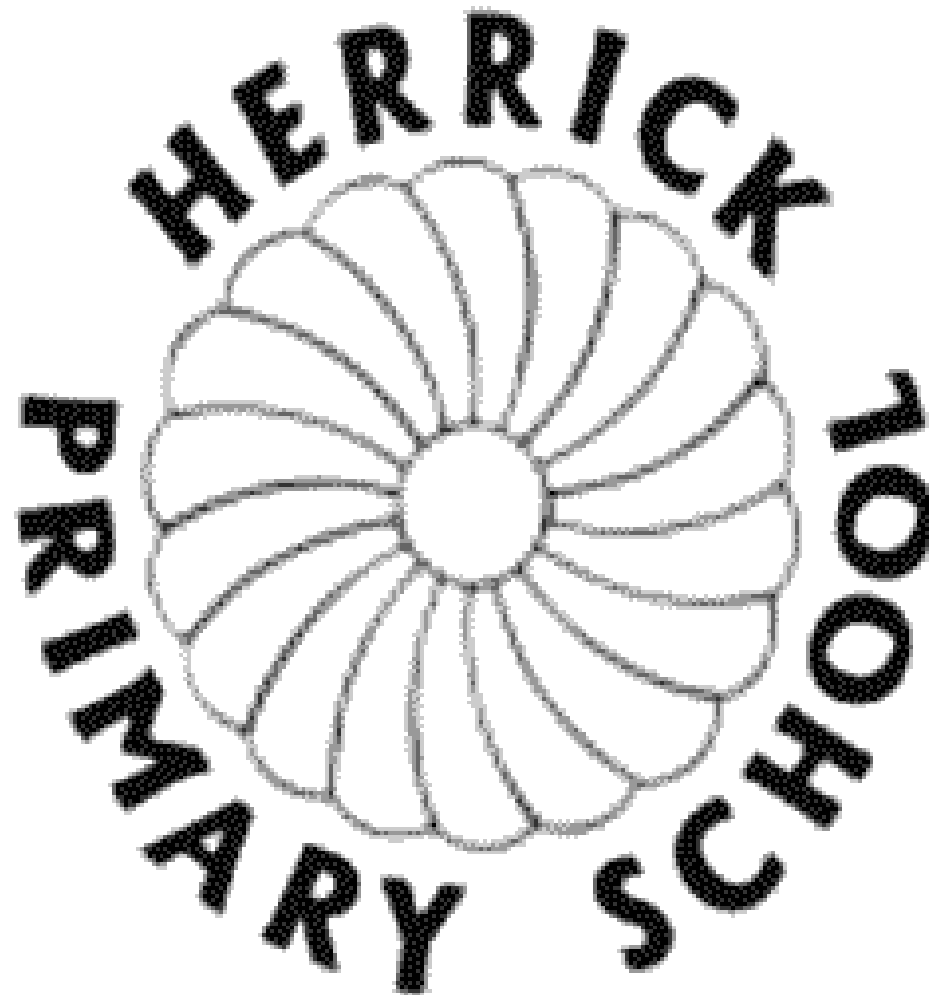


# School Development Plan 2021-24 (3 Year Plan)

## School Development Plan 2021-22(Year 1)



# Our Vision

Our Vision is of an equitable and inclusive education that is underpinned by the essence of 'Every Child Matters', which to all at Herrick means:

## TO GIVE EACH AND EVERYONE A CHANCE

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

Our educational values are:

- *provide enjoyable learning experiences through an innovative and relevant curriculum*
    - *collectively support all children to achieve their full potential*
      - *to respect and celebrate cultural diversity*
    - *access and address the needs of children, parents/carers, staff and community*
    - *nurture children to become confident and responsible citizens of the 21<sup>st</sup> Century*
- OR**
- as in the words of our children
- being me, being safe, being happy
    - *learning never stops*
    - *speak Herrick*
  - *I am curious, independent, confident, I like to investigate and I like a challenge (Character)*
- *I am a: maker of right choices, never give up, helper of others, member of the community, and finder of the unknown (Attitudes)*

We enter a period of schooling which will be unlike any other in modern times, we at Herrick would like to take this opportunity to introduce you to both our 'Herrick Character' and 'Learning Attitudes', which we nurture and develop amongst all our children. In these times and going forward, we are determined to ensure that, '**learning never stops**' – no matter what!

We want our children to be equipped with whatever life throws at them, for them to have key characteristics and an attitude that encompasses all the aspects of a positive learning culture. These two core features are essential in being successful in the 21st century - the uncertainty of qualifications, career paths, jobs etc. make 'character' and 'attitudes' all the more important.

'Our Journey Post Pandemic'

## Leadership & Management

Teacher Assessment at 'expected'				Year 1 2021-2022				Year 2 2022-2023				Year 3 2023-2024			
%	R	W	M	%	R	W	M		R	W	M		R	W	M
6	80 (79)	85 (83)	82 (84)	6	84 (80)	78 (82)	74 (84)	6	(79)	(81)	(84)	6			
5	63	42	59	5	71	49	65	5				5			
4	57	59	63	4	79	64	74	4				4			
3	72	63	72	3	74	65	74	3				3			
2	51 (77)	40 (69)	49 (78)	2	61	50	63	2				2			
1	43	35	45	1	75	64	72	1				1			
Phonics	41			Phonics	77			Phonics				Phonics			
EY	80	76	73	EY	83	71	83	EY				EY			

Brackets represent FFT (50)

### Milestones/Indicators

	Year 1	Year 2	Year 3
<b>Shared vision and ambition at all levels through distributed leadership (1)</b>	To establish a staff team that supports each other in developing practice through the GROW <b>coaching</b> model	Progress to self-reflective individuals who participate and engage in regular 1:1 coaching and consistently deliver high quality planning/teaching.	Develop all teachers as coaches through training and devise/design a staff initiated coaching programme.
<b>Subject Development -clearly identified roles and responsibilities (2)</b>	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)  To develop pedagogy in-relation to <b>subject leadership</b> and curriculum opportunities	<u>Subject Leadership development</u>  To support staff in appraising quality of children's work across different year groups with reference to the intent and SOL.  To support staff with reviewing planning (with emphasis on vocabulary) for their subject.	<u>Subject Leadership development</u>  To assess the impact of subject builders.  To be in a position to review curriculum intent and sol.
<b>Rigorous and robust Appraisal/ M &amp; E processes in place (3)</b>	To correlate all <b>appraisal targets</b> with raising standards through teacher	Appraisal Targets –intention is to secure good/high quality teaching	

	<p>scrutiny and feedback from recovery outcomes</p> <p>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></p>	<p>across the school in the 3 following standards –</p> <p>3 Demonstrate good subject and curriculum knowledge.</p> <p>4 Plan and teach well-structured lessons &amp;</p> <p>5 Adapt teaching to respond to the strengths and needs of all pupils</p> <p>Review success of new plan and CPD SLT to review impact of weekly video/written logs and reshape accordingly.</p>																										
<b>Post Covid 'Focus' (4)</b>	<p>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)</p>	<p>SLT to provide termly 1:1 well-being meetings to prevent potential conflict, anxiety and opportunity to raise personal concerns.</p> <p>Further review roles and responsibilities of Teaching Assistants - how skills can be further developed through external training/courses.</p>																										
<b>Safeguarding (5)</b>	<p>Systematic approach to making Herrick a safe /secure place to learn for all children. Full compliance with safeguarding guidelines.</p> <p>CLT to have clear roles and responsibilities for strands of safeguarding (Safeguarding Hub). All stakeholders are clear as to expectation at Herrick and their roles within this framework</p>	<p>Continue to consolidate safeguarding procedure and key information/knowledge for <u>all staff</u> through frequent short bursts of training.</p>																										
<b>Health &amp; Safety Procedures and Protocols in place (6)</b>	<p>Windows/ Lighting/ Heating -Work alongside the LA and its officers to ensure the fabric of the building and appropriate procedures are in place i.e. documentation re risk</p>																											
<b>Governing Body (7)</b>	<p>To strategically plan for <b>falling numbers and budget deficit</b></p>																											
<b>Number on Roll (PAN 60)</b>	<b>6:60/5:49/4:60/3:53</b>	<b>6:49/5:60/4:53/3:51</b>	<b>6:60/5:53/4:51/3:45/2:48/1:-50/</b>																									
<b>6:60/5:60/4:49/3:60/2:53</b>	<b>2:51/1:45/EY: 48/Nam:19</b>	<b>2:45/1:48/EY: -50/Nam:20</b>	<b>EY: -50/Nam:20 Npm: (15+</b>																									
<b>1:51/EY:45/ Nam:17 Npm:27</b>	<b>Npm:0 (15+ spring)</b>	<b>Npm: (15+ spring)</b>	<b>spring)</b>																									
<b>Financial Projections</b>																												
<table border="1"> <tr><td>Funds</td><td>1, 806, 676</td></tr> <tr><td>Less</td><td>-1, 511, 786</td></tr> <tr><td>Contingency</td><td>294, 890</td></tr> </table>	Funds	1, 806, 676	Less	-1, 511, 786	Contingency	294, 890	<table border="1"> <tr><td>Funds</td><td>2, 030, 062</td></tr> <tr><td>Less</td><td>-1, 802, 065</td></tr> <tr><td>Contingency</td><td>227, 997</td></tr> </table>	Funds	2, 030, 062	Less	-1, 802, 065	Contingency	227, 997	<table border="1"> <tr><td>Funds</td><td>1, 990, 338</td></tr> <tr><td>Less</td><td>-1, 825, 830</td></tr> <tr><td>Contingency</td><td>164, 508</td></tr> </table>	Funds	1, 990, 338	Less	-1, 825, 830	Contingency	164, 508	<table border="1"> <tr><td>Funds</td><td>1, 951, 377</td></tr> <tr><td>Less</td><td>-1, 878, 164</td></tr> <tr><td>Contingency</td><td>73, 213</td></tr> </table>	Funds	1, 951, 377	Less	-1, 878, 164	Contingency	73, 213	
Funds	1, 806, 676																											
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## Leadership & Management – Evaluation

<b>1.</b>	<b>Shared vision and ambition at all levels through distributed leadership</b>			
To address/develop	<i>(1.1) Further develop Coaching through GROW (goal, reality, option, will)</i>			
Yr Group/Phase	All Phases			
Staff Responsible	Class Teachers			
Monitoring	U. Patel			
Term	Over the year			
Action	With staff ; develop an understanding and agreement on the following: the rationale for coaching; what is needed for Herrick; the school's approach. Establish timetable and set clear procedures. Through termly coaching walks, coaching sessions and through working alongside coaching partner, teachers identify and agree manageable goals linked to the 5 non-negotiables.			
Impact/Cost	2 Class Teachers released each week for coaching walks. Impact: Focussed triangulation shows short term goals have been achieved.£2500			
Outcome/s	<ul style="list-style-type: none"> <li>Coaching model established</li> <li>Grow goals for staff –related to 5 non-negotiables</li> <li>Coaching sessions completed (interpreted due to absence of staff)</li> <li>Planning reflects support given through both feedback and coaching</li> <li>Foundation curriculum delivery focussed on substantive knowledge</li> <li>All teachers achieving grow goals (linked to 5 non-negotiables)</li> <li>Overall quality and L&amp;T good</li> </ul>	Outcomes: RAG review success		
		Autumn	Spring	Summer
		R A G	R A G	R A G

<b>2.</b>	<b>Subject Development - clearly identified roles and responsibilities</b>			
To address/develop	<i>(2.1) Implement updated Computing curriculum and further develop content to make links to other subjects.</i>			
Yr Group/Phase	Years 1 -6			
Staff Responsible	Years 1-6 class teachers			
Monitoring	C. Broadhead/Phase Leaders			
Term	Term 2.2 and Term 3			
Action	Provide termly training for updated curriculum, ensure provision of timetable and equipment to run sessions effectively. Computing team to work with CLT on enhancing the units to maximise quality of content.			
Impact/Cost	Laptops, ipads and IT equipment purchased to teach updated computing curriculum £22 500			
Outcome/s	<ul style="list-style-type: none"> <li>Introduced computing scheme across school</li> <li>CPD to all staff on strands to be taught in autumn/spring</li> <li>Appropriate hardware purchased to deliver computing curriculum</li> <li>Assessment process established and grids completed for staff</li> <li>Timetable for computing and logistical obstacles addressed to ensure weekly delivery</li> <li>Subject knowledge developed through 2 external CPD support</li> <li>3D printer project introduced to support programming development</li> <li>Computing curriculum established and CPD effectively supports development of staff</li> </ul>	Outcomes: RAG review success		
		Autumn	Spring	Summer
		R A G	R A G	R A G

To address/develop	<i>(2.2) Secure understanding of SOL through monitoring of planning.</i>			
Yr Group/Phase	Key Stage One and Two			
Staff Responsible	Class Teachers			
Monitoring	S. Kaur			
Term	Over the year			
Action	Through CPD work-shops and coaching and feedback on planning, teachers further develop their understanding of SOL.			
Impact/Cost	Assistant Head released for academic year. Impact: Quality planning across the school consistently meets high level of 'good' (5 non negotiables)			
Outcome/s	<ul style="list-style-type: none"> <li>Planning reflects limited level of disciplinary knowledge</li> <li>2/14 teachers need further support in developing foundation planning (not linked to policy)</li> <li>Level of deep learning observed in strong foundation subjects (where staff are most confident)</li> <li>Structure of lessons fully support SOL</li> <li>Staff work towards end point</li> </ul>	Outcomes: RAG review success		
		Autumn	Spring	Summer
		R A G	R A G	R A G
<hr/>				
To address/develop	<i>(2.3) Further develop teaching of Geography and Science through outdoor learning opportunities.</i>			
Yr Group/Phase	All Classes			
Staff Responsible	B. Lad/Class Teachers			
Monitoring	R. Shukla/S. Kaur			
Term	Over the year			
Action	Level 4 assigned TA to run outdoor learning sessions on a rota basis making links and connections to existing curriculum with an emphasis on Geography fieldwork and outdoor Science sessions where appropriate.			
Impact/Cost	Impact: Children's outdoor experience is purposeful and structured. £3 200			
Outcome/s	<ul style="list-style-type: none"> <li>Adapted outdoor learning sessions to support Herrick learning attitudes</li> <li>Limited evidence in relation to links to either Science or Geography</li> <li>All KS2 classes have had opportunity to participate in activities (further detailed planning required)</li> </ul>	Outcomes: RAG review success		
		Autumn	Spring	Summer
		R A G	R A G	R A G
<hr/>				
To address/develop	<i>(2.4) Subject Builder through formative and summative assessment</i>			
Yr Group/Phase	Years 1-6			
Staff Responsible	Class Teachers			
Monitoring	Phase Leaders			
Term	Termly			
Action	Teachers encouraged to carry out short assessments and revisit learning to secure understanding and an overall online assessment for children to monitor teaching and learning-3 random tests.			
Impact/Cost	Majority of children achieve 90-100 % in online tests on subject knowledge.			
Outcome/s	<ul style="list-style-type: none"> <li>Evidence of Lumio quizzes – however overall AFL must be addressed</li> <li>Development of formative assessment needed (reviewing understanding of what has been taught)/ Building on prior knowledge is evident in 11/14 classes – support through coaching</li> <li>Summative assessment to be further developed in foundation subjects</li> </ul>	Outcomes: RAG review success		
		Autumn	Spring	Summer
		R A G	R A G	R A G

<b>3.</b>	<b>Rigorous and robust Appraisal/ M &amp; E processes in place</b>			
To address/develop	<i>(3.1) Further develop marking, standards in presentation and range in books</i>			
Yr Group/Phase	Rec-Year 6			
Staff Responsible	Class Teachers			
Monitoring	CLT			
Term	Half termly Scrutiny of Books and interviews with groups of children			
Action	Clarity and reasoning behind marking, feedback and assessment to ensure policy is being adhered to and standards are met in all year groups.			
Impact/Cost	Impact: scrutiny shows consistency in standards and expectations across all year groups.			
Outcome/s	<ul style="list-style-type: none"> <li>M&amp;E process reflect consistency in adhering to policy on feedback and assessment – continue to identify CPD opportunities to support staff</li> <li>Appraisal targets linked to standards and expectations in foundation subjects highlighted to all staff</li> <li>Yr1 dependency on worksheets</li> <li>EYFS and Year 1 to communicate high expectations and ambition to secure high quality of education</li> <li>Collaborative work in formulating revised ‘assessment and feedback’ policy</li> <li>Presentation improved overtime – good range of recording strategies in foundation subjects</li> </ul>	Outcomes: RAG review success		
		Autumn	Spring	Summer
		R A G	R A G	R A G
<b>To address/develop</b>				
To address/develop	<i>(3.2) Secure understanding of working memory/long term memory/adding to schema to further enhance teaching and learning</i>			
Yr Group/Phase	Rec-Year 6			
Staff Responsible	Class Teachers			
Monitoring	S. Kaur/U. Patel			
Term	Term 2			
Action	Provide CPD (metacognition in term 1), workshops and literature to further develop understanding of how children learn, importance of prior learning and revisiting learning- use EEF recommendations and tried and tested methods.			
Impact/Cost	Impact: Improved planning and teaching evident in term 3			
Outcome/s	<ul style="list-style-type: none"> <li>Metacognition CPD x2 – introduced purpose and impact</li> <li>Established : PROGRESS IS KNOWING AND REMEMBERING MORE – impact on planning/knowing what we know about cognitive overload)</li> <li>CPD identified to address reducing planning – focus on achieving end point</li> </ul>	Outcomes: RAG review success		
		Autumn	Spring	Summer
		R A G	R A G	R A G
<b>To address/develop</b>				
To address/develop	<i>(3.3) Review Curriculum Content and SOL (Geography, Science, Computing)</i>			
Yr Group/Phase	Subject Teams			
Staff Responsible	Class Teachers			
Monitoring	CLT			
Term	Term 3			
Action	Subject leaders and class teachers contribute to reviewing current curriculum: intent, implement and impact after viewing EEF recommendations, Ofsted reviews and recent relevant research.			

Impact/Cost	Impact: Collaboration and ownership resulting in improved understanding of curriculum content and building blocks.			
Outcome/s	<ul style="list-style-type: none"> <li>formulated action plans – reflected on Ofsted reviews (Science + Geography)</li> <li>complete evaluation evaluations x2</li> <li>presented Overviews and SOL to external inspector</li> <li>further developed building blocks in ensuring focus on disciplinary knowledge</li> <li>All subject leads completed deep dive workshops – feedback given to team</li> </ul>	Outcomes: RAG review success		
		Autumn	Spring	Summer
		R A G	R A G	R A <b>G</b>
To address/develop	<i>(3.4) Evaluate range of evidence in Science books with emphasis on Years 2 and Year 6</i>			
Yr Group/Phase	Years 1-6			
Staff Responsible	Class Teachers			
Monitoring	R. Shukla/ CLT			
Term	Termly scrutiny			
Action	Subject lead to carry out termly scrutiny of work, interview children and review planning.			
Impact/Cost	End of key stage standards are evident with clear differentiation for GDS. Children are recording in a variety of ways and using key vocabulary. £1 800			
Outcome/s	<ul style="list-style-type: none"> <li>Children recall key facts</li> <li>Enjoyment of science is evident, particularly when conducting experiments</li> <li>Children able to link knowledge learnt in previous years</li> <li>Scientific explanation need to be more explicit and relevant to the knowledge and skills being taught</li> <li>Development of key scientific vocabulary to be articulated in context of learning</li> <li>Staff apply misconception maps and developed investigative aspect in lessons</li> </ul>	Outcomes: RAG review success		
		Autumn	Spring	Summer
		R <b>A</b> G	R <b>A</b> G	R A <b>G</b>
To address/develop	<i>(3.5) Appraisal target of maintaining CPD learning diary</i>			
Yr Group/Phase	All teaching staff (including level 4 TAs)			
Staff Responsible	All teaching staff			
Monitoring	U.Patel			
Term	All year			
Action	All teachers must complete weekly log- this will be either written or a video recording -under ten minutes- to share what they have understood and gained from CPD as a: Class Teacher -How they intend to use it in their teaching and learning and what evidence they will produce.			
Impact/Cost	Supports understanding of metacognition and supports the concept of deep learning as defined by Herrick – recall , learn, apply and justify. Raise quality of learning and teaching			
Outcome/s	<ul style="list-style-type: none"> <li>All teachers complete learning logs (except 1 – found it stressful)</li> <li>Application of metacognition needs further development</li> <li>Review of CPD supports in informing needs of staff and in developing deep learning</li> <li>quality of learning and teaching moving towards applying learned knowledge (stronger in KS2)</li> <li>deep learning evident through observations – emphasis on application and justifying rather than rote learn facts</li> </ul>	Outcomes: RAG review success		
		Autumn	Spring	Summer
		<b>R</b> A G	R <b>A</b> G	R A <b>G</b>



<b>4.</b>	<b>Post Covid 'Focus'</b>			
To address/develop	<i>(4.1) Drive down unnecessary workload</i>			
Yr Group/Phase	All staff			
Staff Responsible	Wellbeing leads (L.Conlon and A.Kaur)			
Monitoring	U.Patel			
Term	All year			
Action	Review of teacher responsibilities in-relation to communication with parents/carers - the pandemic has demonstrated the need for more automation for administrative tasks and steering towards paperless communication between school and parents. There are three main changes in school which demonstrate a positive impact that coronavirus has had within our school; parents' evening, curriculum fliers and report cards. IT package purchased and linked to school website.			
Impact/Cost	Drive down unnecessary workload. Collaboration with staff in developing a positive working culture that promotes efficiency and supports well-being overall. £ 5 900			
Outcome/s	<ul style="list-style-type: none"> <li>Developed higher level of communication in addressing reducing workload (termly meeting with NEU rep)</li> <li>Reduction in administrative responsibilities due to purchase of IT packages</li> <li>CPD identified as tool to support learning and teaching (less time on administrative duties)</li> </ul>	Outcomes: RAG review success		
		Autumn	Spring	Summer
		R A G	R A G	R A G
To address/develop	<i>(4.2) Champion flexible working and diversity</i>			
Yr Group/Phase	All staff			
Staff Responsible	Wellbeing leads (L.Conlon and A.Kaur)			
Monitoring	U.Patel			
Term	All year			
Action	Agree an approach that that supports a bespoke model of CPD to support both professional development but also support work-life balance (formulate CPD time-table). All teachers will complete 1 hour and 30 minutes CPD through a combination of different types of CPD during the course of the week, allowing for at least 30mins on Mondays for a 'phase/team' or a 'confirmed' which could be up to 1 hour 30 mins (however, these will be limited).			
Impact/Cost	Create a supportive culture around flexible working, acknowledges that for some staff working flexibly can be a key means of protecting and enhancing their personal wellbeing.			
Outcome/s	<ul style="list-style-type: none"> <li>Completed learning logs term 1 (Autumn)</li> <li>Staff questionnaire on wellbeing and mental health (led to purchase of support package)</li> <li>Wellbeing session introduced each term (choice of activities)</li> <li>Focus on one area of development – subject leadership</li> </ul>	Outcomes: RAG review success		
		Autumn	Spring	Summer
		R A G	R A G	R A G
To address/develop	<i>(4.3) Maintain clear communication pathways with staff representatives (union and wellbeing leads)</i>			
Yr Group/Phase	All staff			
Staff Responsible	Union lead (M.Maille) / L.Conlon & A.Kaur (Well-being Leads)			
Monitoring	U.Patel			
Term	All year			
Action	Engagement with key stakeholders, trade unions and Well-being leads – ensure pro-active measures are taken to support overall well-being and			

	address issues that arise (to meet half-termly).			
Impact/Cost	Improve the ways in which the voice of staff is included in the decision-making process across the school. Share their experience/s confidently and safely.			
Outcome/s	<ul style="list-style-type: none"> <li>• Termly meeting with union lead</li> <li>• Informal staff meeting (formulated areas of development)</li> <li>• Implemented change to staff meetings (reduced level of administrative work)</li> <li>• Developed termly calendar through negotiation with team</li> <li>• Regularly consulted on changes in risk assessment and impact on practice</li> </ul>	Outcomes: RAG review success		
		Autumn	Spring	Summer
		R A G	R A G	R A G

<b>5.</b>	<b>Safeguarding</b>			
To address/develop	<i>(5.1) Full compliance with safeguarding guidelines/ (Safeguarding Hub)/ All stakeholders are clear as to expectation at Herrick and their roles within this framework</i>			
Yr Group/Phase	All staff			
Staff Responsible	All staff/ Governors			
Monitoring	A.Aydin			
Term	All year			
Action	<ul style="list-style-type: none"> <li>• Ensure policy/legislation updates in 2021 are fully understood, with implications for internal policy understood and actioned, as well as implications for best practice understood and reflected in information provided (on website).</li> <li>• The Designated Safeguarding Lead and Dep Designated Safeguarding Leads have their roles made explicit – safeguarding hub</li> <li>• The school includes on website a specific area which celebrates safeguarding in the school &amp; keeps pupils, parents &amp; the local community up to date with information &amp; activities to help children keep safe</li> </ul>			
Impact/Cost	All staff have read part 1 of 'Keeping Children Safe in Education' (DfE, 2021). Safeguarding shared and displayed in all classes. Website compliant with relevant statutory requirement. (all stakeholders clear with safeguarding protocols and procedures)			
Outcome/s	<ul style="list-style-type: none"> <li>• Completed safeguarding audit with LA lead (recommendations provided to support further development)</li> <li>• Staff training (whole school – current practice and prevent update)</li> <li>• Low level concern policy shared</li> <li>• New issues linked to KCSIE – cybercrime, peer on peer abuse and modern slavery</li> <li>• Fortnightly safeguarding question introduced and weekly DSL review meetings held</li> </ul>	Outcomes: RAG review success		
		Autumn	Spring	Summer
		R A G	R A G	R A G

<b>6.</b>	<b>Health &amp; Safety Procedures and Protocols in place</b>		
To address/develop	<i>(6.1) Decarbonisation programme –LA (windows/doors/lighting/heating)</i>		
Yr Group/Phase	Will impact whole school		
Staff Responsible	All staff		
Monitoring	U.Patel		
Term	All year		

Action	To work collaboratively with installation team in formulating work schedule, reviewing safe working and learning conditions and to ensure systematic approach to the identification of risks and the allocation of resources to control them (daily meetings)					
Impact/Cost	Ensure work carried out during school time is conducted safely and in compliance with legislative standards – window frames and doors(95), all lighting fixtures and changing of heating system installed by the end of the Autumn term with limited impact on learning environment.					
Outcome/s	<ul style="list-style-type: none"> <li>All lighting fixtures installed</li> <li>Window schedule revised to support less interruption to classrooms</li> <li>Heating work commenced (heat pumps) – foundation layer placed in field</li> <li>Fortnightly meetings with site manager (review - health and safety for all)</li> </ul>	Outcomes: RAG review success				
		Autumn	Spring	Summer		
		R A G	R A G	R A G		

<b>7.</b>	<b>Governing Body</b>							
To address/develop	<i>To strategically plan for falling numbers and budget deficit</i>							
Yr Group/Phase	Will impact whole school							
Staff Responsible	All staff							
Monitoring	U.Patel							
Term	All year							
Action	To form working party to review plans to support alternative to 2 form entry and impact of split classes and possibility of restructuring staffing.							
Impact/Cost	Ensure budget forecast supports both class/staffing structure that does not lead to financial deficit in school budget.							
Outcome/s	Please view governance folder for reports				Outcomes: RAG review success			
					Autumn	Spring	Summer	
					R A G	R A G	R A G	

Name of Governor	Action	Supported by	Description of Task	Term	Outcome	Evidence	
P Davidson	1) Health & Safety protocols & procedures – Autumn	P.Payne S.Tuckwood	Read / Amend H&S Policies. Meeting ST & PP. Report on the school environment - Autumn Term	Autumn 2 <sup>nd</sup> half  w/c 1 Nov.	The school meets Health & Safety regulations	Audit proforma.  Complete Governor proforma.	H&S policies updated – follow on from H/S inspection Conducted H&S check with NEU rep Actions planned
	2) Health & Safety protocols & procedures - Summer	P.Payne S.Tuckwood	Read / Amend H&S Policies. Meeting ST & PP. Report on the school environment - Summer Term	Summer 2 <sup>nd</sup> half  w/c 6 June			
R Kapadia	1) Formally report on the protocols & procedures in-relation to Covid guidelines	U.Patel	Arrange date to meet with UP & AA	Autumn 2 <sup>nd</sup> half  w/c 1 Nov	School meets both current Government guidelines & Risk Assessment  -Determine level of compliance	Complete Governor proforma.	School compliant with government and local guidance Reviewed protocols and conducted walk through school

	2) Conduct a review of EYFS, Baseline & EYFS Action Plan	A.Aydin	AA to discuss the Baseline, completion of the Baseline & the predicted levels.	Autumn 2 <sup>nd</sup> half w/c 1 Dec	Establish predicted level of GLD & difference between boys & girls.	Data Analysis sheet Complete Governor proforma.	Reviewed EYFS baseline and predictions – highlighted concerns since return
R Kettle	1) Audit of website	S.Tuckwood U.Patel	Use an Audit Proforma to report on the school website against the Ofsted checklist.	Autumn 2 <sup>nd</sup> half w/c 8 Nov	Check against Ofsted checklist. -Determine level of compliance.	Ofsted Checklist. School Website. Complete Governor proforma.	Audit identified areas of website missing documentation
	2) Evaluate the efficiency of communication pathways (i.e. DB Primary, Teams etc)	S.Punchard	SP to evaluate the efficiency of DB Primary, Teams and all other learning platforms.	Autumn 2 <sup>nd</sup> half w/c 1 Dec	Learning platforms tested & reviewed.	Complete Governor proforma.	DB primary tested and reviewed / support given on parents' meeting on-line
S Martin	1) Appraisal operations – Leadership	U.Patel	On-site visit with members of the SLT to identify targets & review leadership operations in relation to specific bubbles.	Autumn 1 <sup>st</sup> half w/c 11 Oct	Leadership appraisals reviewed & targets established.	Appraisal documents.	Chair reviewed targets and link to school develop plan (HT appraisal included)
	2) Review the SDP	CLT – HT/AHTs/ Phase Leaders	Discuss key strands of the SDP & the school monitoring & evaluation process.	Spring 2 <sup>nd</sup> half w/c 20 June	Level of monitoring & evaluation reviewed.	Monitoring & Evaluation of SDP.	Review on curriculum objectives – subject leads present M&E overviews
A Snow	1) Conduct a meeting with the Pastoral team & review support children are given	B.Ladd	Pastoral Team. Review minutes of Pastoral Team meetings. Evaluate the impact of support & interventions.	Autumn 2 <sup>nd</sup> half w/c 8 Nov	Interventions & successful outcomes evidenced.	Pastoral team folder. Complete Governor proforma.	Reviewed actions and impact of pastoral support
	2) Review the implementation of CPD Programme	A.Aydin B.Mankoo	Review the formulation of CPD Programme Monitor communication with parents/stakeholders embedding the Scheme of Work – 2021.	Spring 2 <sup>nd</sup> half w/c 28 June	Establish & embed SRE programme (Jigsaw) through consultation.	RSE Policy & website information. Complete Governor proforma.	Issues related to embedding RSE – parent concerns and teacher support addressed

G Smart	1) PYG/PP/ SEN progress attainment - Autumn	U.Patel	Review attainment analysis. Documents sent prior to meetings – Autumn.	Spring 1 <sup>st</sup> half w/c 10 Jan	Determine level of progress.	Data Analysis sheet.	Supported review of Spring analysis and focussed on PP progress and impact of sporting actions to encourage PP
	2) PYG/PP/ SEN progress attainment - Summer	U.Patel	Review attainment analysis. Documents sent prior to meetings – Summer.	Summer 2 <sup>nd</sup> half w/c 27 June			Overview of summer data discussed and reviewed actions supporting PYG/SEN
N Pattni	1) Review Contingency Plan & our 'On-line learning platform'	S.Kaur	SK to discuss the process of ensuring effective 'on-line' learning if closure of any bubbles, or further lockdown. Documents sent prior to meeting.	Autumn 2 <sup>nd</sup> half w/c 1 Nov	Establish effectiveness of 'on-line' learning.  Raise any concerns from a parents' perspective.	Contingency plan.  Complete Governor proforma.	Established on-line contingency plan and checked effectiveness of learning platform – provided recommendations from a parent view point (used survey)
	2) Day at Herrick under the new guidelines	U.Patel	Support in creating a video diary 'a Day at Herrick'.	Autumn 2 <sup>nd</sup> half w/c 15 Nov	Produce video/film of a 'Day at Herrick'	Film / Video.	incomplete
M Gadhia	1) Review school plan	S.Kaur	SK to discuss the level of success after returning to school.	Autumn 2 <sup>nd</sup> half w/c 8 Nov	Establish effectiveness of 'return plan' through completion of monitoring & evaluation.	Return plan.  Complete Governor proforma.	Reviewed process and effectiveness of return plan - spoke to staff on their thoughts and concerns (discussed risk assessment)
	2) Evaluate the success of school priorities	U.Patel	UP to discuss the success of school priorities. SDP etc. sent prior to meeting.	Summer 2 <sup>nd</sup> half w/c 13 June	Level of success reviewed.	Monitoring & evaluation of the SDP  Complete Governor proforma.	Headteacher's report FGM – analysis on level of success

## Quality Of Education

	Year 1 2021-2022	Year 2 2022-2023	Year 3 2023-2024	
<b>Milestones/Indicators</b>				
<b>Sharing best practice both internal and with external support (1)</b>	To continue to develop a curriculum with a clear <b>sequence of learning</b> , linking aspects of other subjects, enhancing key <b>vocabulary</b>			
<b>Marking and Assessment (2)</b>	To provide opportunities to assess through our <b>subject builders</b> . High expectation in quality and quantity of work			
<b>Curricular Provision- Secure Cross –curricular links (3)</b>	<p>To ensure that pupils <b>learn more and remember more</b></p> <p>Develop clear process that shows: Progression Consistency across year groups Success criteria identified for all learners</p>	Embed – refine curriculum map/provision. All leaders to have produced portfolios with exemplars of work	Established - Distinctive curriculum to meet the needs of Herrick children. A diverse and dynamic curriculum allowing children to use their own resilience	
<b>Planning Process Long/Medium/Short (4)</b>	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	Refine planning so sequential blocks of learning supports building on knowledge and skills for all groups of learners across the curriculum. Intent and implementation facilitates a better work life balance.	Review process to ensure that is secure and 'impact' reflects outstanding outcomes for all learners.	
<b>Outcomes (5)</b> -core -phonic screening -Vulnerable Pupils (PP/PYG/SEN)	All standards of attainment are at least in line with National Averages.	All standards of attainment are at least in line with National Averages and begin to exceed them. 90% of pupils working at age-appropriate levels of attainment.		

## Quality of Education – Evaluation

<b>1.</b>	<b>Sharing best practice both internal and with external support</b>			
To address/develop	<i>(1.1)PYG Core Curriculum-Reading and Writing with links to foundation subjects</i>			
Yr Group/Phase	Years 2-5			
Staff Responsible	Class teachers and assigned TAs			
Monitoring	S.Kaur			
Term	Over the year			
Action	Implement the new core subject curriculum units for children working below age related expectation (PYG) daily to make intended progress.			
Impact/Cost	Clarity in progression/Consistency in teaching/Closing the gap and Accelerated progress for PYG/SEN children secured through a rigorous and bespoke programme. PYG pupils continue to make progress and reach beginning of current year group by end of academic year.			
Outcome/s	<ul style="list-style-type: none"> <li>• PYG policy with revised overviews implemented</li> <li>• TA's moderation of writing further developed understanding of assessing writing and next steps</li> <li>• Revised Year 5 Literacy overview to support transition of PYG into classroom with TA support.</li> <li>• Teacher/TA discussions on progress of PYG during allocated time -overseen by Reading Lead/CLT-ensures there is regular communication and teacher can monitor progress and direct next steps.</li> <li>• Introduced Maths Intervention (Y2 &amp; 4) and continued with Lexia (timetables) across the school for identified chdn including PYG- reviewed termly.</li> <li>• Reading Lead timetable revised in term 3 to support bottom 20% and to deliver TA workshops for TAs who teach PYG groups.</li> <li>• Scrutiny of PYG books and PYG interviews carried out by Reading Leads further informed teachers/TAs children's understanding.</li> </ul>	Outcomes: RAG review success		
		Autumn	Spring	Summer
		R A G	R A G	R A G
To address/develop	<i>(1.2)Relaunch Oracy and 'Being Herrick' to improve communication and secure curriculum vocabulary.</i>			
Yr Group/Phase	Rec- Year 6			
Staff Responsible	Class Teachers and Teaching Assistants			
Monitoring	S. Kaur/B. Phipps			
Term	Term 1 and Term 2			
Action	Provide CPD on inset day and train individuals (Voice 21) and continue with the existing policy with an emphasis on vocabulary across all subjects.			
Impact/Cost	Voice 21 Training			
Outcome/s	<ul style="list-style-type: none"> <li>• Evidence of Oracy sentence stems shared on inset day used in planning but inconsistent across the school.</li> <li>• Individuals opted to focus on further developing oracy as part of their GROW goal.</li> <li>• Voice 21 training-Reading Lead and Teaching and Learning Lead signed up for Stage One in September 2022. incorporated in grow - oracy</li> </ul>	Outcomes: RAG review success		
		Autumn	Spring	Summer
		R A G	R A G	R A G

To address/develop	<i>(1.3) Implement revised English Curriculum</i>			
Yr Group/Phase	Years 1-6			
Staff Responsible	Class Teachers			
Monitoring	S. Kaur/B. Phipps			
Term	Over the year			
Action	Implement changes to the English Curriculum: revised units, spellings approach and oracy & further develop teaching of Literacy sequence.			
Impact/Cost	Assistant Head released for academic year to oversee. Impact: Classroom teaching and Working Books correlate.			
Outcome/s	<ul style="list-style-type: none"> <li>Reading/Literacy curriculum shared -PowerPoint</li> <li>Scrutiny of books reveal work in books, marking and Literacy sequence are in line with policies.</li> <li>Amendments made to overviews (Year 1, 2 &amp; 5 during Spring term after reviewing needs of cohort in pupil progress mtgs.)</li> <li>Reading and Writing Moderation session attended with cluster of schools.</li> <li>CLT mtg-looked at Reading/Literacy planning across the school-minutes</li> <li>Writing moderation supported assessment of expected (must review GDS in KS2)</li> </ul>	Outcomes: RAG review success		
		Autumn	Spring	Summer
		R A G	R A G	R A G
<hr/>				
To address/develop	<i>(1.4)Relaunch Think Aloud</i>			
Yr Group/Phase	Years 1-6			
Staff Responsible	Class Teachers			
Monitoring	S. Kaur/B. Phipps			
Term	Over the year			
Action	Provide workshops for staff throughout term 1 and support in classroom where appropriate to use the Think Aloud model.			
Impact/Cost	Assistant Head released for a year to oversee with Reading Lead.			
Outcome/s	<ul style="list-style-type: none"> <li>Interviews with children conducted in term 1 and term 2 to monitor and track progress of pupils revealed that Think Aloud has developed over a period of time. At the end of 2.2, Chdn from three different attainment groups could demonstrate Think Aloud across year groups and apply to other areas of the curriculum.</li> </ul>	Outcomes: RAG review success		
		Autumn	Spring	Summer
		R A G	R A G	R A G
<hr/>				
To address/develop	<i>(1.5) Develop Subject Leaders</i>			
Yr Group/Phase	All Phases			
Staff Responsible	Class Teachers			
Monitoring	U. Patel			
Term	Over the year			
Action	To develop overview of how to lead whole school improvement and to develop a set of tools which enhance effective subject leadership through staff workshops and directed tasks.			
Impact/Cost	Cost: Subject leaders released each week. Impact: Action Plans to be formulated at end of term 1 after input.			
Outcome/s	<p>With guidance from external consultant, Subject Leaders formulated action plans.</p> <p>-After carrying out 2 out interviews and scrutiny of books shadowed by Assistant Head, Subject Leads completed evaluations, identified next steps and provided support for term 3 units or worked on an aspect of their action plan.</p> <p>-Visual timetables were implemented across the school to support children's understanding of the</p>	Outcomes: RAG review success		
		Autumn	Spring	Summer
		R A G	R A G	R A G



	<p>different subjects taught. -Review of marking approach and subject specific books for 22-23</p> <ul style="list-style-type: none"> <li>• Formulated action plans (understand purpose)</li> <li>• Developed ability on how to complete evaluation (process)</li> <li>• Collated evidence to support evaluation</li> <li>• recognise strengths and areas of development of subject</li> </ul>			
To address/develop	<i>(1.6) Learning Walk</i>			
Yr Group/Phase	Whole Staff			
Staff Responsible	Teachers, TAs			
Monitoring	S.Kaur			
Term	1.1			
Action	To support transition away from covid, teachers released to view teaching practice across the school to reflect on their own teaching with reference to a 'standardised checklist' and clever classrooms.			
Impact/Cost	Cost: Supply x2 release for teachers Impact: Revisiting expectations leading to immediate improvement.			
Outcome/s	<p>All class teachers participated in a Learning Walk in term 1 using 'expectations' list. Metacognition workshops delivered x 3 to further develop teaching practise. Sports Apprentice timetabled to work with teachers across the school who haven't taught P.E in previous years.</p> <ul style="list-style-type: none"> <li>• Assistant Head's weekly review of Curriculum in Retrospect and next steps every 3 weeks shows Science workshop delivered has further improving teaching practise. By the end of term 2, planning has been consistent for 6/ 12 teachers and they no longer have next steps. Planning was monitored from January 2021.</li> <li>• Extended time on GROW goal so that teachers can fully embed.</li> <li>• Computing, Reading and P.E workshops delivered to support teaching practice.</li> <li>• Subject Leaders' interviews with children (different attainment groups) across the school reveal children are unclear about subject being taught and not all can recall information. As a result, visual timetables have been reintroduced.</li> </ul>	Outcomes: RAG review success		
		Autumn	Spring	Summer
		R A G	R A G	R A G

<b>2.</b>	<b>Marking and Assessment</b>
To address/develop	<i>(2.1) Further develop marking, standards in presentation and range in books</i>
Yr Group/Phase	Rec-Year 6
Staff Responsible	Class Teachers
Monitoring	CLT
Term	Half termly Scrutiny of Books and interviews with groups of children
Action	Clarity and reasoning behind marking, feedback and assessment to ensure policy is being adhered to and standards are met in all year groups.
Impact/Cost	Impact: scrutiny shows consistency in standards and clear expectations across all year groups.

Outcome/s	<ul style="list-style-type: none"> <li>Scrutiny of topic books x 2 reveal the majority are responding to their next steps. However, personalised target page for children needs to be used more effectively.</li> <li>Termly scrutiny of Literacy revealed majority of staff were consistent across the school and in line with school policy.</li> <li>Maths, Reading and Writing Moderation workshops with cluster of schools has raised confidence in teacher judgements.</li> <li>Timetabling class novel, 1:1 listening to readers daily and -Reading release/listening to chdn read has further developed teacher's understanding of individual's fluency in reading.</li> <li>Little Wandle Assessment 2.2 enables accurate groupings and afternoon keep up sessions in line with Little Wandle policy.</li> <li>Subject Leaders can carry out analysis of foundation assessment (National Curriculum strand) once completed.</li> </ul>	Outcomes: RAG review success		
		Autumn	Spring	Summer
		R A G	R A G	R A G

To address/develop	<i>(2.2) Rigorous half termly monitoring of the impact of interventions</i>
Yr Group/Phase	All year groups
Staff Responsible	Class teachers/Teaching Assistants
Monitoring	A.Aydin
Term	Over the year
Action	Ensure appropriate provision linked to POPs targets or identified areas is in place with adequate resources and timetable.
Impact/Cost	Impact: children secure their POPs targets each term Maths Intervention-increase in progress and attainment measured through formative and summative assessment.

Outcome/s	<ul style="list-style-type: none"> <li>Pops termly reviewed and timetable revised</li> <li>TA supported individual SEND pupils with their POPs' targets.</li> <li>Year 2, 3 and 4 identified pupils received Wave 3 maths intervention</li> </ul>	Outcomes: RAG review success		
		Autumn	Spring	Summer
		R A G	R A G	R A G

To address/develop	<i>(2.3) Introduction of Lumio to develop subject builder through formative and summative assessment</i>
Yr Group/Phase	Years 1-6
Staff Responsible	Class Teachers
Monitoring	Phase Leaders
Term	Over the year
Action	Teachers to receive workshop and guidance on using the Lumio tool to assess knowledge and understanding of foundation subjects and implement in class.
Impact/Cost	Majority of children achieve 90-100 % in online tests on subject knowledge.

Outcome/s	<ul style="list-style-type: none"> <li>80% of teaching staff have implemented Lumio to support assessment</li> <li>Level of 'remembering more and learning more' is varied across the school</li> <li>Summative assessment established – development of formative assessment continues</li> </ul>	Outcomes: RAG review success		
		Autumn	Spring	Summer
		R A G	R A G	R A G

To address/develop	<i>(2.4) Evaluate range of evidence in Science books with emphasis on Years 2 and Year 6 end of key stage expectations.</i>			
Yr Group/Phase	Years 1-6			
Staff Responsible	Class Teachers			
Monitoring	R. Shukla/ CLT			
Term	Termly scrutiny			
Action	Ensure end of key stage standards are evident with clear differentiation for GDS. Children are recording in a variety of ways and using key vocabulary.			
Impact/Cost	Evaluate range of evidence in Science books with emphasis on Years 2 and Year 6			
Outcome/s	<ul style="list-style-type: none"> <li>Completed M&amp;E activities</li> <li>Science books reflect investigative skills</li> <li>Staff use of misconception maps effectively support planning</li> <li>Yr 2 developed work overtime in-relation to prediction</li> <li>Subject lead M&amp;E shows good progress over the year with good use of vocabulary</li> <li>Challenge highlighted in planning to support GDS</li> </ul>	Outcomes: RAG review success		
		Autumn	Spring	Summer
		R A G	R A G	R A G

<b>3.</b>	<b>Curricular Provision- Secure Cross –curricular links</b>			
To address/develop	<i>(3.1) Implement updated Computing curriculum and further develop content to make links to other subjects.</i>			
Yr Group/Phase	Years 1 -6			
Staff Responsible	Years 1-6 class teachers			
Monitoring	C. Broadhead/Phase Leaders			
Term	Term 2.2 and Term 3			
Action	Provide termly training for updated curriculum, ensure provision of timetable and equipment to run sessions effectively. Computing team to work with CLT on enhancing the units to maximise quality of content.			
Impact/Cost	Computing team to work with CLT on enhancing the units to maximise quality of content. Laptops, ipads and IT equipment purchased to teach updated computing curriculum			
Outcome/s	<ul style="list-style-type: none"> <li>Timetable reviewed in term 2 to ensure PYG children experience Computing.</li> <li>3D Printer project ran across the school to ensure children experience the most recent digital technology.</li> <li>Computing workshops provided in term 1 &amp; 2 to meet the needs of staff based on survey conducted.</li> </ul>	Outcomes: RAG review success		
		Autumn	Spring	Summer
		R A G	R A G	R A G

To address/develop	<i>(3.2) Raise standards and awareness in health and fitness levels through revised P.E approach and tackle possible rise in obesity.</i>			
Yr Group/Phase	Rec-Year 6			
Staff Responsible	Class Teachers & Teaching Assistants			
Monitoring	S. Punchard			
Term	Over the year			

Action	Introduce and implement new P.E curriculum, provide training and apprentice to support weekly sessions with each class teacher.			
Impact/Cost	Cost: Appointing Apprentice Impact: Annual height and weight review			
Outcome/s	<ul style="list-style-type: none"> <li>Apprentice works across the school with all year groups and targeted children (attendance)</li> <li>Range of lunchtime activities planned to support development of physical exercise (increase participation)</li> <li>Level of competition raised (review planned intra sports event)</li> <li>Weekly activities embedded, include; KS2 mile walk, sports leaders, booster swim in yr6</li> <li>Assessment of children (PE passport)</li> <li>Completion of PE questionnaire</li> </ul>	Outcomes: RAG review success		
		Autumn	Spring	Summer
		R A G	R A G	R A G
To address/develop	<i>(3.3) Research and Invest in Modern Foreign Language Programme/Scheme of Work</i>			
Yr Group/Phase	KS2			
Staff Responsible	Phase Leaders			
Monitoring	S. Kaur			
Term	Term 2.2			
Action	Carry out research on appropriate and suitable packages to introduce and implement long term and pilot in term 3.			
Impact/Cost	Yet to Agree			
Outcome/s	<ul style="list-style-type: none"> <li>Term 3 – programme of study for KS2 identified (formulating plan)</li> </ul>	Outcomes: RAG review success		
		Autumn	Spring	Summer
		R A G	R A G	R A G
To address/develop	<i>(3.4) Relaunch practical teaching of music and enrich through new instruments and opportunities for dance/drama</i>			
Yr Group/Phase	Across all year groups			
Staff Responsible	Music Teachers/PPA teachers			
Monitoring	Phase Leaders			
Term	Over the year			
Action	Relaunch practical teaching of music using existing curriculum and appoint external experts to provide enrichment opportunities throughout the year.			
Impact/Cost	Impact: School Production/development of Oracy Skills developed in new instruments.			
Outcome/s	<ul style="list-style-type: none"> <li>Junior Jam organisation appointed to develop singing, dance and drama skills instead of music.</li> <li>Brass instruments taught in Year 6 who have missed curriculum due to pandemic.</li> <li>Year 1 (Charanga) and Year 2 (Ocarinas) taught each week by trained staff.</li> <li>Music assemblies reintroduced.</li> </ul>	Outcomes: RAG review success		
		Autumn	Spring	Summer
		R A G	R A G	R A G
To address/develop	<i>(3.5) Educate and engage children to be participants as Geographers and citizens of the 21st century about the world we live in.</i>			
Yr Group/Phase	Rec-Year 6			
Staff Responsible	Class Teachers			
Monitoring	B. Lad			

Term	Over the year			
Action	Each term, identified whole school displays are updated with a focus on global warming, conservation, climate change etc.			
Impact/Cost	Impact: quality of displays and children's discussions (interviews) about their learning and understanding.			
Outcome/s	<ul style="list-style-type: none"> <li>All year groups involved in conservation displays.</li> <li>Children have increased awareness of climate change through competitions, curriculum and assemblies.</li> <li>Children have reflected on global warming and had the option to sign a pledge board.</li> </ul>	Outcomes: RAG review success		
		Autumn	Spring	Summer
		R A G	R A G	R A G
<b>To address/develop</b> /3.6) Secure age-appropriate standard in handwriting across all year groups				
Yr Group/Phase	Years 1-6			
Staff Responsible	Class Teachers			
Monitoring	S. Kaur/Phase Leaders			
Term	Over the year-Scrutiny of Books			
Action	Share handwriting approach and policy with staff on inset day. Ensure Letter Join is delivered consistently, additional measures (handwriting club, morning tasks, homework) supports development of handwriting. Address handwriting through topic/Literacy target page.			
Impact/Cost	Impact: Handwriting is consistently at the required standard across the school.			
Outcome/s	<ul style="list-style-type: none"> <li>Letter join-agreed set teaching times in KS1 and KS2</li> <li>Term 3 writing assessment should ensure majority of children are meeting the handwriting requirements at age appropriate level.</li> <li>Through personalised target page, teachers monitor and review handwriting and presentation in books.</li> <li>Handwriting packs provided for identified individuals.</li> <li>Teachers provide either handwriting homework or morning tasks folders for whole class or targeted children.</li> </ul>	Outcomes: RAG review success		
		Autumn	Spring	Summer
		R A G	R A G	R A G
<b>To address/develop</b> /3.7) Implement revised P.E Approach with Sports Apprentice supporting sessions across the school				
Yr Group/Phase	Yrs 1-6			
Staff Responsible	All class Teachers			
Monitoring	S.Punchard			
Term	Over the year			
Action	Workshops provided in term 1.1 and apprentice appointed to support lessons and aid with assessment.			
Impact/Cost	Appointed apprentice and purchased P.E programme.			
Outcome/s	<ul style="list-style-type: none"> <li>Teachers opportunity to further develop through apprentice support</li> <li>Planning focus on skills and assessed through PE passport</li> <li>CPD arranged for Y5 teacher through external support</li> </ul>	Outcomes: RAG review success		
		Autumn	Spring	Summer
		R A G	R A G	R A G

<b>4.</b>	<b>Planning Process Long/Medium/Short</b>			
To address/develop	<i>(4.1) Secure understanding of SOL through monitoring of planning.</i>			
Yr Group/Phase	Key Stage One and Two			
Staff Responsible	Class Teachers			
Monitoring	S. Kaur			
Term	Over the year			
Action	Through CPD workshops and coaching and feedback on planning, teachers further develop their understanding of SOL and Curriculum Content.			
Impact/Cost	Assistant Head released for academic year.			
Outcome/s	<ul style="list-style-type: none"> <li>Viewing Curriculum in retrospect and feedback every 3 weeks has ensured 6/12 have been further developed and consistent over a period of a year.</li> <li>Term 2.2 onwards, Head and Assistant Head coaching through lesson and/or reviewing planning process using SOL.</li> <li>Scrutiny of disciplinary knowledge introduced to subject leads in staff meeting in 2.2</li> <li>All staff confident in delivery of SOL and curriculum content.</li> </ul>	Outcomes: RAG review success		
		Autumn	Spring	Summer
		R A G	R A G	R A G
To address/develop	<i>(4.2) Review Curriculum Content and SOL (Geography, Science, Computing)</i>			
Yr Group/Phase	Subject Teams			
Staff Responsible	Class Teachers			
Monitoring	CLT			
Term	Term 3			
Action	Subject leaders and class teachers contribute to reviewing current curriculum: intent, implement and impact after viewing EEF recommendations, Ofsted reviews and recent relevant research.			
Impact/Cost	Impact: Collaboration and ownership resulting in improved understanding of curriculum content and building blocks.			
Outcome/s	<ul style="list-style-type: none"> <li>Aspects of Science and Geography incorporated into Pastoral Leads' Outdoor Sessions.</li> <li>Science Lead reviewed Intent to ensure it is in line with National Curriculum.</li> <li>Computing curriculum intent established and implementation effectively uses accompanying videos.</li> </ul>	Outcomes: RAG review success		
		Autumn	Spring	Summer
		R A G	R A G	R A G
To address/develop	<i>(4.3) Further develop teaching of Geography and Science through outdoor learning opportunities.</i>			
Yr Group/Phase	All Classes			
Staff Responsible	B. Lad/Class Teachers			
Monitoring	R. Shukla/S. Kaur			
Term	Over the year			
Action	Level 4 assigned TA to run outdoor learning sessions on a rota basis making links and connections to existing curriculum with an emphasis on Geography fieldwork and outdoor Science sessions where appropriate.			
Impact/Cost	Impact: Children's outdoor experience is purposeful and structured.			
Outcome/s	<ul style="list-style-type: none"> <li>Links to geography incorporated with outdoor learning (habitats – Yr4)</li> <li>Revised objective to make links to Herrick learning attitudes</li> </ul>	Outcomes: RAG review success		
		Autumn	Spring	Summer
		R A G	R A G	R A G

5.		Outcomes									
<b>Attainment measures</b>	Nat. overall (2018)	TA 2020	TA 2021	Spr.	Sum.						
<i>EYFS</i>											
% with <b>GLD</b> at the end of EYFS	<b>72</b>	65	68	68	58						
<i>Phonics</i>											
% achieving the expected standard in <b>phonics</b> by the end of year 1	<b>82</b>	65	41	63	77						
% achieving the expected standard in <b>phonics</b> by the end of year 2		75	100	59	56						
<i>KS1</i>											
% achieving the expected standard or above in <b>reading</b>	<b>75</b>	68	51	57	61						
% achieving a high standard in <b>reading</b>	<b>25</b>	28	15	9	11						
% achieving the expected standard or above in <b>writing</b>	<b>69</b>	60	40	45	50						
% achieving a high standard in <b>writing</b>	<b>15</b>	18	6	2	2						
% achieving the expected standard or above in <b>mathematics</b>	<b>76</b>	62	49	43	63						
% achieving a high standard in <b>mathematics</b>	<b>22</b>	23	11	8	11						
Outcome/s						Outcomes: RAG review success					
						Autumn		Spring		Summer	
						R	A	G	R	A	G

**GLD**

GLD Girls: 16/24      67%  
 GLD Boys: 12/24      50%

**Phonics**

(Year 2)Phonic retakes 10/18 met threshold (5/10 boys compared to 5/8 girls)  
 (Year 1)Boys phonic score above girls (83% to 70%)

**KS1**

- Overall good increase of pupils meeting national expectations in reading and maths -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)

Outcomes						<h3>Summary</h3> <ul style="list-style-type: none"> <li>• above national in all core areas</li> <li>• reading outcomes very pleasing except for middle band not achieving higher standard</li> <li>• no significant difference between boys and girls, except for Maths at expected and girls writing at higher standard</li> <li>• PP outcomes good, in particular reading above non-pupil, although Maths a concern</li> </ul>				
KS2	Nat. overall (2018)	TA 2020	TA 2021	Spr.	Sum.					
% achieving the expected standard or above in <b>reading</b>	<b>73</b>	82	80	72	84					
% achieving a high standard in <b>reading</b>	<b>27</b>	32	22	33	33					
<b>Reading</b> average scaled score	<b>104.4</b>			104	105					
% achieving the expected standard or above in <b>writing</b>	<b>78</b>	88	85	75	78					
% achieving a high standard in <b>writing</b>	<b>20</b>	15	10	15	11					
% achieving the expected standard or above in <b>mathematics</b>	<b>79</b>	92	82	72	74					
% achieving a high standard in <b>mathematics</b>	<b>27</b>	27	22	28	33					
<b>Mathematics</b> average scaled score	<b>105.0</b>			101	104					
% achieving the expected standards in <b>R,W,M combined</b>	<b>65</b>	79	75	68	64					
% achieving a high standard in <b>R,W,M combined</b>	<b>11</b>	25	20	13	10					
% achieving the expected standard or above in <b>EGPS</b>	<b>78</b>	85	80							
% achieving a high standard in <b>EGPS</b>	<b>36</b>	30	25							
Outcome/s						Outcomes: RAG review success				
						Autumn		Spring		Summer
						R	A	G	R	A



## Personal Development

	Year 1 2021-2022	Year 2 2022-2023	Year 3 2023-2024	
<b>Milestones/Indicators</b>				
<b>Wellbeing and Mental Health (1)</b>	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 review role of TAs at break/lunchtime and alter to provide pastoral support during children's social time.	Based on the needs of the school, appoint a full time pastoral carer to work with parents to help settle individuals, provide 1:1 for identified children.	
<b>SMSC (2)</b>	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 continue to raise awareness of climate change and encourage to recognise the role as active citizens in the world they live in through meaningful whole school initiatives.  To further develop outdoor learning opportunities which encourages children to take responsibility for their community and surroundings through planting and maintaining their environment.		
<b>SRE (3)</b>	To provide children with appropriate information on Jigsaw and have opportunities to discuss their feelings and concerns	To review the success of Jigsaw and work with parents to introduce aspects of Jigsaw that have been withheld.	Teach aspects of Jigsaw which have been withheld previously with parental consent.	
<b>British Values (4)</b>	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. Review curriculum and assemblies.			

## Personal Development – Evaluation

<b>1.</b>	<b>Wellbeing and Mental Health</b>			
To address / develop	<i>(1.1) To support wellbeing and mental health through actions that enable children to recognise and be true to 'being me, being safe and being happy'</i>			
Yr Group /Phase	Phase 1 to 3			
Staff responsible	A Aydin and Phase leaders			
Monitoring	Record of CPOMS- Intervention observations			
Term	1.1 to 3.2			
Action	Identify vulnerable children in each phase and support them and their family by regular interventions/ meeting by Pastoral Care Lead ( B Lad) and referrals to external agencies such as school nurse, Early Help.			
Impact/Cost	Children's self-esteem and self- confidence will be improve and will be able to express their feelings to in order to get support. Children will be confident to ask for help and identify adults for help at school and at home.			
Outcome/s	<ul style="list-style-type: none"> <li>• Clear understanding of the term 'bullying'</li> <li>• 'being me, being safe, being happy' boxes in all classes (except reception)</li> <li>• Children aware of support from adults (also NSPPC phone line in all classes)</li> <li>• Timetabled assemblies linked to wellbeing and mental health</li> <li>• B.Lad has completed Drawing and Talking Therapy</li> <li>• Mrs Aydin worked closely with Early Help team, school nurse and EWO. We have made 4 school nurse and 2 Early Help referral. Mrs Aydin has regular review meeting with EWO.</li> <li>• SEMH team also support some teacher with individual plan writing for some children with ADHD or/ and poor social interaction skills</li> </ul>	Outcomes RAG review success		
		Aut.	Spr.	Sum.
		R A <b>G</b>	R A <b>G</b>	R A <b>G</b>
To address / develop	<i>(1.2) To develop strategies in addressing impact of childhood traumas</i>			
Yr Group /Phase	Phase 1 to 3			
Staff responsible	A Aydin			
Monitoring	Referral record- CPOMS- teacher training feed back			
Term	2.1			
Action	Support teachers to develop their understanding of the impact of childhood traumas on child's life and learning and understand the strategies and referral process ( Early Help) for supporting those pupils			
Impact/Cost	Teachers will be able identify the vulnerable pupils and provide support these pupils by working closely with SENCo and SEMHT link teacher. Whole school training by SEMHT – cost £250 to £800			
Outcome/s	<ul style="list-style-type: none"> <li>• Any children who have been referred to Early Help, SEMH or has Operation Encompass involvement are put on Pastoral care support.</li> <li>• SEMH team supported individual teachers who have children with emotional wellbeing and behaviour concerns.</li> </ul> <p>The training, <b>Trauma Informed Practice for Primary</b>, for all staff has been booked on August</p>	Outcomes RAG review success		
		Aut.	Spr.	Sum.
		R A <b>G</b>	R <b>A</b> <b>G</b>	R A <b>G</b>

	Inset day.						
<b>2.</b>	<b>SMSC</b>						
To address / develop	<i>(2.1)To develop the whole/phase/HT assemblies</i>						
Yr Group /Phase	Phase 1 to 3						
Staff responsible	A Aydin and Phase leaders						
Monitoring	Assemblies overview with SMSC link, Pupils' interviews, teacher reviews						
Term	1.1 to 3.2						
Action	All weekly Phase assemblies will have clear links to SMSC aspects part , where children will be encouraged to participate, respond and reflect on the topic						
Impact/Cost	Children will be able to appreciate of different cultures and dealing with moral conundrums. Children will be able to justify their thoughts and views on wonders and worries of the world.						
Outcome/s	<ul style="list-style-type: none"> <li>• rota of assemblies established</li> <li>• Allows children to explore a wide variety of skills and knowledge, whilst developing a greater sense of SMSC and British Values</li> <li>• Links are made through assemblies and a wide-range of festivals, events and anniversaries are celebrated in this manner. Giving children time to reflect personally as well as develop their knowledge and understanding of the wider world</li> <li>• Themes have supported general behaviour of our children, with a developing level of curiosity towards what they are learning and the manner in which they are learning</li> </ul>	Outcomes RAG review success					
		Aut.	Spr.	Sum.			
		R A G	R A G	R A G			
To address/develop	<i>(2.2)Review and update phase and class assembly content in line with SACRE standards</i>						
Yr Group/Phase	All Phases						
Staff Responsible	Phase Leaders						
Monitoring	A.Aydin						
Term	Term 1.2						
Action	Update and implement 'worship' aspect of assembly and review current content and approach.						
Impact/Cost	External Consultant working with Assistant Head. 'Determination' for school is passed by SACRE.						
Outcome/s	<ul style="list-style-type: none"> <li>• 'thinking time' established to focus on worship</li> <li>• Achieved 'determination' in 2021</li> <li>• Faith assemblies updated</li> <li>• Achieved SACRE award</li> </ul>	Outcomes: RAG review success					
		Autumn	Spring	Summer			
		R A G	R A G	R A G			

<b>3.</b>	<b>SRE</b>					
To address / develop	<i>(3.1)To provide children with appropriate information on jigsaw and have opportunities to discuss their feelings and concerns</i>					
Yr Group /Phase	Phase 1 to 3					
Staff responsible	Phase leaders and class teachers					
Monitoring	Record of Being me, being happy, being safe notes, CPOMS, teacher observations, Jigsaw's end of unit self-assessment					
Term	1.1 to 3.2					
Action	To implement Jigsaw scheme of work- and being happy, being me and being safe procedure ( children will choose their key identified					

	adult to discuss their concerns and feelings)			
Impact/Cost	Compliant with SRE curriculum – embed a culture in which children are provided with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour. Children will know the school being me, being safe and being happy procedure to express their feelings and concerns. Children will be able to name an adult that they feel safe to express their feelings and concerns at school.			
Outcome/s	<ul style="list-style-type: none"> <li>Established SRE curriculum (protocols in place to support both staff and children/parents)</li> <li>Sensitive topics shared with parents</li> <li>Jigsaw training completed with all staff (relevant resources purchased for year groups)</li> <li>Children aware of structure of 'Jigsaw' lesson (safe environment)</li> </ul>	Outcomes RAG review success		
		Aut.	Spr.	Sum.
		R A <b>G</b>	R A <b>G</b>	R A <b>G</b>

<b>4.</b>	<b>British Values</b>			
To address / develop	<i>(4.1) 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.</i>			
Yr Group /Phase	Phase 2 to 3			
Staff responsible	Phase leaders and Pastoral Care Lead			
Monitoring	The record of events, Herrick Management's meeting minutes			
Term	2.1			
Action	The school council to organise events/ activities that all pupils take part to promote British Values at school during Spring and Summer terms.			
Impact/Cost	Children will identify all aspects of British values and understand how these values are look like in their won school setting. Children will be able to understand how aspects of British Values are in practise and how these aspect helps people to live in harmony and peace			
Outcome/s	<ul style="list-style-type: none"> <li>School participation in 'Comic relief' – charity</li> <li>Rota of assemblies include British values and links made to actions in school (mind map)</li> <li>Faith assemblies has supported understanding of 'mutual respect' (Herrick family)</li> <li>Herrick Character links made to British Values- children recognise rule of law</li> </ul>	Outcomes RAG review success		
		Aut.	Spr.	Sum.
		R A <b>G</b>	R A <b>G</b>	R A <b>G</b>

## Behaviour & Attitudes

	Year 1 2021-2022	Year 2 2022-2023	Year 3 2023-2024	
<b>Milestones/Indicators</b>				
<b>Protocols/Procedures in place a whole school level</b>	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	To maintain standards in hygiene practise post covid and children to recognise the benefits of long term practice of good hygiene- dental, handwashing, clean clothes, lunchtime standards as lifelong skills		
<b>Curriculum development to reflect whole school approach to Healthy Lifestyles</b>	To develop understanding of maintaining and living a healthy life style through <b>exercise and diet</b>			
<b>Herrick Character and Learning Attitudes</b>	To ensure the ' <b>Herrick Character</b> ' and ' <b>Learning Attitudes</b> ' are embedded in all aspects of school life – learning never stops!  To use the school ethos- ' <b>to give everyone a chance</b> ', promote school values including ' <b>being never giver upper</b> ' (resilience)	Through new PTA, support parent community with promoting school/shared values at home.	Opportunities created to demonstrate Herrick Character/Learning Attitudes through various initiatives/after school clubs through work with PTA. Example-raise money for wider community and charities by being involved in challenging sports events, social gatherings etc.	

## Behaviour and Attitudes - Evaluation

<b>1.</b>	<b>Protocols/Procedures in place a whole school level</b>			
To address/develop	<i>(1.1)Children to take personal responsibility for learning environment, resources and personal hygiene</i>			
Yr Group/Phase	Whole school			
Staff Responsible	All staff			
Monitoring	Arzu Aydin			
Term	1.1 -3.2			
Action	<ul style="list-style-type: none"> <li>At the end of every teaching session, children will tidy their learning environment including the use of dust pan and brush</li> <li>Monitors to be in place for the safe return of library books</li> <li>Blue Hats ensure equipment is taken out and replaced safely and for pre-planned activities</li> <li>Blue Hats to take control of cool down for Whole School and lead children into class</li> <li>Children to be provided with a rota of activities for break and lunchtime</li> </ul>			
Impact/Cost	Developing a safe and enjoyable learning environment that will indirectly ensure good attendance and support good levels of both safety and hygiene. All children aware of systems and rules to guide in good conduct around the school and during learning time.			
Outcome/s	<ul style="list-style-type: none"> <li>Established timetable for red hats to support development of Herrick Character at break/lunch</li> <li>Yellow hats trained on how to support with being safe at break/lunch</li> <li>Protocols in place to ensure clean and safe classrooms</li> <li>Washing of hands embedded / children aware of keeping safe</li> </ul>	Outcomes: RAG review success		
		Autumn	Spring	Summer
		R A <b>G</b>	R A <b>G</b>	R A <b>G</b>
To address/develop	<i>(1.2)Phase 3 computing scheme – internet safety (link to remote learning)</i>			
Yr Group/Phase	Yrs1-6			
Staff Responsible	Ks1 and Ks2 teachers			
Monitoring	S.Kaur			
Term	1.1-3.2			
Action	Teach phase 3 of computing scheme with emphasis on internet safety and aspects of remote learning so all children understand the dangers of the internet. Children confident in ensuring safety when on-line, knowing the dos and don'ts when on-line.			
Impact/Cost	E-safety is embedded as a fundamental part of the school's safeguarding and child protection measures.			
Outcome/s	<ul style="list-style-type: none"> <li>E-safety assembly Ks1 and Ks2</li> <li>Computing scheme delivered in-relation to e-safety</li> </ul>	Outcomes: RAG review success		
		Autumn	Spring	Summer
		R A <b>G</b>	R A <b>G</b>	R A <b>G</b>
<b>2.</b>	<b>Curriculum development to reflect whole school approach to Healthy Lifestyles</b>			
To address/develop	<i>(2.1)To embed sporting competition and increase physical activity (employ sports apprentice)</i>			
Yr Group/Phase	Whole school			
Staff Responsible	S.Pinchart			

Monitoring	Arzu Aydin			
Term	1.1 – 3.2			
Action	<ul style="list-style-type: none"> <li>Once per half term, sporting competition to be undertaken during lunchtimes</li> <li>Every half term, there will be a competition in which children will compete across the Key Stage in their houses. This maybe classroom-based, sport and physically based or general competition to aid the delivery of the curriculum</li> <li>Active morning tasks and lesson transitions to be in place</li> <li>Once per half term, a Phase-specific physical activity afternoon is to be organised</li> <li>Every half term, there will be a competition in which children will compete across the Key Stage in their houses. This maybe classroom-based, sport and physically based or general competition to aid the delivery of the curriculum</li> </ul>			
Impact/Cost	Sports apprentice to support in ensuring 2 weekly lessons of PE(supporting teachers to develop their own curriculum knowledge and skills), increase inter-competition and raise physical activity throughout the school day.			
Outcome/s	<ul style="list-style-type: none"> <li>Autumn Y5/6: football, netball, dodgeball, dance, basketball</li> <li>Spring 3/4: basketball, dodgeball, cricket</li> <li>Spring 5/6: hockey, tag rugby, handball, basketball, inter school football, rounders</li> <li>KS1: rob the chest, throwing</li> </ul>	Outcomes: RAG review success		
		Autumn	Spring	Summer
		R A <b>G</b>	R A <b>G</b>	R A <b>G</b>
To address/develop	<i>(2.2)To develop school health and wellbeing champion – achieve bronze status</i>			
Yr Group/Phase	Whole school			
Staff Responsible	Abigail Jones			
Monitoring	Arzu Aydin			
Term	1.1 – 3.2			
Action	School champion to network with other schools, to participate in forums and share best practice. Complete online self-assessment form for school to measure strengths and areas for development.			
Impact/Cost	Completion of online self-assessment, formulate action plan to support health and wellbeing across the school.			
Outcome/s	<ul style="list-style-type: none"> <li>60% of self-assessment completed</li> <li>Workbook to achieve bronze status passed</li> <li>Attended 4/5 conferences</li> <li>Achieved Bronze – Healthy School Award</li> </ul>	Outcomes: RAG review success		
		Autumn	Spring	Summer
		R <b>A</b> G	R <b>A</b> G	R A <b>G</b>

3.	<b>Herrick Character and Learning Attitudes</b>		
To address/develop	<i>(3.1)Secure understanding of working memory/long term memory/adding to schema to further enhance teaching and learning – develop policy to embed ‘metacognition’ to support school’s learning attitudes (chal, confido, curio, indi, investigo)</i>		
Yr Group/Phase	Rec-Year 6		
Staff Responsible	Class Teachers		
Monitoring	S. Kaur/U. Patel		
Term	Term 2		
Action	Provide CPD (metacognition in term 1), workshops and literature to further develop understanding of how children learn, importance of prior learning and revisiting learning- use EEF recommendations and tried and tested methods.		

Impact/Cost	Impact: Improved planning and teaching evident in term 3			
Outcome/s	<ul style="list-style-type: none"> <li>Limited planning (curriculum in retrospect) shows metacognition workshop ideas have been implemented in classroom practice. However, this is inconsistent across the school.</li> <li>Year 5 PYG children's concentration and learning attitude improved after classroom layout was reviewed in hall/staffroom after discussion on learning attitudes.</li> </ul>	Outcomes: RAG review success		
		Autumn	Spring	Summer
		R A G	R <b>A</b> G	R A G
To address/develop	<i>(3.2) Learning attitudes flow diagram to support children focus on successful learning</i>			
Yr Group/Phase	Ks1 – Ks2			
Staff Responsible	All staff			
Monitoring	S.Kaur			
Term	2.1 -3.2			
Action	Introduce learning attitudes flow diagram and discuss purpose and intended impact on learning, where necessary involvement of parents/carers to discuss ways forward.			
Impact/Cost	For children to recognise, 'if my work rate is to of a high standard, I will make good progress and be awarded positive points.' Children apply skills of metacognition and self-regulation in maximizing learning.			
Outcome/s	<ul style="list-style-type: none"> <li>Summer term</li> </ul>	Outcomes: RAG review success		
		Autumn	Spring	Summer
		R A G	R <b>A</b> G	R <b>A</b> G

EYFS				
	Year 1 2021-2022	Year 2 2022-2023	Year 3 2023-2024	
<b>Milestones/Indicators</b>				
<b>Curriculum (1)</b>	To provide a curriculum that is holistic and personalised to the children's needs – key areas (S+L, Phonics, Reading and PSED)			
<b>Assessment (2)</b>	To adopt a new EYFS reforms – assessment			
<b>Initiatives (3)</b>	To develop outdoor learning programme			



## EYFS – Evaluation

<b>1.</b>	<b>To provide a curriculum that is holistic and personalised to the children's needs</b>			
To address / develop	<i>(1.1)Key areas S&amp;L, phonics, reading and PSED</i>			
Yr Group /Phase	Phase 1			
Staff responsible	EYFS staff			
Monitoring	A Aydin			
Term	1.1 to 3.2			
Action	To plan topic related key vocabulary and questioning sessions once a week.			
Impact/Cost	Children will use the correct vocabulary in learning through play while exploring set activities. Extend children's vocabulary. Children will have good understanding of questions words and use them effectively when they learning in continuous provision. Planning, Observations and S&L data to reflect higher level of children achieving PSED >80%			
Outcome/s	<ul style="list-style-type: none"> <li>Talk for writing sessions</li> <li>Topic related key vocabulary session each week</li> <li>Topic related continues provision activities weekly</li> </ul>	Outcomes RAG review success		
		Aut.	Spr.	Sum.
		R <b>A</b> G	R <b>A</b> G	R <b>A</b> G
<hr/>				
To address / develop	<i>(1.2)Speech and language programme</i>			
Yr Group /Phase	Phase 1			
Staff responsible	EYFS staff			
Monitoring	A Aydin			
Term	1.1 to 3.2			
Action	To implement Speech and Language intervention assessment and programme to support pupils with Speech delay. Identified children will receive regular Speech intervention.			
Impact/Cost	Children with speech delay will develop their speaking and language skills.			
Outcome/s	<ul style="list-style-type: none"> <li>All EYFs teachers and TAs completed NELI training.</li> <li>Teachers used NELI's assessment online tool to assess children.</li> <li>A TA has been allocated to run NELI sessions with identified pupils every week.</li> </ul>	Outcomes RAG review success		
		Aut.	Spr.	Sum.
		R <b>A</b> G	R A <b>G</b>	R A <b>G</b>
<hr/>				
To address / develop	<i>(1.3)CVC words</i>			
Yr Group /Phase	Phase 1			
Staff responsible	EYFS staff			
Monitoring	A.Aydin			
Term	1.1 to 3.2			
Action	Identified pupils to receive extra phonics session in a very small group.			
Impact/Cost	Identified children will be able to narrow the gap between them and their peers. Children will be able to lend and segment simple CVC			

	words by the end of academic year and 75% children will be able to achieve age expected level in phonics and reading.			
Outcome/s	<ul style="list-style-type: none"> <li>Little Wandle Phonics programme has been purchased and all EYFS, KS1 teachers and all TAs across the school have completed the training.</li> <li>New Phonics programme has been implemented in to EYFS and KS1 curriculum from spring 2022.</li> <li>All EYFS and KS1 pupils are assessed and teachers have identified the pupils needed support. EYFS teachers and TAs are timetabled to do catch up and keep up sessions with these pupils.</li> </ul>	Outcomes RAG review success		
		Aut.	Spr.	Sum.
		R A G	R A G	R A G

To address / develop	<i>(1.4)Peer to peer learning</i>			
Yr Group /Phase	Phase 1			
Staff responsible	EYFS Staff			
Monitoring	A.Aydin			
Term	1.1 to 3.2			
Action	To plan teacher to peer interaction base focus activities (planned teacher- pupil play partner) slots in continuous provision. Teacher will model the language and encourage children to use their questioning skills ( from the key vocabulary and questioning session) to interact with each other and develop peer to peer learning			
Impact/Cost	Children will be able to ask questions and use the correct vocabulary while interacting each other in play Recorded observation will show development of their speaking and listening skills.			
Outcome/s	<ul style="list-style-type: none"> <li>2 TAs are allocated to work with children in their play.</li> <li>Teachers have planned focus activities to encourage pupils to work collaboratively – outdoor play</li> <li>Good development of vocabulary</li> <li>Impact of Little Wandle evident in discussion with children</li> </ul>	Outcomes RAG review success		
		Aut.	Spr.	Sum.
		R A G	R A G	R A G

<b>2.</b>	<b>Adopt a new EYFS reforms- assessment</b>		
To address / develop	<i>(2.1)To develop understanding of EYFS expectations</i>		
Yr Group /Phase	Phase 1		
Staff responsible	EYFS staff		
Monitoring	A.Aydin		
Term	1.1 to 3.2		
Action	Phase leader to work closely with Reception class teachers and TAs to ensure that staff aware of the new EYFs curriculum and ELGs.		
Impact/Cost	All staff will know all aspects of new EYFS curriculum. The teachers will be able to plan lessons and sessions to teach new EYFS curriculum. All staff will be able to complete observation and assessment by new EYFS curriculum		

	(Planning, observations and assessment data)			
Outcome/s	<ul style="list-style-type: none"> <li>All teacher are supported and training is given by Phase Leader in autumn term ( Staff meeting)</li> <li>Baseline assessment and spring assessment are completed by new EYFS curriculum.</li> <li>All EYFS teachers completed Development group moderation in reading, Writing and Maths.</li> <li>EYFS Lead worked with teacher in class every morning and supported staff with their professional development by team teach in spring term.</li> <li>Observation are recorded on online platform, Evidence Me with updated EYFS curriculum</li> </ul>	Outcomes RAG review success		
		Aut.	Spr.	Sum.
		R A <b>G</b>	R A <b>G</b>	R A <b>G</b>

To address / develop	<i>(2.2)To develop understanding of new assessment process</i>
Yr Group /Phase	Phase 1
Staff responsible	EYFS staff
Monitoring	A,Aydin
Term	1.1
Action	The Baseline assessment will be used to assess children starting point as well as observations and teacher peer interaction in play.
Impact/Cost	The school will meet the government statutory assessment requirement. All EYFS children's starting point will be identified and personalised next steps will be set by class teachers. (Base line assessment data, Home & School diary and observations)

Outcome/s	<ul style="list-style-type: none"> <li>All teacher are supported and training is given by Phase Leader in autumn term ( Staff meeting)</li> <li>Baseline assessment and spring assessment are completed by new EYFS curriculum.</li> <li>All EYFS teachers completed Development group moderation in reading, Writing and Maths.</li> <li>EYFS Lead worked with teacher in class every morning and supported staff with their professional development by team teach in spring term.</li> <li>Children individual targets and next steps are shared with parent by Home and School Diary ad parents evenings,</li> </ul>	Outcomes RAG review success		
		Aut.	Spr.	Sum.
		R A <b>G</b>	R A <b>G</b>	R A <b>G</b>

3.	<b>To develop outdoor learning programme</b>
To address / develop	<i>(3.1)To embed learning linked to edible garden and woodland area in order to support language development</i>
Yr Group /Phase	Phase 1

Staff responsible	EYFS staff			
Monitoring	A Aydin			
Term	1.1 to 3.2			
Action	<p>To provide children to with access to woodland area to promote PD, PSED and S&amp;L by planning and implementing high quality outdoor learning ( Structured session)</p> <p>Children will have access to woodland area and will be challenged to work with their peers and solve problems at least once a week.</p> <p>Children will be given opportunities to try and error method to find ways of completing tasks.</p> <p>Children will be encouraged to use specific vocabulary to explain their learning.</p> <p>(Planning, Timetable, Observations and assessment data)</p>			
Impact/Cost	<p>Children's self-esteem and self-confidence will be developed.</p> <p>Due to active learning children's gross motor skills will improve and this will make a positive impact on children's letter formation.</p> <p>Children will be able to use specific vocabulary to explain their outdoor learning and their S&amp;L will develop.</p>			
Outcome/s	<ul style="list-style-type: none"> <li>EYFS teacher has completed Forest School training</li> <li>Teachers have planned outdoor learning lessons for each week.</li> <li>The classes have had 1 afternoon session in woodland area every week.</li> </ul>	Outcomes RAG review success		
		Aut.	Spr.	Sum.
		R A <b>G</b>	R A <b>G</b>	R A <b>G</b>

**Standards Action Plans & Outcomes below**

## Standards Action Plan Year 6 2021-22

Aspect of Evaluation Schedule: Leadership and Management/ Quality of Education						Leads: S.Punchard & C.Broadhead Lead Gov. S.Martin
SDP: All standards of attainment are at least in line with National Averages. / To correlate all appraisal targets with raising standards through teacher scrutiny and feedback from recovery outcomes/ 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						
Cost: £0						
What do we want to achieve	Start Date	Target Date	Action	Resp.	M & E Methods	What will our achievements look like
To raise girls attainment in writing particularly middle PAG group (10 pupils)	2.1	3.2	Paired and shared writing within smaller groups to ensure higher quality writing	S.Punchard	Planning Work scrutiny Pupil Interviews	All 10 pupils to attain expected  <i>8/10 girls Middle PAG achieved expected</i> <i>2/10 girls Middle PAG achieved WTS</i>
To raise the number of PP(5/12) working below predicted expectations in all core areas	2.1	3.2	All PP children receive online maths tutoring as well as regularly being heard read	S.Punchard	Planning Work scrutiny Pupil Interviews	9/12 PP to attain expected+ WRM  <i>7/12 PP achieved expected for WRM</i>
To support high level of SEN make good progress(with emphasis on reading)	2.1	3.2	Differentiated groups; intervention through 1:1 reading; Lexia; 1:1 writing feedback and marking	B.Phipps	Observation Work scrutiny Pupil Interviews	NGRT reading age to reflect an increase of 1.3months+ (10/1 summer yr5)  <i>SEN made progress of 1/5 from year 5 (reading age 10/1 to 11/6)</i>

## Standards Action Plan Year 5 2021-22

Aspect of Evaluation Schedule: Leadership and Management/ Quality of Education						Leads: U.Patel/ M.Maile Lead Gov. S.Martin
SDP: All standards of attainment are at least in line with National Averages. / To correlate all appraisal targets with raising standards through teacher scrutiny and feedback from recovery outcomes/ 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						
Cost: support teacher: £4500						
What do we want to achieve	Start Date	Target Date	Action	Resp.	M & E Methods	What will our achievements look like
To raise Middle PAG group below 100 scaled score in maths	2.1	3.2	Set three way with fully qualified teacher (22 children for maths group). Differentiated homework and TT Rockstars	S.Punchard	Planning Observation Work scrutiny	95% of Middle PAG to achieve 100+ scaled score  <i>58% of Middle PAG achieved scale score of 100+</i>
To raise boys (middle PAG) attainment in writing	2.1	3.2	Differentiated Read as a Reader text to ensure understanding of text types and features. Teacher modelling and scaffolding to ensure quality of writing is gained.	S.Kaur	Planning Work scrutiny	80% of boys (Middle PAG) to achieve expected  <i>17% of boys (Middle PAG) achieved expected in writing – 2/12</i>
To raise reading attainment for PYG group – significantly below expectation	2.1	3.2	Children to complete Lexia and Phonics. Differentiated texts. PYG reading time 1:1	B.Phipps	Observation Pupil Interviews	NGRT reading age to reflect an increase of 1.3months+ (7/7 summer yr4)  <i>PYG made progress of 1/5 from year 4 (reading age 7/7 to 9/0)</i>

## Standards Action Plan Year 4 2021-22

Aspect of Evaluation Schedule: Leadership and Management/ Quality of Education					Leads: R.Shukla/S.Patel Lead Gov. S.Martin																					
SDP: All standards of attainment are at least in line with National Averages. / To correlate all appraisal targets with raising standards through teacher scrutiny and feedback from recovery outcomes/ 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																										
Cost: £0																										
What do we want to achieve	Start Date	Target Date	Action	Resp.	M & E Methods	What will our achievements look like																				
To raise maths attainment among PYG(13)	2.1	3.2	Bespoke maths intervention (every child can count)	A.Aydin	Work scrutiny Pupil Interviews	7/10 children to move towards working within year 4  <i>7/10 PYG achieve WTS+ in maths (3:GDS/1:EXS/3:WTS)</i>																				
To raise boys attainment in both reading and writing	2.1	3.2	Think aloud and metacognition strategies introduced	S.Kaur	Planning Observation Work scrutiny	Boys attainment 70%+ combined in reading and writing  <i>56% of boys achieved expected+ in reading and writing combined</i>																				
To increase progress for SEN in all core areas	2.1	3.2	SEN lead provide support strategies within class	A.Aydin	Observation Work scrutiny Pupil Interviews	All SEN pupils to achieve 4 steps progress or more <table border="1"> <thead> <tr> <th></th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>Pupil 1</td> <td>8</td> <td>8</td> <td>8</td> </tr> <tr> <td>Pupil 2</td> <td>10</td> <td>10</td> <td>10</td> </tr> <tr> <td>Pupil 3</td> <td>4</td> <td>4</td> <td>4</td> </tr> <tr> <td>Pupil 4</td> <td>14</td> <td>13</td> <td>13</td> </tr> </tbody> </table>		R	W	M	Pupil 1	8	8	8	Pupil 2	10	10	10	Pupil 3	4	4	4	Pupil 4	14	13	13
	R	W	M																							
Pupil 1	8	8	8																							
Pupil 2	10	10	10																							
Pupil 3	4	4	4																							
Pupil 4	14	13	13																							

## Standards Action Plan Year 3 2021-22

Aspect of Evaluation Schedule: Leadership and Management/ Quality of Education						Leads: B.Mankoo/M.Nai Lead Gov. S.Martin
SDP: All standards of attainment are at least in line with National Averages. / To correlate all appraisal targets with raising standards through teacher scrutiny and feedback from recovery outcomes/ 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						
Cost: 2 x teacher release: £500						
What do we want to achieve	Start Date	Target Date	Action	Resp.	M & E Methods	What will our achievements look like
To raise number of GDS pupils (exceeding at EYFS) in all core subjects	2.1	3.2	Support teachers in planning to higher level of questioning and differentiation	S.Kaur	Planning Observation	8 children targeted to achieve GDS  <i>11 children achieve GDS in all core subjects</i>
To raise boys attainment in both reading and writing (below girls)	2.1	3.2	Verbal feedback to support boys and personalised target page	B.Phipps	Scrutiny of work (target page)  Pupil interviews	Overall % difference between boys and girls to less than 10%  <i>Reading gap 9%: B:70 G:79 Writing gap 11%: B:59% G:71</i>
To increase percentage of children (expected in EYFS) who achieve scaled score of 100 or more in maths	2.1	3.2	Maths lead to support teachers with maths planning	S.Punchard	Planning  Spring/ Summer scaled scores	75%+ attainment in maths  <i>71% of children achieved scaled score of 100+ in maths (74% TA)</i>



## Standards Action Plan Year 2 2021-22

Aspect of Evaluation Schedule: Leadership and Management/ Quality of Education						Leads: L.Conlon/S.Lee Lead Gov. S.Martin
SDP: All standards of attainment are at least in line with National Averages. / To correlate all appraisal targets with raising standards through teacher scrutiny and feedback from recovery outcomes/ 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						
Cost: £0						
What do we want to achieve	Start Date	Target Date	Action	Resp.	M & E Methods	What will our achievements look like
To raise low ability group attainment in all core subjects	2.1	3.2	Focus PYG(SEN) group working with TA on bespoke plan	A.Aydin	Planning Observation Work scrutiny	7/11 low ability (1WTS) to attain 2EXS - 64%  <i>10/11 achieved 2EXS (Reading 91%) 6/11 achieved 2EXS (Writing 55%) 8/11 achieved 2EXS (Maths 72%)</i>
To support PYG achieve greater progress in maths	2.1	3.2	Implement maths intervention (Every child counts)	A.Aydin	Planning Observation Work scrutiny Pupil Interviews	All PYG pupils to achieve 4 steps progress or more  <i>Average steps progress for PYG in maths is 5 steps overall</i>
To support low ability group achieve greater progress in reading	2.1	3.2	Reading support through Alexia(am)	S.Punchard	Pupil interviews NGRT reading data	7/11 low ability (1WTS) to achieve progress in-line with 'all'  <i>Reading progress for 'All' = 10m Low ability achieve = 1/1 10/11 achieved 2EXS (Reading 91%)</i>

## Standards Action Plan Year 1 2021-22

Aspect of Evaluation Schedule: Leadership and Management/ Quality of Education					Leads: J.Smith/A.Kaur Lead Gov. S.Martin	
SDP: All standards of attainment are at least in line with National Averages. / To correlate all appraisal targets with raising standards through teacher scrutiny and feedback from recovery outcomes/ To devise new plan on meetings and CPD in-line with flexible working and ensuring clear progress of teacher development through weekly video / written log						
Cost:						
What do we want to achieve	Start Date	Target Date	Action	Resp.	M & E Methods	What will our achievements look like
To support development of phonic knowledge (embed new programme) –ensure systematic synthetic phonics	2.1	2.2	Reading lead supporting phonics – training on Wandle programme/ purchase resources to support delivery of SSP	B.Phipps Reading Lead	Observation Phonic assessment	Clear use of systematic synthetic phonics programme – Little Wandle Yr1 to achieve > 90% pass mark in phonic screening test  <i>77% achieve pass mark in phonic screening test</i>
Develop higher level of maths understanding and application	2.1	3.2	White rose maths consolidation – coaching through team teach + modelling of lessons + planning support	S.Punchard Maths Lead	Planning Pupil interviews Work scrutiny	Children apply reasoning and articulate process of maths concepts Yr1 to achieve > 75% at expected in maths teacher assessment  <i>72% achieve expected in maths</i>
Employ range of strategies(think aloud) to support overall writing (including presentation)	2.1	2.2	AH working with teachers (think aloud) -coaching through team teach + modelling of lessons + planning support	S.Kaur English Lead	Planning Pupil interviews Work scrutiny	Teacher planning and observation demonstrate effective strategies linked to 'think aloud'  Clear evidence of improved handwriting and overall presentation

Spring Action Priorities 2021-22 **READING**

Aspect of Evaluation Schedule: Leadership and Management/ Quality of Education						Leads: Phase Leaders Lead Gov. S.Martin
SDP: All standards of attainment are at least in line with National Averages. / To correlate all appraisal targets with raising standards through teacher scrutiny and feedback from recovery outcomes/ 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						
Cost: 4 x teacher release: £1000						
What do we want to achieve	Start Date	Target Date	Action	Resp.	M & E Methods	What will our achievements look like
To ensure EYFS and Year 1 to communicate high expectations and ambition to secure high quality of education	2.1	3.2	Release AH to support Yr1 – maths lead support White R.	S.Kaur S.Punchard	Planning Work Scrutiny	Practice to improve through the teacher development, understanding of shared strategies in relation to reading (scheme of work) and effective teaching of White Rose Maths.
	2.1	2.1	Review timetable	A.Aydin	Planning Observation	EYFS utilise deployment of staff to ensure effective progress.
	2.1	2.2	Training in Nelli	A.Aydin	Planning Observation	Effective intervention programmes in place to support improve early language skills and literacy.
	2.1	2.2	Training in Little Wandle	A.Aydin	Observation	Embed new systematic synthetic phonics across phase 1 and 2.
To address inconsistencies in planned tasks to support learning objective	2.1	3.2	Reading lead Yr1 Phonics	B.Phipps	Children Interviews Observation	Yr1 teachers deploy strategies as identified in planned programme – children assessed every 6 weeks. Ensure phase(phonics group) is appropriate to ability.
	2.1	2.2	Transition of little wandle	A.Aydin	Observation	All staff follow plan and ensure books correlate to phonics sounds.
	2.1	3.1	Modelling team teaching 'think aloud'	S.Kaur	Planning	Teachers to employ strategies related to 'think aloud', supporting children to monitor their thinking and improve their comprehension.

	2.1	3.2	Supporting development of teachers – coaching year 1	S.Kaur	Work Scrutiny	Raise children attainment 20%+ on autumn predictions across all curriculum areas (65%-75%). Children apply learning attitudes and articulate success.
To ensure reading systems and processes support both phonetic skills, fluency and comprehension	2.1	2.2	Identify bottom 20% must be heard reading	B.Phipps	Teacher records – assessment Pupil Interviews	Teachers hear the bottom 20% of readers read once a week. Consistent evaluation of banded books and development of strategies that support progress from class teacher.
	2.1	2.2	Class teacher 1 to 1 reading assessment – check appropriateness of reading band	B.Phipps	Teacher records – assessment Pupil Interviews	Half termly reading assessment conducted by class teacher – scheduled in diary to merge with NGRT reading assessments. Emphasis on skills of fluency, enjoyment, decoding and comprehension.
	2.1	3.2	Novel study – timetabled specific book/s allocated to each year group	B.Phipps	Planning	Promotion of joy of reading for pleasure. Teachers model and share value of reading. Introduce texts that will engage and excite children to view and language and words. Novels/stories to stimulate discussion and debate.











