time. A total of 7 additional new first languages (not English) were spoken among the existing EAL pupils. Start of 23-24 academic year a total of 45 children have joined the school across all year groups (of which 6 have left).

Local area Guidance
The school location deprivation indicator was in quintile 4 (more deprived) of all schools. The pupil base is in quintile 4 (more deprived) of all schools in terms of deprivation. Although there was an increase in numbers of children across years 2-6, a steady decline in EYFS school places (since 2021) has impacted on the school's decision (in consultation with the LA and stakeholders) to temporary close Nursery for the coming academic year.

Disadvantaged
In the Pupil Premium (PP) statement, success criteria includes developing positive aspects of; attendance, outcomes and reading.

Attendance: PP children attendance (90.7) has fallen since 2022 and the attendance differential gap between PP and non-PP has increased to 2.6%. However, when comparing to DfE national average, it is 2% above. PP persistent absence (23.3) has increased from 2022 by 4.2% and is higher than non-PP by 2.9% - this is a cause for concern.

Outcomes: Our end of year outcomes for KS2 reflect good outcomes, either in-line with or above non-PP. PP children achieved above non-PP in maths (+20%) and combined (+6%) at expected. Writing was significantly above (+23%) non-PP. Across years 1-5 core subjects are broadly in-line with non-PP except for writing which in some year groups is significantly below.

Reading: Reading which has been a school priority has shown an overall fall (end of KS2), nevertheless no significant gap between PP and non-PP at both expected and greater depth standards (75%, 78%, 19% and 18% respectively). Across years 1-5, reading age tests reflect that all PP children made greater progress overall in comparison to non-PP.

Exclusions
There have been no permanent exclusions in the past three years. In the last academic year two fixed term exclusions were applied (lunchtime- 2days). Currently one child (year 3) has had a reduced timetable due to behavioural challenges.

Attendance
Overall attendance is 93.2, this does not include nursery. Attendance in-relation to pupil characteristics (PP, SEN, boys and girls) when compared to national, is above in all categories except for non-PP which is below by 0.6%.

Persistent A. is 20.4. This remains a whole school issue and actions are reviewed to support individuals and groups with similar difficulties. Overall absence rate and persistent absence is below the national figure of 7.5 by 0.7% and 1.6% respectively.

Change:

- The Leadership team – HT and two Assistant Headteachers. One of the AH is responsible for learning and teaching (& literacy) and the other AH leads SEN/Pastoral support.
- KS1 is a phase we have identified as needing support and direction, particularly with the development of literacy overall– the AH responsible for literacy now teaches year 2 fulltime.
- Phonics – Little Wandle (new phonics programme introduced spring 2022).
- One new appointment (ECT) has been made this year – Reception. Three ECTs successfully passed their first year, of which two will continue in Yr1 and Yr2. Currently we have 2 members of staff on maternity leave (Yr 3 and 5 respectively). The Year 5 maternity cover is also an ECT. (Total ECTs 4).
- Specific TAs will continue this year to support children in the lower years specifically for 1:1 behaviour support. (We have 1 child who has an ECH plan).
- As reading remains a priority, a reading lead (no-class responsibility) identifies strategies, directs development and supports practice.
- There have also been a number of changes to the membership of the Governing Body including a new structure of only 12 members, there is currently 1 vacancy (co-opted governor). A new Chair of Governors was appointed in spring 2020.

Addressing next steps from previous inspection October 2018

(1) the proportion of pupils who make strong progress in reading during both key stage 1 and key stage 2 increases
(2) pupils' progress improves during key stage 1 by building on the strong progress that children make in the early years, and that pupils make in the Year 1 national phonics screening check

In order to address previous recommendations, we have worked towards providing a solid foundation which will not only prepare our children for the next stage of their education, but also for the rest of their lives. Therefore, within the English curriculum, Reading has been prioritised, as it forms the key to learning in all subject areas. The following are some of the key actions that have been taken:

Action	Description
Think Aloud	Metacognition strategy which is part of our school Reading Policy.
Super 6 Skills	Children examine the skills in relation to the text being studied.
Oracy	CPD strategies have been shared with staff to promote effective communication, for example how to encourage contributions from our most reluctant talkers - Silent Summariser, Think, Pair and Share. 23-24 – Embedding Classroom Practice.
Little Wandle – Phonics Scheme and Guided R.	We show fidelity to the scheme. We employ heat map assessments which allow us to examine progress and match guided reading books to children's ability. Keep Up Support - KS1 and KS2. Heat map assessment identify the children who require additional support and the phases they are struggling with. Trained TAs deliver this intervention. Pupil interviews have shown that our children can discuss their phonics sessions, guided reading sessions and terms such as GPC, diagraph and trigraph.
Lexia	Adaptive computing app/program. Children undertake a placement assessment. Skip areas they are confident with and begin working through certain year group material. Continue to move through levels and these are celebrated with certificates.
Support for B20% Readers	A nominated morning slot to read with their class teacher. Reading Record. Introduction of the class novel as another opportunity for our children to hear their class teacher modelling what good reading looks like. Independent reading slot for children to read their banded book. Over a 2 week period, the teacher hears their entire class read.

Data 2019 (2020 & 21 Teacher Assessment), 22 & 2023 results

Attainment measures	19	20	21	2022				2023			
				All	Boys	Girls	PP.	All	Boys	Girls	PP.
EYFS											
% with **GLD** at the end of EYFS	75	65	68	58	50	67	0	63	57	75	100
Phonics											
% achieving the expected standard in **phonics** by the end of year 1	83	65	41	77	83	70	50	60	56	63	23
% achieving the expected standard in **phonics** by the end of year 2 *(brackets indicate pass V. No. not achieving phonics screening in Yr1)*	71	75	100	56 (10/18)	50 (5/10)	63 (5/8)	50 (1/2)	59 (13/22)	64 (7/11)	55 (6/11)	100 (2/2)
KS1											
% achieving the expected standard or above in **reading**	71	68	51	61	50	69	60	78	80	75	75
% achieving a high standard in **reading**	38	28	15	11	5	16	20	-	-	-	-
% achieving the expected standard or above in **writing**	69	60	40	50	32	63	20	57	53	62	25
% achieving a high standard in **writing**	29	18	6	2	0	3	0	13	10	17	25
% achieving the expected standard or above in **mathematics**	71	62	49	63	55	69	60	69	73	62	25
% achieving a high standard in **mathematics**	36	23	11	11	9	13	20	26	33	17	-
KS2											
% achieving the expected standard or above in **reading**	72	82	80	84	79	89	100	57/68	41/56	77/88	56/64
% achieving a high standard in **reading**	23	32	22	33	32	33	25	18/23	15/20	23/27	19/21
Reading average scaled score	104.6			105.2	104.2	106.5		102.9	100.6	105.6	102.8
% achieving the expected standard or above in **writing**	92	88	85	78	79	78	83	58/70	41/56	81/86	75/86
% achieving a high standard in **writing**	32	15	10	11	6	19	0	5/6	3/4	8/9	6/7
% achieving the expected standard or above in **mathematics**	87	92	82	74	79	67	58	72/83	65/80	85/86	88/93
% achieving a high standard in **mathematics**	38	27	22	33	29	30	17	23/28	24/32	19/23	19/21
Mathematics average scaled score	107.7			104.3	105.2	103.2		103.6	102.8	104.6	102.8
% achieving the expected standards in **R,W,M combined**	70	79	75	64	65	63		52/63	35/48	73/77	56/64
% achieving a high standard in **R,W,M combined**	13	25	20	11	6	19		5/6	3/4	8/9	6/7
% achieving the expected standard or above in **EGPS**	83	85	80	84	79	89		66	59	77	63
% achieving a high standard in **EGPS**	47	30	25	34	35	33		20	24	31	19
Progress measures											
Progress scores for reading	-0.5			1.15				-1.5			
Progress scores for writing	2.41			-0.01				-1.3			
Progress scores for mathematics	2.11			1.36				0.2			

Priority 1 - To further develop subject leaders in all areas of the curriculum.
Action: Establish clear programme to develop subject leaders through effective CPD (work with consultant and deep dive workshops) Summary Evaluation: - Subject leads were able to form their new action plans   - individuals have brought learning from various workshops (History, Art, RE, Science) shared in staff workshops. All subject leads are at different stages but all have progressed in their understanding of subject concepts.   - History leads supported staff with second order concepts in their planning (however, not consistent)   - Introduction of Science Sigma ensures teachers analyse and revisit gaps in learning.   - Science workshop delivered to ensure teachers are aware of key scientific skills in science (review autumn)   - Computing: leader for 1 year. Non subject specialist. Following courses & research has inspired to lead computing. Talking with staff made strategic decisions re constructing the computing curriculum. Liaised with LA lead. Good knowledge of 3 NC threads. Staff surveyed re confidence in teaching. Purchased 'Teach' scheme. Good leadership strategy via 3 stage approach.
Priority 2 - To develop effective assessment process in identified foundation subjects (Science, History, PE and computing)
Action: Subject leads support professional development for all staff in process of assessment in identified subjects ((Science, History, PE and computing). Summary Evaluation: - Teachers generally have good subject knowledge and the scheme of work is always used.   - Key concepts are present in planning and teachers have knowledge of them.   - Children are sometimes presented with key concepts in class however they might not be able to use the terminology. Discussion and oracy skills are becoming embedded in History.   - Our curriculum implementation incorporates various assessment methods such as subject builders,   - Lumio questions, RAG (Red, Amber, Green) in the book, and front cover learning assessments.   - These diverse approaches provide both formative and summative assessment opportunities, enabling us to determine the level of students' understanding and identify any necessary next steps to address any gaps in their learning.   - One area of the curriculum which continues to need further development is the effectiveness of formative assessment – continually linking to progression statements (particularly in Science).
Priority 3 - To ensure that the curriculum delivers effective opportunities for vulnerable children (SEN/PP/PYG) to make sustained progress.
Action: Embedding of curriculum maps, subject lead presentations- reflecting on M&E activities to further support opportunities for children to make sustained progress. Summary Evaluation: - Effective use is made of the POPs as a focus for the discussion between teachers and TAs. There is a robust system in place for monitoring the children's progress.   - Teachers are secure in forming next steps and identifying appropriate interventions-refer to POPs.

- POPs provision successfully delivered each term and majority of SEN children have met their targets and been moved on.
- June 2023-significant reduction in the amount of children requiring specific intervention. Target set can be delivered in classroom as part of daily learning.

Priority 4 - To improve writing outcomes in KS1 and KS2 (particularly at GDS)

Action: Work with LA literacy lead, moderation partnership and development of writing policy (including development of Oracy –Voice 21)

Summary Evaluation:

- Year-long programme working with LA writing consultant – focus on greater depth and how best to develop pupil's writing stamina.
- Moderation reflects higher level of pupils' writing stamina, focus on spelling in year 1 to support progress in year 2.
- Scrutiny of work identifies a broad range of genres and strengths vary in each year group.
- Sentence structure developed throughout year through children's ability to rectify and self-evaluate (although concerns raised in year 1).
- Also reduction in pupils' cognitive load that led to lack of cohesion in pupils' writing – highlighted in year 4.
- Evidence of systematic approach to monitoring & changes made as a result eg more colourful semantics for some early writers. Specific key foci captured on 'further develop' sheet.

Priority 5 - To improve teaching so that more teaching over time becomes outstanding

Action: Monitoring programme, CPD programme, work with development group and local networks

Summary Evaluation:

- Development of overall practice in-line with 5 non-negotiables has supported learning and teaching;
- 3 ECTs all have successfully completed their 1st year (nursery, yr1 and yr2).
- 82% (9/11) reflect good progress in class observations
- 18% (2/11) required support to ensure criteria was met to achieve set goals.
- Lessons reflected good progress with a clear sequence of learning, however where lessons were less effective they would have benefitted from refining success to provide clear outcomes (key action for next year).

- Early Reading (Little Wandle): Evidence of fidelity to scheme. Good use of technically correct language eg trigraph. Where teaching best, where misconception arose staff required pupil to rehearse at that time. Mostly staff articulate sounds accurately.

- CPD programme has effectively supported 3/5 main school priorities highlighted in SDP – (1) development of subject leads (evidence: portfolio/M&E documents and working collaboratively with triad and development group support), (2) Writing across the school – all teachers have worked throughout the year with LA writing consultant and have been supported through specific actions for their year groups (evidence: programme of actions and feedback from LA consultant), (3) teaching practice continues to reflect good practice (evidence: teaching observations/ M&E documents and pedagogy development linked to ***securing component learning before moving on to more complex composite tasks.*** -this aspect continues to develop and further support the 2 others areas of SDP – supporting SEN/PP children and assessment.

- We continue to review how effectively we support working/long term memory - all leaders have reflected on current stage of curriculum development. They ask questions such as: are *we trying to do too much in respect of pupils being asked to store too much information in long term memory? Do teachers know what to emphasise (assessment as learning) through sequences of lessons?* Key action taken – reduced curriculum plans with greater emphasis on ensuring progression statements are met.

<u>Overall Effectiveness</u>   Current Grade: Good   Last Inspection Grade: Good

<u>Main strengths.</u>

- The quality of teaching and learning is at least good across the school, with emphasis on developing all aspects of foundation subjects through subject leadership.
- The school curriculum is clear in terms of intent, implementation and impact.
- All other key judgements are at least good.
- Deliberate and effective action is taken to promote the spiritual, moral, social and cultural learning of all pupils.
- Safeguarding processes and procedures are effective.

<u>Main priorities for improving the effectiveness of the school:</u>

<u>Key Targets 23-24</u> *(school priorities underlined)*

Leadership & Management	Quality of Education
1. To implement recommended actions identified as part of the SIL (School Improvement Leicester) 2 day review process (SEND, governance and safeguarding) 2. To address specific outcomes of M&E of foundation subjects (key vocabulary and oracy)	1. *<u>To implement an effective and purposeful assessment system for the foundation subjects</u>*. 2. *<u>To improve outcomes in writing across both key stages with a particular focus on quality, content and stamina.</u>* 3. To ensure that L&T non-negotiables are understood and used by all staff in supporting pupils.
Personal Development	Behaviour & Attitudes
1. To promote the understanding and respect of differences through amended RE curriculum – developing children's knowledge, communication and celebration of the school's diversity. 2. *<u>To ensure children reflect in all lessons on the level of learning through using the Herrick Learning Attitudes when assessing success criteria (progression statements).</u>* 3. Strengthen the use and impact of pupil leaders so that their roles are respected and deeply embedded across all aspects of school life.	1. To provide opportunities for pupil voice in evaluating and developing curriculum subjects. 2. To effectively review and employ strategies that improve rates of attendance. 3. To strengthen parent/carer understanding of their role in managing e-safety online behaviour at home.
EYFS 1. To provide effective coaching, CPD & support for EYFS staff so that they are skilled in the early identification of SEND and that they can adapt the curriculum effectively. 2. To strengthen the understanding of EYFS staff about their role in modelling play, supporting PSED and facilitating free flow learning so that this is actively used within learning experiences. 3. Promote and embed White Rose EYFS maths.	

<u>Why the effectiveness of the school is not higher.</u>

- *The impact of teaching, learning and assessment is not yet consistently outstanding*
- *Further develop children's ability to articulate their learning using key vocabulary, explaining why and how they have been successful*
- *Embed an effective use of assessment in all foundation subjects to inform next steps for individuals, subjects and leaders*

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<u>Quality of Education</u> Current Grade: Good Last Inspection Grade: Good

Curriculum has structure and has clear aims, including knowledge and skills? (include intent & impact)	Evidence
Intent - The school has a clear foundation for their curriculum, which builds on prior knowledge and develops knowledge and skills across the school in all subjects with clear end points. - The curriculum continues to offer children the opportunity to access breadth and balance. **Implementation** - Lesson observations/planning reflect good quality across the curriculum. - The challenge of tasks chosen reflect the ambition that all teachers have in terms of pupil attainment. - There is a focus on quality synthetic phonics (Little Wandle) teaching across EYFS and KS1 to enable all children to make progress. - Assessment is continually reviewed and developed to support next steps in pupil learning. **Impact** - Shared moderation and collaboration with other schools enables staff to accurately understand pupil expectations within their year group. - National data shows that pupils have variable starting points within our EYFS but all leave the Foundation Stage having made good progress. With KS1 outcomes reflecting an overall decline, strategies are constantly reviewed to ensure appropriate support to enable success within KS1. - *Actions to support reading attainment across year groups is evident and the majority of pupil interviews express they enjoy reading.* - *Learning attitudes and character are distinct features of the curriculum and children at Herrick Primary school* are ready for their next stage in learning because they attain well in core subjects and attain good basic skills. - Consistency in maths (particularly mental maths and number) is a strength of the school, with teaching focus on mastery.	Intent Implement (sol) Subject Builder Subject Presentations Lumio outcomes
Does the curriculum content build on logical progression? Are there clear end points in Sequence of learning?	
Our process: Curriculum Planning: We ensure that teachers follow the curriculum plan (long term overviews) and then are provided with medium term planning through our SOL (sequence of learning), so that they are building on what has been taught before and working towards clearly defined end-points. Subject Knowledge: Through a collaborative approach where the development of a subject is shared amongst teachers, we are able to monitor which elements of the curriculum support clarity of purpose. Teachers plan to form links and connections, building on prior knowledge and experience, supporting delivery of content is linked to age-related progression. Teaching: Each unit begins with a reflection on prior knowledge, a process we call 'WDIKA' (What Do I Know Already). The content will be a mixture of both substantive and disciplinary knowledge, with emphasis on the key concept/s of the subject. 'Enquiry' is associated with strengthening depth of learning, at Herrick we go beyond the surface level as children must prove why/how they got there – we refer to this process as, 'recall, learn, apply and justify'. <u>Practical action taken:</u> -Established clear programme to develop subject leaders through effective CPD (work with consultant and deep dive workshops) -Subject leads support professional development for all staff in process of assessment in identified subjects ((Science, History, PE and computing). -Embedding of curriculum maps, subject lead presentations- reflecting on M&E activities to further support opportunities for children to make sustained progress.	SOL states End Point History and Geography Approach –Staff Mtg on Inset Day Staff Mtg Folder Intent-examples Subject Leader's presentations Evaluations Completed Actions
Are there assessment checks? Does it curriculum build on children's prior learning and develops long term memory?	

Within our curriculum, children have the opportunity to build on knowledge which is assessed through unit assessments and used to strengthen areas that need further development. Purposeful assessments enable teachers to plan for next steps in learning so that our children make expected or better progress from their starting points. Throughout the curriculum, checking pupils' understanding and addressing misconceptions ensures that our children are ready for their next stage in learning and attain both knowledge and skills. The development of language and to confidently articulate their learning is a key outcome of the Herrick curriculum. We have embedded assessment strategies that support children achieve foundation curriculum targets: through introducing 'can do' and 'I know' templates in History and Geography. We continue to develop our understanding of 'metacognition' to support school's learning attitudes (chal, confido, curio, indi, investigo)	Herrick Online half termly tests Analysis Staff mtg on Long Term Memory STAFF MTG FOLDER

Is the school determined and working towards every pupil learning to read?	
Little Wandle phonics scheme was introduced in the spring term, 2022. Staff have built their own knowledge of the scheme well and quickly (seen in the typically effective teaching). Staff continue to become fully familiar with language and pedagogy. The scheme is also used to underpin guided reading sessions. Evidence of fidelity to scheme. Good use of technically correct language eg trigraph. Where teaching best, where misconception arose staff required pupil to rehearse at that time. Mostly staff articulate sounds accurately. Good use of repetition which helps pupils rehearse and embed. Effective behaviour management strategies. Baseline assessments are administered at the beginning of the school year and later in the year. Paper assessment in KS1 and online NGRT in years 3 to 6. This is well developed and embedded. Teachers have sight of the data and meet the teaching assistants to discuss this data which informs future planning. Effective use is made of the POPs as a focus for the discussion between teachers and TAs. There is a robust system in place for monitoring the children's progress. Bottom 20% read daily with/to their teacher, plus PP SEND read to the Reading Lead in Breakfast Club. Reading Leader's timetable changes to meet the needs of the school e.g. Y1 Phonics was a focus; there was also high number of SEND in Year 5 who were a focus too. It is evident that a robust system of monitoring children has been established. Reviewed reading of class novels – consistency across the school now embedded (year 3 outcome a concern). Outcomes 23 at expected, 67%(1), 78%(2), 56%(3), 71%(4), 83%(5) and 68%(6).	Read Aloud-end of term 3, interviews revealed majority could. Scrutiny of Books and Feedback to teachers B. Phipps works with bottom 20% and GDS Teachers listen to chdn read-timetabled. Little Wandle-half termly assessments and re grouping All teachers and TAs trained in Little Wandle

Is the school ambitious for all SEN pupils?	
All children transitioned into the class Spring Onwards following success of the Interim Policy. Monitoring and CPD plan in place for school improvement. Support for teachers to disseminate CPD (pupil progress meeting focus on SEN/PP) - focus on achieving targeted milestones for PP/SEN: children receive high level of targeted support - monitor trajectory of specific goals. In terms of effective safeguarding for SEN refer to CPOMs and Safeguarding Lead's Analysis. The SENCO works closely with new families that have children with special needs or have had traumatic experiences to ensure smooth transition into school with minimum anxiety for child and parents. This has been especially successful in the transition of pupils post lockdown – greet and meet sessions supported developing new relationships and provided parents/carers the opportunity to share information about their child's social and emotional well-being(this has been especially useful for our children with EHC plans).	Specific targets are measurable and achievable-POPs interventions delivered. Chdn in class-work differentiated for them 4RS, 3BM,2LC-planning/books Pastoral Care Timetable Weekly safeguarding mtg minutes Training/Certificates provided.

Have you introduced and embedded RSE?	
The delivery of RSE was reviewed with our parents/carers. The current Jigsaw (PHSE/RSE) scheme of work was adapted by creating a parent/carer working party to review the RSE curriculum. This has resulted in the successful delivery of the RSE curriculum and consequently allowing our pupils to be open and tolerant of sensitive issues in everyday life.	Jigsaw Staff Mtgs Jigsaw mtgs with parents Jigsaw Curriculum Parents Informed

Are we promoting the spiritual, moral, social, cultural, mental and physical development of pupils?	
Different faiths and diversity is celebrated through our assemblies and regular visits to different places of worship allow the children to make links with religion whilst showing respect as active citizens in society. Pupils at Herrick are aware that we all have a responsibility to contribute to our surrounding environment. Promotions of pupils' contribution of saving the environment is openly encouraged at Herrick and this has been	Jigsaw with Emphasis on British Values-overview sheet. Jigsaw Books

demonstrated by pupils closing their school entrance road to help with an immediate impact towards our environment. A culture of giving is openly supported with pupils at Herrick. This is encouraged through participating in raising money for various charities, within and outside the school setting. This supports our ethos of empathy and integrity, whilst equally supporting the independence of our children by being helpers of others.	
Do children acquire cultural capital?	
Our curriculum also provides a deeper understanding of the wider locality, providing access to learning resources such as, King Richard III museum, National Space Centre, Foxton Locks and places of worship found in Leicester City. Our children learn about the diversity of culture and religion; we want our children to develop respect and tolerance by addressing stereotypes and celebrating differences. The end point of the pupil journey at Herrick Primary School needs to ensure that children can make connections in learning and have real life reasons for learning. We hope that pupils will be motivated by achievement both at the end of their time at the school and in the future so that they will have a positive attitude towards themselves, others and their environment. And to recognise that '**LEARNING NEVER STOPS!**'	Intent-examples Evaluations Completed and Actions

Leadership and Management   Current Grade: Good   Last Inspection Grade: Good

Does the school have a clear and ambitious vision for high quality education?	
	Evidence
3 year School Development Plan (2nd year)	School Development Plan *(placed in information room)*
Build upon the coaching programme (GROW goal)	*Teacher files* (programme to support the structure of appraisal)
High emphasis placed on reading	*Reading Deep dive* (introduction of Little Wandle -Systematic Synthetic Phonics (spring 22)
Reading systems and processes are embeded	*Reading folder* provides evidence of actions and *data folder* reflects reading ages and progress

Clearly identified school priorities
    i.curriculum leads,
    ii.assessment of foundation,
    iii.progress of most vulnerable
    iv.writing
    v.overall teaching
	i.CPD (work with consultant and deep dive workshops) *notes taken by curriculum lead*
	ii. development in summative (quizzes) + checking in class (formative) *school website (+ data reports)*
	iii. curriculum maps (adaptive approach), feedback from unit assessments *(planning and work scrutiny of PP/SEN) + data reports*
	iv.work with LA literacy lead, moderation partnership and development of writing policy (including development of Oracy –Voice 21) *development points*
	v.monitoring programme, CPD programme, work with development group and local networks. *CPD programme + teacher observations + Triad feedback*

Established curriculum from nursery through to Yr6 + overviews, SOL, & subject builders to support 3is (intent, implementation and impact)	School website provides schemes/overviews (Intent) - continual review and developing of effective curriculum (changes made to Geo+His) *Subject folders + black folders + website*
Clear monitoring and evaluation processes in place	Emphasis on effective formative assessment in lessons to check learning, range of strategies used (evidence in planning) – summative assessment supported through Lumio (analysis supports developing and supporting subjects) *Planning + teacher observations + data reports*
Termly Pupil Progress meetings	Timetabled in yearly calendar, meetings to discuss progress and impact of intervention/support in addressing key development areas (focus on PP/SEND) *Pupil progress reports*
Learning environment – clever classrooms	Teachers collaborated in developing classrooms to support learning attitudes, specifically to support Inde (storage), Curi (curiosity boxes), Confido (access to learning materials), Investigo (questions -whiteboards) and Chal (IT support – SeeSaw) *classroom*
How effective is the school in improving teachers' subject, pedagogical knowledge? Including ECTs?	
	Evidence

Development of writing standards across the school	Working with LA literacy consultant – works individually with class teachers on development points to support writing *(literacy notes and development points – literacy folder)*
Re-establish Maths as pre-covid levels through Mastery approach (White Rose Maths)	Established regular release for maths lead to support and review maths across the school, provides coaching for identified teachers and ECTs. Emphasis on reasoning and children applying bar modelling skills. *(maths folder)*
Supporting teachers distinguish between substantive and disciplinary knowledge	Provided CPD and developing disciplinary knowledge in planning, focus on core skills specific to subject *(planning + deep dive workshops)*
CPD calendar supports quality of education(including secure understanding of working memory (metacognition)	The importance of self-regulation for both staff and pupils emphasized in developing learning behaviours with specific emphasis on self-evaluation. Key aspect of assessment *(CPD plan – self assessment in class)*

How well to leaders ensure that pupils successfully complete their programmes of study?

	Evidence
Subject leader folders – action plans + M&E (including pupil interviews & work scrutiny)	All subject leader/s + curriculum lead review work of year groups and complete scrutiny and planning analysis to ensure coverage of overviews and following of SOL *(subject folders)*

What evidence is there that leaders engage with all stakeholders?

	Evidence
EYFS workshops - Phonics	Delivery of workshops with parents/carers of reception and nursery – also continued highlighting of resources on school website *(Website + workshop PowerPoints)*
Termly Report Cards	Parent/carers provided with termly assessment of child in-relation to core subjects and reading age. Supports discussion with teachers on areas of development and progress *(progress reports)*
RSE working party to devise curriculum	Formulated working party to ensure smooth transition of RSE curriculum – agreed curriculum and protocols in ensuring both transparency and support for parent/carer *(RSE documentation –website)*
Attendance Lead working with parents/carers	Thorough regular analysis of attendance of groups of children and identification of persistent absenteeism. Work in collaboration with EWO and regular letters sent to those causing concern *(attendance folder)*
School Website	Reviewed regularly to ensure compliant, wealth of information for all stakeholders to access relevant information (*website audit*)
School questionnaires	Established in yearly calendar, includes children, parent/carer, staff, subjects and school also completed 'Big Ask'. All information supports next steps in improving both provision and standards *(questionnaire analysis)*
Faith Assemblies	Parent/carers (families) invited to faith assemblies. All children participate in all the faiths taught across the school through their Herrick journey *(guest book –website)*
Learning Attitudes document	Shared document with parent/carers at beginning of term – reference made when applying sanctions related to behaviour/ also review learning attitudes at earlier point through parent/leader discussion *(letter to parents + behaviour policy)*
POPs meetings	All children on SEN register to have POP objectives/actions to be reviewed with teacher and SEN lead (shared) *SEN register*
On-line safety newsletter	Termly on-line safety newsletter shared with parents/carer (available on website/ fortnightly class PowerPoint linked to on-line safety *(website)*

How do leaders support staff in reducing workload and support in well-being?

	Evidence
Review policies and practice to support staff wellbeing:	Invested in wellbeing and support for mental health package – available to all staff. (staff wellbeing survey to support next steps)/ CPD / meetings/ assessment and feedback policy reviewed and amended/ data collection limited *(survey)*
PPA rota	Revised PPA plan to support flexibility and support in utilizing time available *(PPA timetable)*
Assessment and feedback policy -Marking	Revised policy (collaborated with staff) *assessment and feedback policy*
Meetings held with NEU rep and wellbeing lead	Regular meetings held with NEU rep and wellbeing lead to address and reflect on practice and support for all staff *(minutes)*
Planning scrutiny	Planning requested from those subjects timetabled for when subject lead has release for monitoring and evaluation *(subject release timetable)*

How effective are governors in fulfilling their statutory duties?

	Evidence
Termly visits of governors assigned to specific areas of the school – review and evaluate progress and success of SDP in-relation their area (contributes to challenging the school)	Termly visits identified in school plan focusses on specific aspects and reports are completed after discussion with appropriate individual member of staff taking responsibility for action *(governor reports)*

Does the school have a culture of safeguarding that supports effective arrangements?

	Evidence
Safeguarding audit -	Completed by LA representative in March 22

Fortnightly safeguarding question.	Regular review of key information in KCSIE – this is completed through a key question shared in Friday 'look forward' memo. This is for all staff (including office and lunchtime supervisors) –all staff vigilante and accept that 'it is happening here' *(look forward folder – safeguarding quiz)*
CPOMS (half termly audit)	DSL completes and shares outcome of audit and where necessary actions taken to address any concerns *(CPOMS audit)*
All staff & governors complete regular training	Regular check of up to date completion of safeguarding training *(safeguarding folder/s)*
Half termly check on single register	Governor and DSL complete half termly check (other members of SLT are involved in random checks) single register check timetable
Up to date training for DSL	Audit and timetable of DSL training recorded and evidenced *(safeguarding folder/s)*
Weekly meeting of safeguarding conducted by senior leaders	Meeting schedule reflects weekly meeting and notes taken *(weekly safeguarding minutes)*
Red box	Provided in all classes from Yr1 -6 (children aware of purpose)
S.T.O.P.	S.T.O.P clearly understood by children and posters placed around areas of the school *(children interviews)*
Classroom information	Safeguarding board in each class with relevant telephones available for support + teacher information *(classroom boards)*

Behaviour and Attitudes   Grade: Good   Last Inspection Grade: Good

Does the school have high expectations for pupils' behaviour and conduct? Are these expectations commonly understood and applied consistently and fairly?	Evidence
Expectations of attitudes and behaviour is of the very highest order. Operational procedures are in place across all areas of school to ensure that a safe, calm, orderly and positive atmosphere is embedded. With the regularly monitored and evaluated Behaviour Policy, staff are consistent with their approach to demonstrating and maintaining high expectations. To ensure that staff are supported with a changing demographic of our school, trauma training (A&B 1.1) was delivered to teaching staff at the beginning of the academic year. Staff have a greater understanding of the changing demographic of our school and the possible reasons for changes in demonstrated behaviours or the everyday behaviours demonstrated by particular children within the school.	Behaviour Policy Trauma Training PPT
Does the school ensure that low-level disruption is not tolerated?	
With the introduction of the Learning attitudes flow chart (A&B 3.2) low level disruption has been clearly distinguished behaviour attitudes towards learning and behaviours. Often demonstrated as a precursor to poor behaviour choices, children's learning attitudes flow chart allows for restorative practice to take place. This is an effort to prevent situations arising where poor behaviour choices are made. As well as this, CPD has been provided to all teaching staff on metacognition (A&B 3.1) and gain a greater understanding of how children learn. This has supported the development of teaching sessions where enthusiasm towards their learning are improved and in turn low-level disruption reduced.	Behaviour Policy (see T-drive) Metacognition sessions – CPD.
Do leaders, staff and pupils create a positive environment in which bullying is not tolerated?	
Children have an understanding of what bullying is and are familiar with the term STOP. This is made with reference to two acronyms Children's understanding of bullying: Several Times on Purpose. If it apparent, Start Telling Other People.	Behaviour Policy Assemblies
If bullying, aggression, discrimination and derogatory language occur, does the school deal quickly and effectively so it is not allowed to spread?	
With the use of the Behaviour Policy and implementation of safeguarding policies, when required, levels of behaviour that require immediate intervention are done so through the SLT (AA and UP). Clear guidelines and examples of demonstrated behaviours are outlined in the Behaviour Policy to ensure that teachers are clear about the sanctions and procedures to follow, thus ensuring the necessary actions are taken in response to demonstrated behaviours.	CPOMs

Can the school show there is demonstrable improvement in the behaviour and attendance of pupils who have particular needs?	
Attendance analysis is undertaken to identify children with persistent attendance issues, which include persistent lateness and patterns in attendance behaviours. Efforts to reduce persistent absence (A&B 1.2) is taken along with the assistance of the EWO. As well as this, the school sports apprentice undertakes regular morning sports clubs with children who have attendance <95%. The development of the Pastoral Lead (1.3) at school has undergone review and is now an aspect of school life that allows identification of children with particular needs. These needs maybe a barrier to the attendance and learning attitudes that the children display.	Attendance review Morning club attendance PE Passport Data
Is the attitude of children positive towards learning?	
Children's attitudes towards their learning are positive at Herrick and they are rewarded for demonstrating positive behaviours; this is done through the use of Dojos and Phone Home Friday. With the introduction of the Learning attitudes flow chart (A&B 3.2) low level disruption has been clearly distinguished behaviour attitudes towards learning and behaviours. Often demonstrated as a precursor to poor behaviour choices, children's learning attitudes flow chart allows for restorative practice to take place. This is an effort to prevent situations arising where poor behaviour choices are made. As well as this, CPD has been provided to all teaching staff on metacognition (A&B 3.1) and gain a greater understanding of how children learn. This has supported the development of teaching sessions where enthusiasm towards their learning are improved and in turn low-level disruption reduced.	Child interviews Metacognition sessions – CPD.
Do relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe?	
All members of staff at school uphold the highest of standards in attitudes and behaviour across all areas of school. Children receive regular PSHE sessions, where all children are given the opportunity to reflect. British values are linked to aspects of school life, where children and staff discuss their learning in relation to British Values in PSHE. Children understand being me, being safe, being happy and have the opportunity to write their thoughts, feelings and concerns down and place them in the 'red box' if they wish to.	PSHE planning Children interviews

Personal Development   Current Grade: Good   Last Inspection Grade: Good

Evidence for aspects for Personal Development can be found in: School Council 22-23 (T-drive)/ 19BEEJAL/ Pupil profiles/ School website/ Jigsaw materials/ Parent and Pupil Questionnaires
Does the he school support in building confidence and resilience? How?
We work towards providing a solid foundation which will not only prepare our children for the next stage of their education, but also for the rest of their lives. Therefore, within the English curriculum, Reading is prioritised as it forms the key to learning in all subject areas. Our scheme of work for Mathematics provides progression and challenge through a mastery approach.   The school ethos is based on, 'to give each and everyone a chance' – our curriculum is underpinned by the values of inclusion and equality. Provision is planned to ensure all have access to the curriculum. We want our children to acquire the skills to be good learners. Our curriculum encourages a respect for the school and its environment so that learning is positive and a pleasurable experience for all.   Learning Attitudes and the Herrick Character is embedded to support a positive learning culture.
How does RSE, RE, PHSE contribute to personal development?
➢ We have looked at reviewing RSE taught at Herrick by creating a parent/carer working party with outcomes for the RSE curriculum.   ➢ We now promote transparency by telling parents when the RSE in each class is being taught.   ➢ The RSE policy is shared with any new parents/carers to the school during induction meeting with SLT.   Information is provided in the introduction packs given to any new parents/carers (in office).
What does the school do to support in developing responsible, respectful and active citizens?
➢ Every PHSE (RSE) Jigsaw lesson throughout the school ends with sharing the British Values and linking it to the children's learning.

- ➢ This promotes the importance of British Values throughout the school in all Key stages.
- ➢ British values are also linked with our Herrick Characters and learning attitudes.
- ➢ Through British values we celebrate faith and diversity – ensuring us as a school are positively looking ahead and thinking about our future goals.

- ➢ Different careered adults are invited to come and share/speak to the children about opportunities for the children to look at future professions/goals?
- ➢ Fire fighters visited school– Years 1 & 5
- ➢ Police due to visit for e-safety talks.
- ➢ Early years talk on parents professions.
- ➢ Inspirational talks on school trips. Children have had talks at the space centre.
- ➢ We have had author visits. - Year 5/6 Author Visit June 2022 – Mitch Johnson based on the text Spark.

The children discussed how climate change was the focus of the author talk they had seen.

The children were able to identify how a popular and topical news item had inspired a novel.

The writing masterclass selected children had participated in. Children shared the story writing task that they had worked on and how they continued the story starters provided by Mitch Johnson.

Green Pledge boards have been signed by each class.

How well do children understand British Values?

- ➢ British Values is promoted through every PHSE lesson.
- ➢ Every PHSE (RSE) Jigsaw lesson throughout the school ends with sharing the British Values and linking it to the children's learning.
- ➢ This promotes the importance of British Values throughout the school in all Key stages.
- ➢ British values are also linked with our Herrick Characters and learning attitudes.
- ➢ Through British values we celebrate faith and diversity – ensuring us as a school are positively looking ahead and thinking about our future goals.

Do children recognise on-line and offline risks to their well-being?

- ➢ At Herrick we promote e-safety for our children. The Herrick Website currently has a whole page dedicated to Online Safety https://www.herrick.leicester.sch.uk/onlineSafety.php
- ➢ Our curriculum promotes links to e-safety. The Jigsaw, the mindful approach to PSHE, and Online Safety files show where online safety/digital literacy is covered in the PHSE and Computing curriculum.
- ➢ The JIGSAW document highlights the pieces in where e-safety/digital literacy is covered.
- ➢ The Computing report document explains how Teach Computing includes digital literacy across the curriculum journey (it is interwoven into Teach Computing rather than a 'stand-alone unit' to ensure that it is covered consistently). It focuses on 5 key areas in digital literacy: the use of devices, tools and applications; handling and storing information; design, creation and editing of content; handling and storing information and communication.

The effectiveness of the Early Provision

Intent

We believe that good teaching and learning based on individual children's needs and interests ensures high quality outcomes for our pupils. The Assistant Headteacher monitors the Foundation Stage on a regular basis through announced and unannounced lessons dips, full lesson observations; book and planning scrutiny. The AH and reading lead ensures that the daily phonics lesson is included in the monitoring schedule and frequently signposts teachers to areas of good practice around the school. Accurate assessment informs both group and individual need and directly informs 'next step' planning. Moderation both within school and with Development colleagues is robust and results in a high level of consistency of judgments.

Children move confidently between classrooms and outdoor areas, enabling them to learn through a variety of well-planned activities. Our EYFS curriculum is ambitious because it comes directly from the children's interests and fascinations. This is demonstrated by children

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becoming deeply engaged in what they are doing and sustaining high levels of concentration. The curriculum is flexible and adaptable and makes great use of our environment and locality. The curriculum is planned and sequenced so that next steps in learning are clear at all activities whether adult or pupil led.

Our resources match our curriculum intention and each area of learning has a wide variety of indoor and outdoor resources, enabling us to adapt and focus our provision as required.

Implementation

Children read, write and share books every day. Book corners are attractive and well-resourced and children have free access to books (including digital books). We have embedded a new phonics programme that ensures that reading books are assigned in-relation to their phonic (phase). We read to children regularly so that they learn to enjoy reading and listening and this in turn means that they comprehend well. Children acquire a wide vocabulary in a planned way through the interactions with staff and other children so that they can communicate effectively. We pay close attention to the quality of children's speech and diction; intervening with speech and language support where necessary and thereby removing as many barriers to reading success and enjoyment as possible.

Our staff are knowledgeable about the teaching of early mathematics. We ensure that children have sufficient practice to be confident in using and understanding numbers. Our mathematics curriculum provides a strong basis for more complex learning later on. Staff CPD in White Rose Maths has enabled us to boost and secure basic number skills.

Inclusion and progress of pupils with Education and Health Care plans (EHCP) is a strength. The needs of disadvantaged children are carefully considered and catered for so that they make good progress. Disadvantaged children access cultural capital by the huge variety of books that are available, songs and rhymes that are shared, British Values that are shared, activities that come from different cultural backgrounds and a wide range of exploratory experiences inside and outside. Staff adapt learning well for children with SEND and regularly liaise with outside agencies to better meet the children's needs. This personalised focus ensures that these children make strong progress from their starting points. Children demonstrate independent and safe learning behaviours and are keen to take part as a result of the clear structures and adult guidance embedded in daily practice.

Children are emotionally secure and are actively taught resilience and self-regulation. They are resilient because the staff are knowledgeable about the Characteristics of Effective Learning and work well to devise activities that include some challenge and risk and children are encouraged not to give up. Children develop well physically, socially and personally. They participate in a full and varied PE curriculum. The outdoor environment provides opportunities to develop physical skill including upper body strength. Empathy is a skill that is developed. Children develop self-belief through the positive adult role models around them. Children understand how to be healthy through circle times, books and adult led activities.

Children are taught to manage their own behaviour and in doing so we are particularly attentive to our youngest children's needs. Our children are highly motivated and eager to join in. They share and co-operate well, demonstrating high levels of self-control and respect for others. Our children consistently keep on trying hard, particularly if they encounter difficulties. Safeguarding is robust.

Impact

At Herrick we are proud that our children develop detailed knowledge and skills across the seven areas of learning in an age-appropriate way. They demonstrate their positive attitudes

to learning through high levels of curiosity, concentration and joy. We equip them with the knowledge, skills and characteristics of effective learning they need to benefit from all that school has to offer when it's time to move on. As a result by the end of Reception our children achieve well, particularly those children with lower starting points. Our pupils delight in expanding their vocabulary and comprehension skills and by the end of the Reception year our children use their knowledge of phonics to read accurately and with increasing speed and fluency.