

# *Self-Evaluation Form*

## *SEF*



*March 2023*



Characteristics	School	National	Context
Number on roll	405	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 %	52/48	51/49	
Disadvantaged pupils FSMever6 %	13	23	
Pupils from ethnic minority groups %	98	34	
First language not English %	80	21	
Pupils supported at school support – SEN %	9	12.6	

### Ethnicity Guidance

The school has 15 out of 17 possible ethnic groups. Those with 5% or more are: 43%: Asian or Asian British - any other Asian background, and 33%: Asian or Asian British – Indian. During the course of this academic year the school has seen a significant increase in the NOR, particularly in KS2, a total of 29 pupils of which 48% were joining a UK school for the first time. A total of 7 additional new first languages (not English) are spoken among the existing EAL pupils. (Approximately 60 children have joined the school during various stages of the year).

### 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. 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 and there have been 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. 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: overall 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 (Summer 22)

Year 2 – Analysis	
<b>Reading</b>	
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	Girls above boys at both expected and GD. 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 1year 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.
<b>Writing</b>	
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.
<b>Maths</b>	
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.
<b>Summary</b>	
<ul style="list-style-type: none"> <li>• Overall good increase of pupils meeting national expectations in reading and maths</li> <li>• Boys writing significantly below expectations</li> <li>• Girls above boys at all levels in all core subjects</li> <li>• PP reading age progress above ‘all’ – 1yr 2m (+4m)</li> <li>• Phonic retakes 10/18 met threshold (5/10 boys compared to 5/8 girls)</li> </ul>	

2019, (2020 & 21 Teacher Assessment) & 2022 results

Attainment measures	2019				20	21	2022			
	All	Boys	Girls	PP.	(TA) All	(TA) All	All	Boys	Girls	PP.
<b>EYFS</b>										
% with <b>GLD</b> at the end of EYFS	75	73	77	100	65	68	58	50	67	0
<b>Phonics</b>										
% achieving the expected standard in <b>phonics</b> by the end of year 1	83	84	82	67	65	41	77	83	70	50
% achieving the expected standard in <b>phonics</b> by the end of year 2 <i>(brackets indicate pass V. No. not achieving phonics screening in Yr 1)</i>	71 (5/7)	66 (5/3)	100 (2/2)	100	75	100	56 (10/18)	50 (5/10)	63 (5/8)	50 (1/2)
<b>KS1</b>										
% achieving the expected standard or above in <b>reading</b>	71	60	85	80	68	51	61	50	69	60
% achieving a high standard in <b>reading</b>	38	24	55	30	28	15	11	5	16	20
% achieving the expected standard or above in <b>writing</b>	69	56	85	80	60	40	50	32	63	20
% achieving a high standard in <b>writing</b>	29	16	45	30	18	6	2	0	3	0
% achieving the expected standard or above in <b>mathematics</b>	71	60	85	90	62	49	63	55	69	60
% achieving a high standard in <b>mathematics</b>	36	24	50	30	23	11	11	9	13	20
<b>KS2</b>										
% achieving the expected standard or above in <b>reading</b>	72	70	73	81	82	80	84	79	89	100
% achieving a high standard in <b>reading</b>	23	19	27	6	32	22	33	32	33	25
<b>Reading</b> average scaled score	104.6	104.0	105.1	104.5			105	104	106	106
% achieving the expected standard or above in <b>writing</b>	92	93	91	100	88	85	78	79	78	83
% achieving a high standard in <b>writing</b>	32	30	33	19	15	10	11	6	19	0
% achieving the expected standard or above in <b>mathematics</b>	87	89	85	94	92	82	74	79	67	58
% achieving a high standard in <b>mathematics</b>	38	44	33	38	27	22	33	29	30	17
<b>Mathematics</b> average scaled score	107.7	108.1	107.4	107.9			104	105	103	101
% achieving the expected standards in <b>R,W,M combined</b>	70	60	70	71	79	75	64	64	63	58
% achieving a high standard in <b>R,W,M combined</b>	13	11	15	6	25	20	10	6	19	0
% achieving the expected standard or above in <b>EGPS</b>	83	89	79	88	85	80				
% achieving a high standard in <b>EGPS</b>	47	44	48	50	30	25				
<b>Progress measures</b>										
Progress scores for reading	-0.5	-1.44	0.31	-0.55			1.15			
Progress scores for writing	2.41	1.96	2.80	2.29			-0.01			
Progress scores for mathematics	2.11	2.04	2.18	2.69			1.36			

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"> <li>To continue to develop a curriculum with a clear <b>sequence of learning</b>, linking aspects of other subjects, enhancing key <b>vocabulary</b></li> <li>providing opportunities to assess through our <b>subject builders</b>.</li> <li>To develop <b>deep learning</b> through clarity of meaning for both teachers and pupils: recall, learn apply and justify (not an end product of learning but happening throughout)</li> <li>To ensure that pupils <b>learn more and remember more</b></li> </ul>	<ul style="list-style-type: none"> <li>To use the school ethos- <b>'to give everyone a chance'</b>, promote school values including <b>'being never giver upper'</b> (resilience)</li> <li>To develop awareness of <b>good hygiene practice</b> and ensure all children are aware of the routines and procedures in school that are there to keep them self</li> <li>To ensure the <b>'Herrick Character'</b> and <b>'Learning Attitudes'</b> are embedded in all aspects of school life – learning never stops!</li> <li>To develop understanding of maintaining and living a healthy life style through <b>exercise and diet</b></li> </ul>	<b>Ofsted Reviews</b> 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"> <li>To support wellbeing and mental health through actions that enable children to recognise and be true to <b>'being me, being safe and being happy'</b></li> <li>To develop the whole individual through a range of SMSC opportunities including to participate , respond and reflect on <b>what it means to be human</b> and consider the <b>wonders and worries of the world</b></li> <li>To provide children with appropriate information on Jigsaw and have opportunities to discuss their feelings and concerns</li> <li>To develop all aspects of British Values, with focus on <b>'mutual respects and tolerance'</b>, 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</li> </ul>	<ul style="list-style-type: none"> <li>To support staff in the development of the new curriculum, ensuring all have <b>understood overviews</b>(intent), <b>SOL</b>(implement) and <b>subject builders</b>(impact)</li> <li>To establish a staff team that supports each other in developing practice through the GROW <b>coaching</b> model</li> <li>To develop pedagogy in-relation to <b>subject leadership</b> and curriculum opportunities</li> <li>To embed change that supports <b>wellbeing and mental health for all staff</b>, 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)</li> <li>To devise new plan on meetings and CPD in-line with flexible working and ensuring clear progress of teacher development through <b>weekly video / written logs</b></li> <li>To correlate all <b>appraisal targets</b> with raising standards through teacher scrutiny and feedback from recovery outcomes</li> <li>To strategically plan for <b>falling numbers and budget deficit</b></li> </ul>	<b>Education Endowment Foundation (2021)</b>  Metacognition Pupil Premium Reading Remote Learning
	EYFS	<ul style="list-style-type: none"> <li>To provide a curriculum that is holistic and personalised to the children's needs – key areas (S+L, Phonics, Reading and PSED)</li> <li>To adopt a new EYFS reforms – assessment</li> <li>To develop outdoor learning programme</li> </ul>	

**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 across the curriculum.
- The challenge of tasks chosen reflect the ambition that all teachers have in terms of pupil attainment.
- There is a focus on quality synthetic phonics (Little Wandle) teaching across EYFS and KS1 to enable all children to make progress.
- Assessment is continually reviewed and developed to support next steps in pupil learning.

## Impact

- Shared moderation and collaboration with other schools enables staff to accurately understand pupil expectations within their year group.
- National data shows that pupils have variable starting points within our EYFS but all leave the Foundation Stage having made good progress. With KS1 outcomes reflecting an overall decline, strategies are constantly reviewed to ensure appropriate support to enable success within KS1.
- *Actions to support reading attainment across year groups is evident 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
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 fully 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 of 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 and 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.

### 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

### 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 be 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 a child feeling 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 to 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 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.

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 last 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 Quality of Education

#### **Intent: What are we trying to achieve with our curriculum?**

Our curriculum provides pupils with knowledge, vocabulary and skills in all the subjects of the National Curriculum. The development and embedding of an effective curriculum has required time and we continue on the journey to improve the curriculum quality and develop curriculum expertise across the school. We have focussed on ensuring a higher level of disciplinary knowledge, building on prior knowledge and effective sequencing of learning to support overall progression. We continue to develop forming links between key themes within the subject and across the curriculum in-order to strengthen the transference of knowledge so children remember.

The aim of our curriculum is to:

- help build on character and prepare for next stage in the learning journey
- develop confident and responsible citizens
- foster good learning attitudes
- develop language and oracy
- help children articulate their learning, thoughts and opinions
- deepen subject knowledge
- celebrate the history and diversity of our city and their heritage
- prepare children for life in modern Britain through promoting British values
- support thinking critically about global issues and develop empathy and respect
- make links and connections in learning
- embed the importance of 'being me, being safe and being happy'

We work towards providing a solid foundation which will not only prepare our children for the next stage of their education, but also for the rest of their lives. Therefore, within the English curriculum, Reading is prioritised as it forms the key to learning in all subject areas. Our scheme of work for Mathematics provides progression and challenge through a mastery approach.

The school ethos is based on, 'to give each and everyone a chance' – our curriculum is underpinned by the values of inclusion and equality. Provision is planned to ensure all have access to the curriculum. We want our children to acquire the skills to be good learners. Our curriculum encourages a respect for the school and its environment so that learning is positive and a pleasurable experience for all.

Our curriculum also provides a deeper understanding of the wider locality, providing access to learning resources such as, King Richard III museum, National Space Centre, Foxton Locks and places of worship found in Leicester City. Our children learn about the diversity of culture and religion; we want our children to develop respect and tolerance by addressing stereotypes and celebrating differences.

The end point of the pupil journey at Herrick Primary School needs to ensure that children can make connections in learning and have real life reasons for learning. We hope that pupils will be motivated by achievement both at the end of their time at the school and in the future so that they will have a positive attitude towards themselves, others and their environment. And to recognise that **'LEARNING NEVER STOPS!'**

## **Implementation: how do we deliver the curriculum?**

Our curriculum is delivered at the start of EYFS and continues to build on key concepts throughout the year groups. Links between different subjects and themes are emphasised so that learning is memorable, relevant and enjoyable. Where possible, texts are linked to learning in other subject areas, to enrich understanding and reinforce key themes and vocabulary.

Our process:

Curriculum Planning: We ensure that teachers follow the curriculum plan (long term overviews) and then are provided with medium term planning through our SOL (sequence of learning), so that they are building on what has been taught before and working towards clearly defined end-points.

Subject Knowledge: Through a collaborative approach where the development of a subject is shared amongst teachers, we are able to monitor which elements of the curriculum support clarity of purpose. Teachers plan to form links and connections, building on prior knowledge and experience, supporting delivery of content is linked to age-related progression.

Teaching: Each unit begins with a reflection on prior knowledge, a process we call 'WDIKA' (What Do I Know Already). The content will be a mixture of both substantive and disciplinary knowledge, with emphasis on the key concept/s of the subject. 'Enquiry' is associated with strengthening depth of learning, at Herrick we go beyond the surface level as children must prove why/how they got there – we refer to this process as, 'recall, learn, apply and justify'.

Priority: The building blocks of reading are developed through the structured teaching of phonics skills in the Early Years and Key Stage One and the use of a reading scheme which enables the children to practise the skills they have learned. As children progress through Key Stage 2, there is still the structure of reading linked to ability to support the development of reading skills, but children are also encouraged to make their own choices from a selection of books in the school library.

Learning Attitudes and Herrick Character: The delivery of our curriculum incorporates the development of positive learning behaviours and nurturing of character. The introduction of learning attitudes/characters is developing pupils' resilience and supporting our children take ownership of their learning.

## **Impact: what difference is our curriculum making to pupils?**

Throughout the curriculum, checking pupils' understanding and addressing misconceptions ensures that our children are ready for their next stage in learning and attain both knowledge and skills. The development of language and to confidently articulate their learning is a key outcome of the Herrick curriculum.

Within our curriculum, children have the opportunity to build on knowledge which is assessed through unit assessments and used to strengthen areas that need further development. Purposeful assessments enable teachers to plan for next steps in learning so that our children make expected or better progress from their starting points.

We want our children to experience a broad range of subjects that helps develop a rounded individual, who will make a positive contribution to all communities –local, national and global. Our curriculum has been designed to set high standards for our pupils; we expect them to work to the best of their ability at all times, as well as being polite, kind and respectful to others. We aim to provide learning experiences which are challenging and inspiring for our pupils so that they become creative, independent life-long learners and thinkers. We aim for our pupils to develop into safe, happy, well-rounded and well-informed individuals who will reach their full potential and be the best possible citizens of tomorrow.

**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 21<sup>st</sup> century citizens.

**Professional Development:** Staff are 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:** Parent workshops are held to support understanding of the curriculum and ways parents/carers can support children at home. School work books are sent home (fortnightly) to help in communicating and encouraging children to articulate their learning at home. A Herrick Newsletter is sent home every half term to 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 to 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, and support and challenge Senior Leaders. 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 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 support them with their progress at school. 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.

**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 2, 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 regularly updated in relation to all forms of safeguarding, in order to ensure we are constantly vigilant and can 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.

## Behaviour and Attitudes

Pupil's behaviour and attitude creates a positive school ethos, where pupils feel safe, which is validated through the pupil voice questionnaire. This is reflected through no low-level concerns being identified, through observation of teaching and learning from the Senior Leadership Team, Local Authority Review and Governor Learning Walks.

Children often face, both personal and academic challenges and continually exhibit a resilient attitude to hurdles they experience. If children's behaviour and attitude falls short of the expectations set by members of staff, then swift restorative practice assisted by the Learning Attitudes Chart (L) and Behaviour sanctions (S) documents, is implemented. This has resulted in a positive impact on communication with parents.

*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 councillors 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.

We are proud of the harmonious culture established at Herrick, through developing the values of tolerance and mutual respect. Through open and honest conversations, in assemblies, class discussions and strong trusting relationships the school effectively dealt with ethnic tensions within the locality (September 2022). Our children view Herrick, the locality and the city as their shared community.

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 DSL meetings. Evidence is well documented and statutory obligations are fully complied with.

A large proportion of pupils are aware of dangers of online safety. Promoting e-safety through our school curriculum and our school website has been supported by online safety newsletter and fortnightly e-safety class sessions.

Children are aware of the procedures to report any issues and are accustomed to the 'Red Box' situated in all classrooms. Parents are supportive of the school and have communication channels that allows their voice to be heard: Senior Leaders are available consistently, operating an open door policy to questions, queries and concerns. Parents and carers have had the opportunity to meet with Senior Leaders, have informal conversations at coffee meetings and parent-pupil surveys.



Attendance rates are monitored closely by Senior Leaders and an attendance officer at school, who work closely with agencies in order to support any family, whose child is deemed to be a persistent absentee. Close monitoring allows remedial work to be undertaken in school by the School Sports Apprentice, in order to encourage identified children into school. First day contact and procedures are in place to allow regular monitoring allowing identification of patterns. Parents are regularly reminded of the importance of children's regular attendance and weekly rewards are given in Whole-School assembly for the class with the highest attendance.

All teachers are aware of new intake and informed as to the level of English, which these children have. Admissions policies and procedures are in place to allow a smooth and supportive transition for children, teachers and families. Understanding of children's needs are supported through these procedures and Trauma training that all teachers have received. Clear communication with the SEND lead allows early identification and monitoring of any additional needs and relevant actions are taken in order to support all stakeholders.

## 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. Our belief in the importance of, 'being me, being safe, being happy,' supports the core values of Herrick Primary School.

We provide a positive ethos, culture and climate that values and nurtures every child's contribution to the life of the school. We aim to ensure children feel proud of who they are, recognise the strategies to keep them safe and ultimately know that happiness is for everyone. All members of our school community have high expectations of each other and role-model a belief in fundamental British Values.

Children understand the consequences of internet safety and cyber bullying and these issues are integral aspects of the computing 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. Many of our children have no experience of swimming and therefore emphasis is placed on firstly developing confidence, and thereafter learning to swim as well as knowing about water safety.

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.

The SENCO works closely with new families that have children with special needs or have had traumatic experiences to ensure smooth transition into school with minimum anxiety for child and parents. This has been especially successful in the transition of pupils post lockdown – greet and meet sessions supported developing new relationships and provided parents/carers the opportunity to share information about their child's social and emotional well-being (this has been especially useful for our children with EHC plans).

- Different faiths and diversity is celebrated through our assemblies and regular visits to different places of worship allow the children to make links with religion whilst showing respect as active citizens in society.
- Pupils at Herrick are aware that we all have a responsibility to contribute to our surrounding environment. Promotions of pupils' contribution of saving the environment is openly encouraged at Herrick and this has been demonstrated by pupils closing their school entrance road to help with an immediate impact towards our environment.
- A culture of giving is openly supported with pupils at Herrick. This is encouraged through participating in raising money for various charities, within and outside the school setting. This supports our ethos of empathy and integrity, whilst equally supporting the independence of our children by being helpers of others.
- Effective home/school communication and transparency is important at Herrick, therefore the delivery of RSE was reviewed with our parents/carers. The current Jigsaw (PHSE/RSE) scheme of work was adapted by creating a parent/carer working party to review the RSE curriculum. This has resulted in the successful delivery of the RSE curriculum and consequently allowing our pupils to be open and tolerant of sensitive issues in everyday life.
- Pupil voice is significant at Herrick through the availability of red boxes and friendship stops in playground. STOP – Several Times On Purpose/Start Telling Other People has been consistently revisited throughout the school to ensure all pupils are able to express concerns openly and confidently. Pupil's contributions are valued at Herrick and petitions submitted by children have been successful to ensure pupil's voice are heard.
- Pupil's wellbeing is paramount at Herrick and this is being addressed through PE and PHSE curriculum. Pastoral interventions are also in place to support children that may need additional support in friendships, social situations, and resolving conflict. This has had a positive impact on attendance with children who may have been reluctant to attend school.
- At Herrick, we support our pupils with their transition for their next phase of education. We inspire the children to raise their responsibility of independence by encouraging them to move around the school independently, and motivating high levels of decision making from reception through to year 6. This is supported with red and yellow hat ambassadors who independently help with creating an ethos of helping of others throughout the school.

### **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.