

Self-Evaluation Form

SEF



August 2022

Herrick Primary School Self Evaluation - August 2022



Characteristics and context of the school

Characteristics	School	National	Context
Number on roll	342	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. The school also has morning nursery provision.
Boys/Girls %	49/51	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 %	7.8	12.6	

Ethnicity Guidance

The school has 9 out of 17 possible ethnic groups. Those with 5% or more are: 46%: Asian or Asian British - any other Asian background, and 35%: Asian or Asian British – Indian

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.

Disadvantaged

In 2019, 81% achieved the key stage 2 expected standard in reading, writing and mathematics, significantly above national. Overall absence for pupils in receipt of free school meals (3.4%) was in the lowest 20% of all schools in 2019 as well as in 2018 and 2017. Provisional data for 2022 indicates that 100%, 83% and 58% achieved expected at the end of KS2 in reading, writing and maths respectively.

Exclusions

There were no permanent exclusions in 2018/19. There were no permanent exclusions in the past three years either.

Attendance

The rate of overall absence (3.2%) in 2018/19 was in the lowest 20% of schools with a similar level of deprivation. Attendance figure for the end 2021-22 academic year: 94.1%

Change:

- The Leadership team – HT and two Assistant Headteachers. One of the AH is responsible for curriculum (no class responsibility) and the other AH leads SEN/Pastoral support (Reception teacher- am only).
- Phase leaders oversee specific year groups. KS1 is a phase we have identified as needing support and direction since the Pandemic, particularly with the development of phonics (new phonics programme introduced spring 2022).
- Three new appointments (ECTs) have been made: Nursery, Yr2 and Yr1, we also have a sports apprentice completing their second year training. Three TAs will begin this year to support across the school and 1 specifically for 1:1 behaviour support.
- 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. A new Chair of Governors was appointed in spring 2020.

Next steps for the school:

- (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

Addressing next steps from previous Inspection

- (1) the proportion of pupils who make strong progress in reading during both key stage 1 and key stage 2 increases

Actions taken:

introduction of Little Wandle Phonic Scheme Spring 22

- implementation of Voice 21 strategies (focus on Oracy)
- altered the learning intention in our sessions. Rather than the learning staying the same for each session, such as prediction or summarising, we aimed to hone this further. The purpose of this was to provide more clarity about the learning intention and outcome of the session
- introduced an overarching deep question for each reading unit. The children referred back to the question at the end of each session to determine whether this is something they are now in a position to answer
- introduced a test style question related to each reading unit. We found that our pupils did not have enough experience of test style questions, and greater time is spent in both Year 2 and Year 6 outlining how to tackle these question styles
- ensure that children have the opportunity to read to an adult. In particular, we prioritise children who do not read regularly at home

Summary

KS2: The teaching of reading was reviewed throughout the school beginning at EYFS to the teaching of reading throughout the year groups. Although, there was an increase in 2018, specific groups including Middle attainers and boys have been identified as target groups. The average % score over the last 3 years pre-pandemic (2017-19), was 74% at expected and 26% at GD. Initial data for 2022 suggests actions taken have resulted in good outcomes: 84% expected and 33 greater depth.

In-relation to progress during the same period, progress scores were as follows: -0.5, -1.0 and -2.2 respectively.

KS1: 82% of children achieved expected progress, an increase of 6% from 2018, although there was a decrease of 12% at 'more than' in 2019 where 26% of children achieved this level compared to 38% in 2018. Data for 2022 suggests an overall decline in reading outcomes, particularly at greater depth: 61% expected (-10%) and 11% greater depth (-27%).

- (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

Actions taken:

- through specific reading programme of support and Lexia (Year 2), we ensured majority of children secured word reading and moved to emerging standard in reading
- through revised reading plan based on YARC assessment, raised attainment pre-pandemic but there has been a decline in progress
- children with delayed language or new to English given frequent opportunities to articulate and express themselves using appropriate vocabulary in a range of settings
- through handwriting intervention and specific time allocated and feedback, children in Year 2 secured handwriting in line with their writing standard or above
- introduced learning walks pre-pandemic with a focus on disadvantaged pupils and achievement in Maths
- evaluated impact of 'Herrick Maths' approach in supporting greater depth -(deep learning)/ introduction of bar modelling

Summary

Pre-pandemic overall progress was good although there was a decrease in the % of children making 'more than' expected progress. In-relation to attainment: Greater depth in reading (38%) was significantly above national and in the highest 20% of all schools in 2019 as well as in 2018. Greater depth in writing (29%) was significantly above national and in the highest 20% of all schools in 2019 as well as in 2018 and 2017. Greater depth in mathematics (36%) was significantly above national and in the highest 20% of all schools in 2019 as well as in 2018.

Current Data KS1

Year 2 – Analysis	
Reading	
Attainment	Overall outcome 61% at expected and 11% at higher standard. Reading age average progress is 10m and overall reading age of 7yrs and 9m. Scaled score of 100 in-line with national expectation.
Boys v Girls	Boys broadly in-line with girls at both levels. Girls scaled score of 100 above boys 98, also girls reading age and progress above boys – 7/6 and 7mths for boys and 7/11 and 1 year for girls.
PP	PP and non-PP broadly in-line at expected but PP above by 10% at higher standard. However, scaled score of 97 is below national expectation.
SEN	0% achieved expected.
2021(Yr1)	In comparison to 2021, 18% increase at expected and an 11% increase at higher standard.
Writing	
Attainment	Overall outcome 50% at expected and 2% at higher standard.
Boys v Girls	Girls significantly above boys at expected (+31), concerns at higher standard for both boys and girls.
PP	PP below non-PP – 33% below at expected.
SEN	0% achieved expected.
2021(Yr1)	In comparison to 2021, 15% increase at expected and a 2% increase at higher standard.
Maths	
Attainment	Overall outcome 63% at expected and 11% at higher standard. Scaled score of 101 in-line with national expectation. Increase from previous year, at both levels.
Boys v Girls	Girls above at both levels, expected by 14% and 4% girls at higher standard. Good progress made by boys from previous year, 30% to 55%. Boys scaled score 100 compared to girls 101.
PP	PP broadly in-line with non-PP at expected and higher standard. Scaled scores of 99 and 101 for PP and non-PP respectively.
SEN	0% achieved expected.
2021(Yr1)	In comparison to 2021, 18% increase at expected and an 11% increase at higher standard.
<p>Summary</p> <ul style="list-style-type: none"> • Overall good increase of pupils meeting national expectations in reading and maths • Boys writing significantly below expectations • Girls above boys at all levels in all core subjects • PP reading age progress above 'all' – 1yr 2m (+4m) • Phonic retakes 10/18 met threshold (5/10 boys compared to 5/8 girls) 	

2019 results compared to 2018 and National Overall

(2020 and 2021 outcomes –TA Summer)

2019 figures in bold black

Attainment measures	2019				2022			
	All	Boys	Girls	PP.	All	Boys	Girls	PP.
EYFS								
% with GLD at the end of EYFS	69 75	59 73	81 77	(NA) 100	58	50	67	0
				0				
Phonics								
% achieving the expected standard in phonics by the end of year 1	95 83	96 84	95 82	100 67	77	83	70	50
% achieving the expected standard in phonics by the end of year 2 <i>(brackets indicate pass V. No. not achieving phonics screening in Yr1)</i>	71 (5/7)	66 (5/3)	100 (2/2)	100	56 (10/18)	50 (5/10)	63 (5/8)	50 (1/2)
KS1								
% achieving the expected standard or above in reading	72 71	71 60	74 85	88 80	61	50	69	60
% achieving a high standard in reading	38 38	39 24	37 55	13 30	11	5	16	20
% achieving the expected standard or above in writing	69 69	74 56	63 85	36 80	50	32	63	20
% achieving a high standard in writing	40 29	36 16	44 45	25 30	2	0	3	0
% achieving the expected standard or above in mathematics	72 71	71 60	74 85	72 90	63	55	69	60
% achieving a high standard in mathematics	38 36	39 24	37 50	38 30	11	9	13	20
KS2								
% achieving the expected standard or above in reading	72 72	68 70	76 73	75 81	84	79	89	100
% achieving a high standard in reading	38 23	40 19	36 27	42 6	33	32	33	25
Reading average scaled score	104.6 105.1	104.0 104.4	105.1 106	104.5 106.7	105			
% achieving the expected standard or above in writing	94 92	96 93	92 91	100 100	78	79	78	83
% achieving a high standard in writing	26 32	32 30	20 33	33 19	11	6	19	0
% achieving the expected standard or above in mathematics	88 87	88 89	88 85	92 94	74	79	67	58
% achieving a high standard in mathematics	40 38	52 44	28 33	50 38	33	29	30	17
Mathematics average scaled score	107.7 106.6	108.1 107.4	107.4 106	107.9 107.5	104			
% achieving the expected standards in R,W,M combined	68 70	64 60	72 70	67 71	64			
% achieving a high standard in R,W,M combined	20 13	28 11	12 15	25 6	10			
% achieving the expected standard or above in EGPS	84 83	84 89	84 79	75 88				
% achieving a high standard in EGPS	44 47	48 44	40 48	50 50				
Progress measures								
Progress scores for reading	-0.5 0.7	-1.44 1.01	0.31 0.43	-0.55 1.76				
Progress scores for writing	2.41 2.9	1.96 4.56	2.80 1.32	2.29 3.9				
Progress scores for mathematics	2.11 2.5	2.04 4.0	2.18 1.08	2.69 3.0				

2021 -2022 Summary of School Development Plan
Please refer to SDP 2020-21 completed evaluation

School Development Plan (2021-22)			
Key documents and relevant information identified in grey were used to inform in planning of SDP 2021-22			
Governance	Summer Outcomes 2020 - 2021		DfE
3 Year Budget Forecast Pupil Projections Attendance Governor Reports	Quality of Education	Behaviour and Attitudes	Education Recovery (2021) The Education Wellbeing Charter (2021)
	<ul style="list-style-type: none"> To continue to develop a curriculum with a clear sequence of learning, linking aspects of other subjects, enhancing key vocabulary providing opportunities to assess through our subject builders. To develop deep learning through clarity of meaning for both teachers and pupils: recall, learn apply and justify (not an end product of learning but happening throughout) To ensure that pupils learn more and remember more 	<ul style="list-style-type: none"> To use the school ethos- 'to give everyone a chance', promote school values including 'being never giver upper' (resilience) To develop awareness of good hygiene practice and ensure all children are aware of the routines and procedures in school that are there to keep them self To ensure the 'Herrick Character' and 'Learning Attitudes' are embedded in all aspects of school life – learning never stops! To develop understanding of maintaining and living a healthy life style through exercise and diet 	Ofsted Reviews Geography RE Maths Science
Parent/Child Questionnaires	Personal Development	Leadership and Management	
Looking Forward Big Ask 6-8 Big Ask 9+	<ul style="list-style-type: none"> To support wellbeing and mental health through actions that enable children to recognise and be true to 'being me, being safe and being happy' To develop the whole individual through a range of SMSC opportunities including to participate , respond and reflect on what it means to be human and consider the wonders and worries of the world To provide children with appropriate information on Jigsaw and have opportunities to discuss their feelings and concerns To develop all aspects of British Values, with focus on 'mutual respects and tolerance', of those with different faiths and beliefs and for those without faith. Respecting the values, ideas and beliefs of others whilst not imposing our own on others 	<ul style="list-style-type: none"> To support staff in the development of the new curriculum, ensuring all have understood overviews(intent), SOL(implement) and subject builders(impact) To establish a staff team that supports each other in developing practice through the GROW coaching model To develop pedagogy in-relation to subject leadership and curriculum opportunities To embed change that supports wellbeing and mental health for all staff, this to include (1) drive down unnecessary workload, (2) champion flexible working and diversity and (3) maintain clear communication pathways with staff representatives (union and wellbeing leads) To devise new plan on meetings and CPD in-line with flexible working and ensuring clear progress of teacher development through weekly video / written logs To correlate all appraisal targets with raising standards through teacher scrutiny and feedback from recovery outcomes To strategically plan for falling numbers and budget deficit 	Education Endowment Foundation (2021) Metacognition Pupil Premium Reading Remote Learning
	EYFS		
	<ul style="list-style-type: none"> To provide a curriculum that is holistic and personalised to the children's needs – key areas (S+L, Phonics, Reading and PSED) To adopt a new EYFS reforms – assessment To develop outdoor learning programme 		

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.

Quality of Education

Current Grade: Good

Last Inspection Grade: Good

Main strengths.

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, alongside ensuring that children can 'catch up' after the school closures earlier in 2020.

Implementation

- 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 in 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.

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.

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 date 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.

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.

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 2 Simple, 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. 2 Simple 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.

The Herrick Curriculum design, has been constructed through our ambition to provide an education that gives the less privileged access to knowledge that is needed to succeed. The belief that educational attainment is determined by vocabulary size is a concept, we at Herrick incorporate within in our curriculum. Our primary intention is to provide all learners a clear sequence of learning, linking aspects of other subjects, enhancing key vocabulary and providing opportunities to assess through our subject builders.

Our Objectives:

- design to focus on WHAT is taught and not how
- planning identifies; 'must know' and 'be able to'
- build on prior knowledge
- provide greater clarity and opportunities to assess

We will do this through our teaching – Deep Learning: Recall, Learn, Apply, Justify.

Children apply previous or new learning and use their opinions to justify or provoke further exploration of the learning objective. We go beyond the surface level as children must prove why/how they got there.

Intent: what knowledge and understanding do we expect – School Overviews

The curriculum is well defined and clearly identifies the knowledge, skills and understanding in our curriculum maps which is then broken down into a sequence of learning that builds on prior knowledge. Through reviewing our curriculum design we can state the following:

- Knowledge is non-negotiable and skills correlate with knowledge.
- Specific knowledge agreed, made links to community and taken into account children's heritage and locality.
- Subject specific skills stated-map reading, compass, science experiments, chronology etc
- Skills: observe, describe, debate, construct, identify etc. with subject slant.

We teach subjects that are aligned with the NC, our Overviews (Intent) include challenging content that supports deep learning. When reviewing the content, in ensuring a broad balanced curriculum, connecting with our pupils in an enjoyable and engaging process of learning and teaching we can state the following:

- Range of skills and specific knowledge has been stated.
- Used NC to ensure appropriate coverage but put together a bespoke curriculum for Herrick learners.
- Where appropriate, cross curricular links have been made
- There are clear building blocks.
- History requires children to look at their background and heritage.
- The knowledge is non- negotiable. The subject builder ensures children are given every opportunity to succeed.

We have a strong ethos based on, 'to give each and every-one a chance' – our curriculum is underpinned by the values of inclusion and equality. When reviewing the curriculum for evidence of developing the Herrick Character and Learning Attitudes, we can state the following:

- Citizen of 21st Century, Learning attitudes and character are central to History and Geography.
- Teachers released to contribute, all involved in decision making about resources.
- Planned taking into account our learners' needs, locality and heritage.
- We are in early stages of leadership as staff need to secure teaching of new curriculum content. Leaders have been released to look at their subject across the school and interview children.
- It is stated in SOL and there is an end of phase assessment of key knowledge children need to have.

The curriculum promotes all forms of equality and fosters greater understanding of respect for people of all faiths and those of no faith, races, genders, ages, disability and sexual orientations. It keeps pupils safe from the dangers of abuse, sexual exploitation, radicalisation and extremism. It contributes to pupils' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development.

We want our pupils to learn more than mere facts and content, we want them 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 pleasurable experience for all.

It is our school's policy to maximise the potential of all pupils, including disadvantaged, EAL, summer born, SEND pupils and academically more able. We do this through:

- Recognizing that systems for assessment and evaluating the effectiveness of provision is paramount (this is continued work and needs further developing).
- Our assessment overviews indicate; process, purpose, planning, predictions and how it is to be communicated to both pupils and parents.
- Those children with additional needs are assessed and staff resources are deployed to support pupils particularly those with SEN and disadvantaged pupils.

We want our children to achieve well in the next stage of their life. Our curriculum is designed to prepare children for opportunities, responsibilities and experiences of future life, and we strive to do so by offering a broad and balanced curriculum from the children's first days in the Nursery through to the end of Year 6. In addition, we actively promote British values to ensure pupils are well prepared for life in modern Britain. Through a combination of learning techniques, we aim to ensure pupils enjoy learning and feel prepared for life after school. We want all children to achieve their very best and to become successful adults.

The end point of the pupil journey at Herrick Primary School needs to ensure that children can see links and 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!**

Implement: curriculum delivery, teaching, assessment and feedback - SOL

Curriculum Planning: We ensure that teachers follow the curriculum plan through our SOL (sequence of learning) which provides lesson-by-lesson, so that they are building, on what has been taught before and working towards clearly defined end-points. There is a designated member of the teaching staff who is responsible for a specific Foundation subject and emphasis on developing subject knowledge is currently an area of development.

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 SOL they are less confident with and provide focussed training. Through our emphasis on 'deep learning', teachers plan lessons which have a high cognitive demand.

Teaching: We are aware that there are aspects of the curriculum where teaching is not challenging enough, we work with teachers to support them develop their understanding of delivering key skills. They are also involved in a shared, open discussion and understanding about how to improve their teaching and are always willing to try out amendments to their practice.

The introduction of learning attitudes/characters is developing pupils' resilience and supporting our children take ownership of their learning.

Impact

From our curriculum, we have created subject builders. We have agreed knowledge children must gain and know by the end of each phase. Through our Subject Builders, we are able to assess whether children have met the standard of knowledge expected and required at age appropriate level.

We endeavour to ensure pupils are ready for their next stage in learning because they attain well in core subjects and attain good basic skills. Through the curriculum, pupils develop a good understanding of different faiths and cultures and show respect and consideration for others. Our pupils are confident learners who are happy to work well together. There are good opportunities for older pupils to take responsibility in school and we encourage pupils to be involved in making decisions and contributing to school policy. Pupils demonstrate courtesy and respect for one another and try to ensure that every member of the school community is considered. Older pupils act as positive role models for their younger peers and mutual respect is highly evident.

Please refer to 'Pupil Outcomes Summer 22' – for detailed analysis

Year 6 - left (2021-22)

Contextual

Year Group	Cohort size	Boys	Girls	H	M	L	PP	SEN	Attendance
6 (left)	61	34	27	17	25	10	12	13	96.4%

Attainment at EXS+ and GDS									
	Reading		Writing		Maths		RWM		
	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	
	84%	33%	78%	11%	74%	33%	64%	10%	

Summer Tests (Scaled Scores)

	All	PP	H	M	L	Boys	Girls
Reading	105	106	113	103	97	104	106
Maths	104	101	113	104	94	105	103

NGRT Reading Age - R.Age (Yrs/Mths)

R.Age (Yrs/Mths)	all	PP	H	M	L	Boys	Girls	SEN
Sum. (Yr5)	11/6	11/11	13/9	11/2	8/9	11/10	11/1	10/1
(Y6)	13/6	13/9	16/0	13/2	10/11	13/11	12/10	11/6
	+2/0	+1/10	+2/3	+2/0	+2/2	+2/1	+1/9	+1/5

Summary

- above national in all core areas
- reading outcomes very pleasing except for middle band not achieving higher standard
- no significant difference between boys and girls, except for Maths at expected and girls writing at higher standard
- PP outcomes good, in particular reading above non-pupil, although Maths a concern

Year 5 (2021-22)

Contextual

Year Group	Cohort size	Boys	Girls	H	M	L	PP	SEN	Attendance
5	49	27	22	16	18	8	14	9	95.1%
Current Yr6									

Attainment at EXS+ and GDS									
	Reading		Writing		Maths		RWM		
	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	
	71%	43%	49%	6%	65%	22%	49%	4%	

Summer Tests (Scaled Scores)

	All	PP	H	M	L	Boys	Girls
Reading	107	105	119	104	90	102	112
Maths	106	104	119	103	91	104	108

NGRT Reading Age - R.Age (Yrs/Mths)

R.Age (Yrs/Mths)	all	PP	H	M	L	Boys	Girls	SEN
Sum. (Yr4)	9/10	9/3	12/2	9/2	7/7	8/11	10/10	7/3
(Y5)	11/3	10/10	13/8	10/11	9/5	10/3	12/5	9/10
	+1/5	+1/7	+1/6	1/9	+1/10	+1/4	+10/10	+2/7

Summary

- Writing a concern, particularly 'middle' band boys
- Girls above in all areas at both levels (expected and higher standard)
- SEN reading outcomes reflect good progress
- PP outcomes good, overall in-line with non-pupil
- Limited %RWM (49) due to writing decline

Year 4 (2021-22)

Contextual

Year Group	Cohort size	Boys	Girls	PP	SEN	Attendance
4	53	26	27	5	4	96%
Current Yr5						

Attainment at EXS+ and GDS								
	Reading		Writing		Maths		RWM	
	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS
	79%	34%	64%	19%	74%	21%	59%	15%

Summer Tests (Scaled Scores)

	All	PP	Boys	Girls
Reading	104	103	193	106
Maths	102	101	104	101

NGRT Reading Age - R.Age (Yrs/Mths)

	all	PP	Boys	Girls	SEN
Sum. (Yr3)	8/5	6/5	8/4	8/7	6/8
(Y4)	10/3	9/8	10/1	10/4	8/0
	+1/10	+3/3	+1/9	+1/9	+1/4

Summary

- Girls significantly above at higher standard in Writing and reading
- Non-PP achieve high average at higher standard in reading and maths
- Boys achieve good progress from Yr3 in maths at expected
- All scaled scores above 100 (except for SEN)
- PP good level of reading age progress of 3yrs 3m (highest all year groups)

Year 3 (2021-22)

Contextual

Year Group	Cohort size	Boys	Girls	PP	SEN	Attendance
3	51	27	24	9	7	94.7
Current Yr4						

Attainment at EXS+ and GDS								
	Reading		Writing		Maths		RWM	
	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS
	74%	31%	65%	24%	74%	29%	61%	22%

Summer Tests (Scaled Scores)

	All	PP	Boys	Girls
Reading	105	111	105	105
Maths	105	109	106	105

NGRT Reading Age - R.Age (Yrs/Mths)

	all	PP	Boys	Girls	SEN
Sum. (Yr2) YARC	7/9	6/8	7/7	7/10	6/6
(Y3)	8/5	8/5	8/0	8/9	6/8
	+0/8	+1/9	+0/5	+0/11	+0/2

Summary

- Overall good increase of pupils meeting national expectations in all core subjects
- PP achieve higher % at higher standard in all core subjects
- Boys achieve good progress from Yr3 in Writing at expected, although girls above at all levels in reading and writing
- All scaled scores above 100 (except for SEN)
- SEN reading progress limited

Year 2 (2021-22)

Contextual

Year Group	Cohort size	Boys	Girls	PP	SEN	Attendance
2	54	22	32	5	3	94.1%
Current Yr3						

Attainment at EXS+ and GDS								
	Reading		Writing		Maths		RWM	
	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS
	61%	11%	50%	2%	63%	11%	50%	2%

YARC Reading Age - R.Age (Yrs/Mths)

	all	PP	Boys	Girls	SEN
<i>Sum. (Yr1) YARC</i>	6/11	6/6	6/11	6/11	5/8
<i>(Y2)</i>	7/9	7/8	7/6	7/11	6/7
	+0/10	+1/2	+0/7	+7/11	+1/1

Phonics Screening Test YR2

Total	Working At	Boys	Girls	PP
18 (No. of pupils)	10	5/10	5/8	2
Percentage %	56%	50%	67%	0%

Summary

- Overall good increase of pupils meeting national expectations in reading and maths (from Yr1) – however, significantly below pre-pandemic attainment
- Boys writing significantly below expectations
- Girls above boys at all levels in all core subjects
- PP reading age progress above 'all' – 1yr 2m (+4m)
- Phonic retakes 10/18 met threshold (5/10 boys compared to 5/8 girls)

Year 1 (2021-22)

Contextual

Year Group	Cohort size	Boys	Girls	PP	SEN	Attendance
1	47	24	23	4	4	93.8
Current Yr2						

Attainment at EXS+ and GDS								
	Reading		Writing		Maths		RWM	
	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS
	75%	19%	64%	0%	72%	9%	53%	0%

YARC Reading Age - R.Age (Yrs/Mths)

	all	PP	Boys	Girls	SEN
<i>Aut. (Yr1) YARC</i>	6/8	6/2	6/9	6/7	6/2
<i>Sum. (Y1) YARC</i>	7/3	6/8	7/5	7/1	6/5
	+0/7	+0/6	+0/8	+0/6	+03

Phonics Screening Test YR1

Total	Working At	Boys	Girls	PP
47 (No. of pupils)	36	20/24	16/23	2/4
Percentage %	77%	83%	70%	50%

Summary

- Boys reading above girls
- PP below 100 scaled score in reading
- PP not achieving standard in writing
- No higher standard in writing
- Boys phonic score above girls (83% to 70%)

EYFS

Reception (2021-22)

Contextual

Year Group	Cohort size	Boys	Girls	PP	SEN	Attendance
Reception <i>Current Yr1</i>	48	24	24	5	7	90.3

	Comprehension		Word Reading		Writing		Number		Number Pattern			
No.	38		39		34		39		41			
%	79		83		70		83		85			
Exc. + Expt. overall	79%		83%		70%		83%		85%			

Summary

Nursery (2021-22)

Contextual

Year Group	Cohort size	Boys	Girls	PP	SEN	Attendance
Nursery	24	12	12		1	

Summer Assessment

Aspects of Learning	Working Below		Age Expected		Above Age Expected		No data (late arrival)	
	No.	%	No.	%	No.	%	No.	%
C & L	13	54%	6	25%	5	21%		
PSE	10	42%	10	42%	4	17%		
PD	3	13%	17	71%	4	17%		
Literacy	1	75%	2	9%	4	17%		
Maths	10	42%	9	38%	5	17%		
UTW	11	46%	9	38%	4	17%		
EAD	13	54%	7	29%	4	17%		

Summary

Reception

- Overall children have achieved above 85% in PSED
- Although in word reading boys' and girls' achieved the same, boys' high achievement in Listening and Attention made an impact on boys' achievement in comprehension, therefore boys significantly higher than girls in comprehension.
- In Numbers and Numbers Pattern boys above girls.
- Writing and BIE are the areas that boys' achievement blow girls.

Nursery

- Girls achieved higher than boys in PSED.
- Girls' Language and Communication level is higher than boys and this made an impact on girls' achievement in literacy. Therefore girls achieved higher than boys in Literacy
- In Maths boys and girls achievement the same

Vision and expectations: Our ethos promotes all involved with Herrick to be provided with an opportunity to excel academically as well as personal and social attributes. All staff and children incorporate the 'Herrick Character' and 'Herrick Learning Attitudes' in all aspects of the school day to encourage children to become 21st century citizens.

Curriculum: The curriculum has been redesigned with an emphasis on vocabulary and where teachers are encouraged and supported to take risks and use innovative ideas in ways that promote deep levels of learning among all groups of children, thus promoting learning attitudes and character. Professional development is supported by leaders through a coaching programme which encourage, challenge and support teachers' improve their practice. Teachers have the opportunity to have a discussion about their progress with leaders to reflect and agree on areas they need to develop in order to improve practice in relation to the review of the 5 non-negotiables. They are also given regular opportunities to respond to feedback.

British Values and SMSC: At Herrick staff promote British Values as part of all aspects of the school day, but in particular 'being me, being safe and being happy' is linked to the four core British values. Pupils' spiritual, moral, social and cultural values are integral to all aspects of school life.

Parental engagement: Herrick's website prides itself on providing regular, up to date information about up and coming schools events, i.e. trips, assemblies and celebrating children i.e. phone home Friday. A Herrick Newsletter is sent home every half term to also inform parents of these events. Curriculum flyers are also given to every parent/ carer at the beginning of every term to inform them of the topics that will be covered in their child's year group. Parents are provided with an opportunity share their views by completing a questionnaire in order to keep the school improving by focussing on the impact of leadership and management actions.

Governance: The governing body carries out its statutory responsibilities and ensures that pupils and staff are safe and achieve well. They know the strengths and weaknesses of the school well, and support and challenge Senior Leaders. The lead governors regularly visit the school. Governors manage the budget well and SFVS is in place. They do not take explanations at face value, and quickly demand explanations if anything lacks clarity, both financially and in terms of outcomes and provision. They are increasingly involved in self-evaluation and are keen to maintain standards. The Leads for each 'development group' along with appointed senior leaders enable a focussed and strategic outlook. Governing Body minutes demonstrate that Governors are well informed of the quality of teaching, the use of performance management and the school performance.

Pupil Premium: The Pupil Premium grant has provided opportunities for children to experience curricular and extra-curricular experiences that have been provided to make them better learners and better individuals. Being able to provide extra provision within a curriculum setting and aid the individuals that are from a disadvantaged background, has allowed the attainment gap to be narrowed and be in line with children from non-disadvantaged backgrounds. In order to maintain the level of attainment and progression of disadvantaged children in reading, the implementation of a Reading Champion ensures that it is a priority in their weekly education in and away from school. With reading being a whole-school-priority, disadvantaged children have been provided with reading resources during holiday times, thus to ensure that reading stays a prevalent part of their habitual life.

Sports Premium: Herrick have invested heavily in the purchasing of new equipment, providing level two sporting competitions, theme days, inter-class competitions, providing opportunities for individuals to partake in extra-curricular activities. Evaluating the effectiveness of spending is incredibly important and there has been an increase in participation, awareness, and ability with regards to physical activity and sport. There has been an investment in bicycles in Key Stage this has provided the children the opportunity (who are unable to ride) gain a new life skill. As well as this, there been a change in structure and delivery of the swimming provision at school: with a focus on ensuring we have more competent swimmers able to swim a distance of 25m.

Safeguarding: The designated safeguarding lead (DSL) has taken charge on all matters, which allows clarity and consistency. Thus no child has the potential to 'slip through the net' when professionals are communicating with one another. All staff are introduced to a new scenario in relation to all forms of safeguarding every Friday morning, in order to identify when a pupil may be at risk. Pupils' have a 'being me, being safe, being happy' box in each key stage which they use to share their thoughts and feelings. The designated safeguarding lead reads these regularly and takes the relevant actions based on what is written.

Behaviour and Attitudes

Pupils' behaviour and the extent to which pupils feel safe at Herrick is good. They demonstrate thoughtful behaviour which creates a positive school ethos. Our pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. We value the mix and variety of social backgrounds which make up our school and pupils continue to demonstrate good cooperation and positive relationships both in the learning and social context. This is evidenced through our behaviour logs which show a minimal need for behaviour interventions. 'Yoga, breathing exercises, whole school cool-downs are actions which support children controlling emotions and well-being. If our pupils struggle with maintaining our high expectations of behaviour and attitude we take swift, intelligent and fair action to get them back on track towards succeeding in their education.

Pupils are supportive of each other in lessons and the behaviour of all groups around the school is very positive. Pupils at Herrick encourage others to conduct themselves well and there are many well embedded role models such as Fabs, Red Hats, school councilors and weekly achievers who are awarded 'Phone Home Friday.' Our pupils play a positive role in creating a school environment in which our similarities are celebrated and our differences are valued and nurtured. Bullying, harassment and violence are never tolerated. Staff are fully aware of and follow procedures to report and record bullying and racist incidents and a log is kept of these and reviewed regularly at the beginning of weekly staff meetings. Evidence is well documented and statutory obligations are fully complied with.

The school has a robust anti-bullying and behaviour policy and children have a good understanding of what bullying is and how to deal with it. The teaching of the risks of cyber bullying and safety is also high profile and significant time and effort has been placed on providing relevant information on both our school website and weekly newsletter. Evidence from our regular learning walks and lunchtime behaviour sampling (monitored by the Governor with responsibility for behaviour) continues to show that pupils have a keen and eager attitude towards their learning. Evidence from lesson observation (HT, DHT, governors & subject leads) and 'pupil voice' activities supports our view that our children show resilience

–‘never give uppers,’ when tasks are challenging. They demonstrate consistently highly positive attitudes and commitment to their education.

Parents are supportive of the school. In the last annual questionnaire (2021 autumn) 94% agreed with the statement ‘my child enjoys being at school’, over 96% agreed with the statement ‘my child feels safe at school’. *Governors are also* rigorous in ensuring we meet all safeguarding legislation and reviewing the contribution made to wellbeing and SMSC through the impact of school initiatives (eg.Herrick Character / Learning Attitudes).

Understanding of safety and risk is developed extremely well throughout the curriculum, for example internet safety, fire and road safety and the prevention of cyber bullying. Governors ensure effective policies are in place including management responsibilities for child protection and the training and support for safeguarding. Children understand the importance of internet safety and consequences of cyber-bullying and these issues are integral aspects of the computing curriculum. We have robust procedures for dealing with instances of cyberbullying whether these events occur inside or outside of school.

Attendance rates are monitored closely by the Headteacher, attendance officer and attendance governor. First day contact procedures are in place and regular monitoring of absence takes account of patterns and groups regarding absence. Parents and carers are regularly reminded of the importance of children’s regular attendance. As a result pupil attendance had been sustained above national averages pre-pandemic – 2015: 96.5, 2016: 96.2 and 2017: 96.3, 2018: 96.0 2019: 96.1. Current attendance for 21-22 was 94.1% (please refer to attendance review 2021-22).

Personal Development

At Herrick our curriculum extends beyond the academic and our work to enhance pupil’s social and emotional development is of a high quality. We provide a positive ethos, culture and climate that values and nurtures every child’s contributions to the life of the school. We aim to develop healthy, happy, confident children who are ready and open to learning. We place pupils’ personal, social and emotional growth and well-being at the heart of everything we do and this in turn ensures their readiness to learn. All members of our school community have high expectations of each other and role-model a belief in fundamental British Values.

Through a carefully planned curriculum and interaction with adults of quality and integrity we aim to develop both character and positive learning attitudes. The Spiritual, Moral, Social and Cultural (SMSC) development of our pupils is good and is systematically planned for and taught through a host of activities throughout the year.

<i>Social Development</i>	
Focus	<ul style="list-style-type: none"> • Developing personal qualities and using social skills • Participating, cooperating and resolving conflicts • Understanding communities and societies function
Mostly delivered through:	Assemblies, class projects, focussed lessons, plays and performances, trips and excursions
Evidence:	Circle Time, Pupil Council, Eco Club, After school clubs such as Dance, Gymnastics, Games Club etc, Lunch time clubs such as Nature club, D&T, Art, Dance, School visits, Jigsaw,

	Transition visits, Charity support, .e.g. Children In Need & Comic Relief, Buddy support- New Arrivals, Residential visits, School productions - Year 6 Play, Sports Days, School football team- Football tournaments
Impact:	Pupils are able to socialise with a wide range of people and pupils. We receive positive comments from the community when we go on trips and when we receive visitors. Pupils build relationships and friendships.

<i>Moral Development</i>	
Focus	<ul style="list-style-type: none"> • Developing and expressing personal views or values • Investigating moral values and ethical issues • Moral codes and models of moral virtue • Recognising right and wrong and applying it • Understanding the consequences of actions
Mostly delivered through:	Assemblies, class projects, focussed lessons, plays and performances, sports events, competitions, trips and excursions
Evidence:	RE Curriculum, Age appropriate responsibilities, Circle Time, Anti- Bullying week, Whole school assemblies and school values, Class Monitors, School Council, Positive Behaviour Plans- POP, PSHCE Curriculum, After school clubs, Class rules, Certificates, Rewarding expressions of moral insights and good behaviour e.g. Sending to Head teacher/ Pupil of the week Personal behaviour targets – Report card
Impact:	Pupils have more confidence in themselves and in their community. Pupils are able to give reasons for things being right and wrong. A positive atmosphere pervades in school. Pupils look after each other and take responsibility for each other; any conflicts are resolved quickly. Majority of pupils have very clear values which impact on their behaviour; they have a definite sense of what is right and what is wrong. Pupils enjoy celebrating others achievements and have opportunities to feel proud of themselves and others.

<i>Spiritual Development</i>	
Focus	<ul style="list-style-type: none"> • Developing personal values and beliefs • Experiencing fascination, awe and wonder • Exploring the values and beliefs of others • Understanding human feelings and emotions • Using imagination and creativity in learning
Mostly delivered through:	Assemblies, class projects, focussed lessons, plays and performances, trips and excursions
Evidence:	Multi faith RE Curriculum, Whole school assemblies and school values, Outdoor learning, Residential visits, Harvest festival, PHSC lessons, RE adviser visits, Singing assemblies, Opportunities to reflect on their experiences, Visits to places of worship
Impact:	Children start to show empathy, start to relax and show ability to reflect on their own and others' achievements. Pupils develop attitudes, values and principles. There is an increased ability for them to empathise with others and see beyond the self. Pupils have a first-hand experience of places of religious worship. A respect for themselves and others. An awareness and understanding of their own and other's beliefs.

<i>Cultural Development</i>	
Focus	<ul style="list-style-type: none"> • Exploring, understanding and respecting diversity • Participating and responding to cultural diversity • Preparing for life in modern Britain • Understanding and appreciating personal influences
Mostly delivered through:	Assemblies, class projects, focussed lessons, plays and performances, competitions, sports events, trips and excursions
Evidence:	Arts Week, Curriculum opportunities, Visits to Library, World Book Day, Visiting Author, Theatre visits and trips, School trips to museums etc., Anti-Bullying week, MFL in school, Sports Day, Glockenspiel for Year 1, Ocarina for Year 2, Recorder for Year 3 - Ukulele for Year 4 , Drum for Year 5- Opportunities for individual instrument lessons
Impact:	Aware of people from different cultural backgrounds which help to contribute to a positive atmosphere in school. Pupils have an understanding of a world outside their own. Pupils feel they have opportunities to showcase their diverse talents and feel valued for this. They experience opportunities for awe and wonder.

Children are prepared for life in modern Britain and to be active citizens of the future through our curriculum intent. SMSC, British Values, On-line Safety, SRE online safety which has been carefully planned through both our INTENT and IMPLEMENTAION, prepares our pupils for their future life as adults. We want our children to be involved in public life, flourish in society and possess social skills, imagination and creativity. We want them to learn eagerly with a sense of enjoyment and have integrity and a positive moral framework.

We also seize formal and informal curriculum interaction opportunities to build cultural capital in our children, for example, to expose them to experiences which engender awe and wonder and to enable them to pursue interests.

Children understand the consequences of internet safety and cyber bullying and these issues are integral aspects of the computing curriculum. Parents have also been supported with their understanding of security settings, grooming and Child Sexual Exploitation through our working parties which were formed to support the formulation of our RSE curriculum.

Pupil awareness of other aspects of their personal wellbeing and safety procedures is good and regularly reinforced through PSHE, Bike Ability training, Safer Internet days, evacuation of the premises, and discussions around aspects of physical, mental and emotional safety and welfare with all children. The Police and Fire Rescue services regularly deliver presentations to both Key Stage 1 and 2 pupils regarding aspects of safety as many of the children. Swimming teachers also place emphasis on water safety from the local Swimming Pool.

Children feel assured and confident their needs will be met in school because of good systems for managing first aid, the administration of medicines and accident reporting. Our year 6 pupils attend an annual day course led by students from our local secondary school, they also visit the 'Warning Zone' where they are involved in acting out scenarios around a variety of personal safety and well-being issues.

Assemblies led by teachers and pupils are regularly used as a vehicle to focus on pupils' emotional and physical safety. Useful guidelines and information are put on the website for parents to access and share with their children. The school has robust procedures for reporting concerns about a pupil's online safety and an unequivocal approach to breaches of the school IT 'User Agreement'.

Foundation Stage staff and the SENCO work closely with feeder pre-school providers to ensure smooth transition into school with minimum anxiety for child and parent. 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 for our children with EHC plans).

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 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 are in the process of embedding a new phonics programme that will ensure that reading books are assigned in relation to their phonic (phase). We read to children regularly so that they have a love of 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.