

SUMMARY SCHOOL DEVELOPMENT PLAN 22-23



Herrick Primary School

Overall Effectiveness

Current Grade: Good

Last Inspection Grade: Good

Main strengths.

- 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.

Main priorities for improving the effectiveness of the school:

1. To further develop subject leaders in all areas of the curriculum.
2. To develop effective assessment process in identified foundation subjects (Science, History, PE and computing).
3. To ensure that the curriculum delivers effective opportunities for vulnerable children (SEN/PP/PYG) to make sustained progress.
4. To improve writing outcomes in KS1 and KS2 (particularly at GDS)
5. To improve teaching so that more teaching over time becomes outstanding

Why the effectiveness of the school is not higher.

- 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

Practical action being taken:

1. Establish clear programme to develop subject leaders through effective CPD (work with consultant and deep dive workshops)
2. Subject leads support professional development for all staff in process of assessment in identified subjects ((Science, History, PE and computing).
3. Embedding of curriculum maps, subject lead presentations- reflecting on M&E activities to further support opportunities for children to make sustained progress.
4. Work with LA literacy lead, moderation partnership and development of writing policy (including development of Oracy –Voice 21)
5. Monitoring programme, CPD programme, work with development group and local networks.

Leadership and Management

Current Grade: Good Last Inspection Grade: Good

Main strengths.

- The School Leadership Team and school governors have a clear vision and passion for improving the school. School governors support the school in fulfilling statutory duties.
- Clear and consistent policies and procedures underpin the drive for a high quality education for all pupils.
- CPD opportunities enable staff to refine and develop their practice over time. There is a well-planned calendar which takes into account school priorities for improvement as well as local and national initiatives. This includes opportunities to engage with other local schools and external CPD.
- There is a culture of wellbeing across the school. All members of staff are supported in order to manage their workload.
- There is a robust safeguarding culture across the school. All members of staff work together to ensure that they identify pupils who may need help. Leaders are up to data with their training in safer recruitment and allegations management, which has been cascaded across the GB and staff.

Main priorities for improving the effectiveness of the school:

1. To ensure our CPD plan is aligned to improvement priorities for all staff.
2. To work with governors so that there is a clear vision for Herrick in-relation 3 year plan - 'catch up' and financial stability
3. To review all policies and practice to support staff wellbeing.
4. To support and extend parental engagement.
5. Teacher project (KS2) on developing classroom environment – based on study of 'clever classroom'.

Why the effectiveness of the school is not higher.

- Further develop focus on improving teachers' subject knowledge in areas of the curriculum not judged as a strength.
- To make effective use of appropriate assessment. Raise practice and subject knowledge of staff, including newly appointed 3 ECTs.
- To engage effectively with the community, including, when relevant, parents, employers and local services.

Practical action being taken:

1. CPD calendar formulated to support school priorities and appraisal targets aligned to personalised to develop key goals to raise quality of learning and teaching.
2. 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)
3. Termly review of well-being, staff meeting dedicated to addressing work-life balance (eg. Assessment and Feedback policy)
4. Workshops planned to support parents' understanding of strategies and methods used at school.
5. KS2 teachers collaborate and review 'clever classroom' in developing a practical and effective working environment for both teacher and pupil.

1. Leadership & Management (SDP)

Overall M&E: Arzu Aydin

(1)Shared vision and ambition at all levels through distributed leadership	Monitor
(1.1)To build upon the coaching programme developed in previous year so that all teaching staff are supported in teaching and learning the core skills (Herrick 5 non-negotiables) to improve outcomes.	S.Kaur

(2)Subject Development - clearly identified roles and responsibilities	Monitor
(2.1) To support teachers distinguish between substantive and disciplinary knowledge when completing work scrutiny and reviewing planning (focus on History and Geography)	M.Maille L.Conlon S.Kaur
(2.2)To train all new staff in delivery of systematic synthetic phonics (ECTs – Nursery/Yr1 and Yr2) + new TAs	A.Aydin
(2.3) Further develop teaching of Geography and Science through outdoor learning opportunities.	S.Kaur
(2.4) Subject Builder through formative and summative assessment	S.Kaur / Phase leaders

(3)Rigorous and robust Appraisal/ M & E processes in place	Monitor
(3.1) To ensure our CPD plan is aligned to improvement priorities for all staff.	S.Kaur/ A.Aydin
(3.2) Secure understanding of working memory/long term memory/adding to schema to further enhance teaching and learning	S. Kaur/U. Patel
(3.3) To develop level of writing standards across the school particularly at greater depth	S.Kaur
(3.4) To re-establish Maths as pre-covid levels through mastery approach (White Rose Maths)	S.Punch ard
(3.5) To ensure reading systems and processes are embedded throughout school (support both fluency and comprehension)	B.Phipps

(4)Post Covid ‘Focus’	Monitor
4.1) To review all policies and practice to support staff wellbeing - HT to review needs analysis following wellbeing survey -governor appointed responsible for wellbeing. Staff wellbeing survey and review of school environment.	U.Patel HT/ NEU rep + wellbeing lead
(4.2) To support and extend parental engagement	U.Patel HT
(4.3) Teacher project (KS2) on developing classroom environment – based on study of ‘clever classroom’.	U.Patel

(5)Safeguarding	Monitor
(5.1) To ensure all staff and governors have a good understanding of how Herrick Primary School keeps children safe.	U.Patel HT

(6)Health & Safety Procedures and Protocols in place	Monitor
(6.1) Decarbonisation programme –LA (heat pump)	U.Patel

(7)Governing Body	Monitor
(7.1) To ensure governors are knowledgeable and confident in their roles within the governing board.	U.Patel HT/ S.Tuckwood

<u>Quality of Education</u>	Current Grade: Good	Last Inspection Grade: Good
<i>Main strengths.</i>		
Intent		
<ul style="list-style-type: none"> - 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, alongside ensuring that children can ‘catch up’ after the school closures earlier in 2020. 		
Implementation		
<ul style="list-style-type: none"> - Lesson observations/planning reflect good quality and areas of high-quality in areas of the curriculum, particularly within Science and History. - 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. - Effective 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 will be place to those children who may need additional support to enable success within KS1.
- *Actions to support reading attainment across year groups is evident in both current data (particularly end of KS2) and pupil interviews who 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.

Main priorities for improving the effectiveness of the school:

1. To focus on achieving targeted milestones for PP/SEN: *children receive high level of targeted support – monitor trajectory of specific goals*
2. To develop foundation curriculum leaders in ensuring an ambitious and coherent curriculum for all: *increase pedagogy in-relation to subject leadership and curriculum opportunities*
3. To embed assessment strategies that supports children not achieving foundation curriculum targets: *introduce and review strategies with emphasis on consolidating knowledge and vocabulary*
4. To articulate both the process and strategies that will support the development of oracy across the school: *Relaunch Oracy and 'Being Herrick' to improve communication and secure curriculum vocabulary*
5. To further develop writing attainment across the school - Work with LA literacy lead, moderation partnership and development of writing policy

Why the effectiveness of the school is not higher:

- Our curriculum provision is not yet embedded due to review and change.
- The strength of progression is not yet consistently robust across the school.
- Disadvantaged pupils and SEND pupils are not yet always achieving well compared with their peers.
- Some teachers lack confidence in the delivery disciplinary knowledge.
- Ensuring that the depth of knowledge and understanding through AfL in all sessions is of high quality and effective in supporting progress and addressing misconceptions

Practical action being taken:

1. Robust monitoring and CPD plan in place for school improvement. Support for teachers to disseminate CPD (pupil progress meeting focus on SEN/PP)
2. Support subject leads through both internal and external support in developing pedagogy– complete subject folders to reflect curriculum opportunities and pupil interviews to reflect level of learning more and remembering more
3. Develop effective M&E of subject and develop processes of feedback to enhance pupils' achieving learning intentions and end points with emphasis on disciplinary knowledge (formulate timetable of release, CPD and feedback to staff)
4. Voice 21 leads attend conference and workshops to cascade and support participation and further engagement with Oracy hub.

5. Engage with LA writing lead and develop school CPD, moderation with development group cluster of schools. Writing strategies employed to support effective planning and structure of writing at both expected and greater depth.

2. Quality of Education (SDP)

Overall M&E: Shani Kaur

(1)Sharing best practice both internal and with external support	Monitor
(1.1)To further develop writing attainment across the school - Work with LA literacy lead, moderation partnership and development of writing policy	S.Kaur
(1.2)Relaunch Oracy and 'Being Herrick' to improve communication and secure curriculum vocabulary.	S. Kaur/B. Phipps
(1.3) Implement revised English Curriculum	S. Kaur/B. Phipps
(1.4)To focus on achieving targeted milestones for PP/SEN: children receive high level of targeted support - monitor trajectory of specific goals.	A.Aydin
(1.5)To develop high quality AfL across the school in all areas of the curriculum.	A.Kaur/ A.Aydin/ S.Punchard/ B.Mankoo
(1.6)The raise the profile of Maths and all stakeholders are aware of the vision for Maths at Herrick Primary School	S.Kaur

(2)Marking and Assessment	Monitor
(2.1)To embed assessment strategies that supports children not achieving foundation curriculum targets: introduce and review strategies with emphasis on consolidating knowledge and vocabulary (focus on History and Geography)	Subject leads – M.Maille/ L.Conlon /M.Nai
(2.2)To develop ' assessment policy which includes marking and feedback' through collaborative process with teaching team	S.Kaur
(2.3) Introduction of Lumio to develop subject builder through formative and summative assessment	Phase Leaders
(2.4)To adopt White Rose Maths Summative assessment for 22-23	S.Punchard

(3)Curricular Provision- Secure Cross –curricular links	Monitor
(3.1)To develop foundation curriculum leaders in ensuring an ambitious and coherent curriculum for all: increase pedagogy in-relation to subject leadership and curriculum opportunities	S.Kaur
(3.2)History leads work on adding second order concepts (KS2) and key concepts to curriculum and explain to staff	M.Maile/ L.Conlon
(3.3) Research and Invest in Modern Foreign Language Programme/Scheme of Work	S. Kaur
(3.4) Relaunch practical teaching of music and enrich through new instruments and opportunities for dance/drama	Phase Leaders
(3.5)To identify the key concepts in Science unit and support teachers to assess these	R.Shukla
(3.6) Secure age-appropriate standard in handwriting across all year groups	S. Kaur/ Phase Leaders
(3.7)To develop Seesaw (computing program) across the school in all areas of the curriculum	C.Broad head

(4)Planning Process Long/Medium/Short	Monitor
(4.1)Amend RE curriculum overview	Uma Patel
(4.2)To develop planning for art and design (block)	S.Patel/J .Smith
(4.3) Further develop teaching of Geography and Science through outdoor learning opportunities.	R. Shukla/S . Kaur

Personal Development

Current Grade: Good

Last Inspection Grade: Good

Main strengths.

- Our curriculum offer supports the development of pupils' spiritual, moral, social and cultural needs through rich and meaningful experiences.
- The school's emphasis on 'character' and 'learning attitudes' enables children to understand its relevance and are able to articulate how they show confidence, resilience and independence through their learning.
- Pastoral support within the school effectively supports children and is used proactively to ensure children develop positive mental health, as well as in response to changes in pupil behaviour.
- Our PSHE/RSE and assemblies support children's understanding of their role within Modern Britain and effectively enables the teaching of fundamental British Values. There are opportunities to debate current issues within classroom topics across the school.

Main priorities for improving the effectiveness of the school:

1. *Develop contribution of pupils' suggestions (input through surveys) on improving school provision – link to curriculum, environment and safety.*
2. *Ensure parents' engage with RSE curriculum to support in specific 'Jigsaw' piece which relates to Changing Me (communicate prior to teaching lessons – content and vocabulary to be shared)*
3. To further explore opportunities to target healthy lifestyles and wellbeing via our PE and PSHE school curriculum.
4. To develop a programme of activities to support our children in raising their aspirations.

Why the effectiveness of the school is not higher:

- Engagement opportunities with parents are not yet as effective as we would like them to be.
- Level of 'rich experiences' to be further raised through visits, speakers and curriculum opportunities outside of school.
- PE curriculum to engage all pupils in recognising the relation to well-being and mental health.

Practical action being taken:

1. School Council Lead to work fortnightly with school council and develop action plan based on pupil questionnaire linked to views on curriculum, environment and safety.
2. Workshops aimed at reviewing 'working party' outcomes on RSE curriculum, expectations on collaboration with parents' in supporting children with questions and concerns that may arise.
3. Devise timetable for both PE apprentice and external sports coach in developing an extension to PE via 'Character programme' aimed at key year groups.
4. Calendar reviewed and opportunities planned for children to investigate careers development within a range of subjects; arts, STEM, etc.

3. Personal Development (SDP)

Overall M&E: Baldip Mankoo

(1)Wellbeing and Mental Health	Monitor
(1.1)Develop contribution of pupils' suggestions (input through surveys) on improving school provision – link to curriculum, environment and safety.	A.Aydin
(1.2)To develop strategies in addressing impact of childhood traumas	A.Aydin

(2)SMSC	Monitor
(2.1)To further explore opportunities to target healthy lifestyles and wellbeing via our PE and PSHE school curriculum.	S.Punchard
(2.2)To develop higher profile of e-safety across school	A.Aydin

(3)SRE (RSE)	Monitor
(3.1)Ensure parents' engage with RSE curriculum to support in specific 'Jigsaw' piece which relates to Changing Me (communicate prior to teaching lessons – content and vocabulary to be shared)	B.Mankoo

(4)British Values	Monitor
(4.1)To develop a programme of activities to support our children in raising their aspirations.	A.Aydin

Behaviour and Attitudes

Grade: Good

Last Inspection Grade: Good

Main strengths.

- The school has high expectations for all pupils in terms of their behaviour and conduct. There is a clear and consistent behaviour policy in place.
- Incidence of low level disruption within lessons is rare.
- Staff and children apply and recognise relevance of both Herrick Character and Learning Attitudes in guiding conduct and maximizing opportunities for teaching and learning.
- Pupils are safe and they feel safe. Children know what bullying is can talk about how they look for support if they feel worried. Incidence of bullying is rare and swiftly dealt with.
- Behaviour tracking has shown significant positive progress in the number and severity of behavioural incidence since return from pandemic – pastoral lead supports children with emotional difficulties (various strategies employed to address issues related to mental health and wellbeing)

Main priorities for improving the effectiveness of the school:

1. To ensure that behaviour routines are consistently embedded across the school and support staff in addressing 'trauma' needs.
2. To continue to build upon good practice accredited with 'Healthy Schools Award - Bronze'.
3. To ensure that persistent absence is reduced in line with national data (particularly in EYFS and KS1).
4. To further develop role of pastoral lead and strategies, including 'drawing therapy' and outdoor learning.

Why the effectiveness of the school is not higher.

- Staff need further support so they are equipped to recognise and respond appropriately to situations that builds on the safety culture of the school (all strategies to support the child feeling safe).
- Persistent absence must addressed and in-line with national data.
- The school works tirelessly to create a safe environment, however a small minority of parents' have raised concerns that they felt their children were bullied by their peers.

Practical action being taken:

1. Arranged training for all staff – CPD on 'trauma informed training'.
2. PHSE lead to work towards 'Silver' award (Healthy Schools).
3. School works closely with EWO and conducts weekly monitoring and engages with families – identify strategies to support attendance (refer to attendance review)
4. Working collaboratively with families (using behaviour policy) in understanding 'bullying' and dealing directly with the issues of the child unhappy or unsafe.

4. Behaviour and Attitudes (SDP)

Overall M&E: Steve Punchard

(1)Protocols/Procedures in place a whole school level	Monitor
(1.1)To ensure that behaviour routines are consistently embedded across the school and support staff in addressing 'trauma' needs.	A.Aydin
(1.2)To ensure that persistent absence is reduced in line with national data (particularly in EYFS and KS1).	S.Beeby/ A.Aydin
(1.3)To further develop role of pastoral lead and strategies, including 'drawing therapy' and outdoor learning.	A.Aydin/ B.Ladd

(2)Curriculum development to reflect whole school approach to Healthy Lifestyles	Monitor
(2.1)To continue to build upon good practice accredited with 'Healthy Schools Award - Silver'.	B.Mankoo
(2.2)To develop enrichment opportunities	A.Aydin

(3)Herrick Character and Learning Attitudes	Monitor
(3.1)Secure understanding of working memory/long term memory/adding to schema to further enhance teaching and learning – develop policy to embed 'metacognition' to support school's learning attitudes (chal, confido, curio, indi, investigo)	S. Kaur/U. Patel
(3.2)Learning attitudes flow diagram to support children focus on successful learning	S.Kaur

EYFS

Current Grade: Good

Last Inspection Grade: Good

Main strengths.

Intent

- The EYFS team have developed a meaningful, well planned curriculum which enables all children, including those with SEND and PP to achieve.
- Opportunities for pupils to gain a wide and rich vocabulary are developed.
- The teaching of phonics is a good. Subject knowledge and a systematic approach enables all children to achieve to their potential.

Implementation

- Staff across the EYFS have well developed knowledge of the curriculum and Early Years pedagogy.
- Observations demonstrate good quality teaching across all areas of the EYFS.
- Children are read to with excitement. Staff within the EYFS enjoy reading and model this effectively with their class.
- There is a good understanding of the principles of early mathematics from the EYFS team. Mastery approaches for EYFS are evident.
- The curriculum offers varied opportunities for children to explore their health and emotional needs.
- Parents engage in their child's learning via **Tapestry**, as well as through regular informal and planned meetings with the team.

Impact

- Outcomes for children achieving GLD have fallen since pandemic and this year's results reflect a fall from 2019. Nevertheless, school leaders have the same ambitions for all pupils and work hard to ensure that they reach their potential, including those receiving PP and those identified with SEND.

Main priorities for improving the effectiveness of the school:

1. To support EYFS lead to extend practice (also SENco lead).
2. To enable all EYFS staff to improve their own practice and the learning environment in line with current thinking (including ECT – Nursery).
3. To further develop relationships between home and school.
4. Develop further strategies to build writing – key strand that impacted GLD level (58%).

Why the effectiveness of the school is not higher.

- *Further develop quality of continuous provision.*
- *Structure of setting to establish effective working partnership of Nursery teacher (am only), and shared reception class (35 pupils).*
- Opportunities for children to take risks within their learning are being developed further.

Practical action being taken:

1. EYFS Lead (also development group moderator) to work with other local schools as part of EYFS network to share good practice.
2. All EYFS staff to visit a range of settings to observe and feedback excellent practice. EYFS staff to attend EYFS network training and ECT training.
3. **Tapestry** has been rolled out for all Foundation Stage children and their parents as a means to engage parents in their child's learning.
4. Review planning and free flow activities that develop writing across EYFS.

5. EYFS

Overall M&E: Umesh Patel

(1)To provide a curriculum that is holistic and personalised to the children's needs	Monitor
(1.1)Key areas S&L, phonics, reading and PSED	A Aydin
(1.2)To support EYFS lead to extend practice (also SENco lead).	A Aydin
(1.3)To enable all EYFS staff to improve their own practice and the learning environment in line with current thinking (including ECT – Nursery).	A Aydin
(1.4)Further develop parental engagement	R.Lewis

(2)Adopt a new EYFS reforms- assessment	Monitor
(2.1)Develop further strategies to build writing – key strand that impacted GLD level (58%).	R.Lewis
(2.2)Develop continuous provision through greater choice	R.Lewis

(3) Initiatives (3)	Monitor
(3.1)To further develop relationships between home and school.	R.Lewis