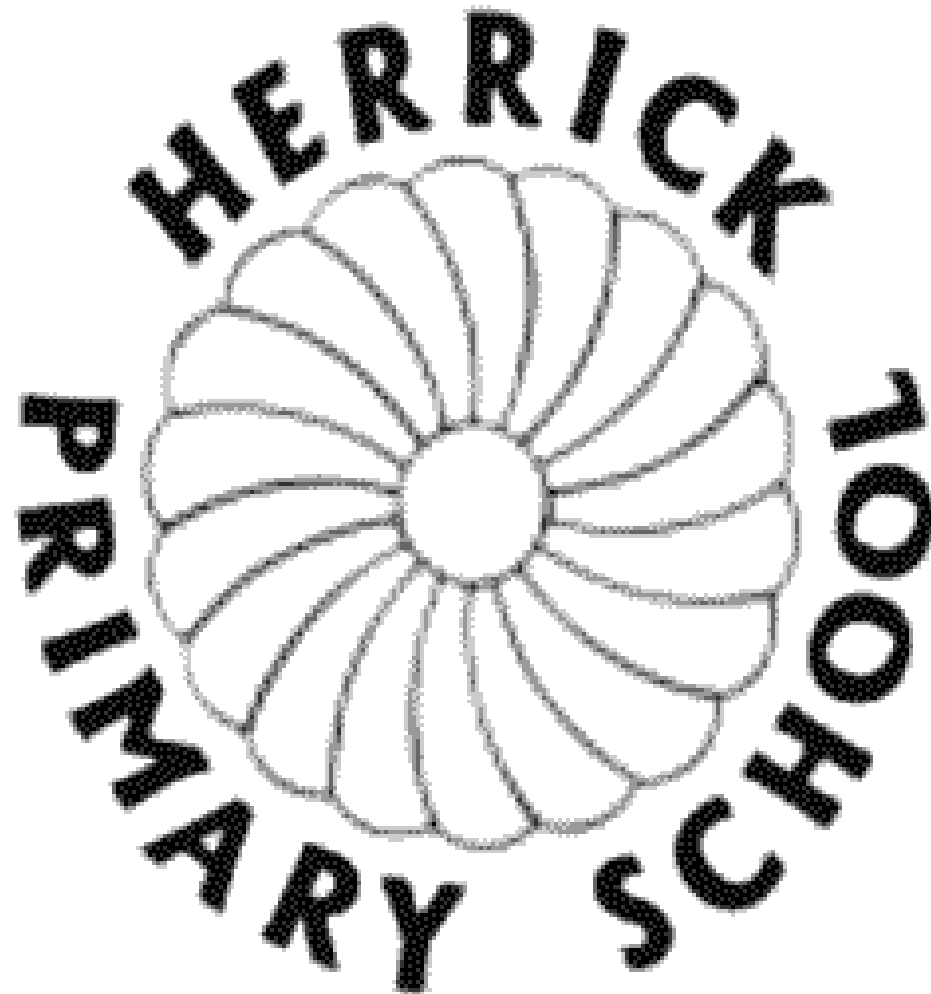# School Development Plan 2021-24 Original (3 Year Plan)

School Development Plan 2022-23(Year 2 of plan)

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 21st 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 giver upper, helper of others, member of the community, and finder of the unknown (Attitudes)*

As we enter the academic year 2022-23, our School Development Plan builds on the success of the previous year and continues to develop aspects that were either not embedded or introduced – in this, the second year of our plan you will identify strands that are highlighted in red, indicating that they were part of last year's plan.

We cannot deny that covid-19 has impacted education, therefore 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. 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. We at Herrick endeavour to develop 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!

'Our Journey Post Pandemic'

In the past year, the first year of our 3 year plan – we endeavoured to ensure a good quality of education to the children in our care.

However, we must not be complacent. Education moves at a pace and we must consistently review our provision, adjust our practice and learn from research in order to maintain excellence and meet the demands of a changing educational landscape.

Aside from changing local and national agendas, with competing priorities, children and families are not 'constant' and progress is not linear. We cannot assume there will always be an upward trajectory of improvement simply because of previous success.

We also know, from first-hand experience, the challenges and barriers which can easily affect improvement at our school and progress for our children. Whilst these are created for reasons beyond our control, it is our job as educators to be the champion for children and 'to give each and everyone a chance' a reality for everyone at Herrick Primary School.

Our School Improvement Plan for 22/23 is about us considering how we overcome the barriers which we, like any other school, face and how we unleash the potential for us and for our children. We know that by, working together, we really can overcome any barriers and unleash the potential in every one. This year we have identified key priorities which have a number of actions to support in achieving successful outcomes.

Main priorities for improving the effectiveness of the school:	Practical action being taken:
1. To further develop subject leaders in all areas of the curriculum. 2. To develop effective assessment process in identified foundation subjects (Science, History, PE and computing). 3. To ensure that the curriculum delivers effective opportunities for vulnerable children (SEN/PP/PYG) to make sustained progress. 4. To improve writing outcomes in KS1 and KS2 (particularly at GDS) 5. To improve teaching so that more teaching over time becomes outstanding	1. Establish clear programme to develop subject leaders through effective CPD (work with consultant and deep dive workshops) 2. Subject leads support professional development for all staff in process of assessment in identified subjects ((Science, History, PE and computing). 3. Embedding of curriculum maps, subject lead presentations- reflecting on M&E activities to further support opportunities for children to make sustained progress. 4. Work with LA literacy lead, moderation partnership and development of writing policy (including development of Oracy –Voice 21) 5. Monitoring programme, CPD programme, work with development group and local networks

Leadership & Management

<table>
<tr><td colspan="4" align="center">Teacher Assessment at 'expected'</td><td colspan="4" align="center">Year 1
2021-2022</td><td colspan="4" align="center">Year 2
2022-2023</td><td colspan="4" align="center">Year 3
2023-2024</td></tr>
</table>

%	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	
Shared vision and ambition at all levels through distributed leadership (1)	To establish a staff team that supports each other in developing practice through the GROW coaching 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.	
Subject Development -clearly identified roles and responsibilities (2)	To support staff in the development of the new curriculum, ensuring all have understood overviews(intent), SOL(implement) and subject builders(impact) To develop pedagogy in-relation to subject leadership and curriculum opportunities	Subject Leadership development 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.	Subject Leadership development To assess the impact of subject builders. To be in a position to review curriculum intent and sol.	
Rigorous and robust Appraisal/ M & E processes in place (3)	To correlate all appraisal targets with raising standards through teacher scrutiny and feedback from recovery	Appraisal Targets –intention is to secure good/high quality teaching across the school in the 3 following		

	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	standards – 3 Demonstrate good subject and curriculum knowledge. 4 Plan and teach well-structured lessons & 5 Adapt teaching to respond to the strengths and needs of all pupils Review success of new plan and CPD SLT to review impact of weekly video/written logs and reshape accordingly.		
Post Covid 'Focus' (4)	To embed change that supports wellbeing and mental health for all staff, this to include (1) drive down unnecessary workload, (2) champion flexible working and diversity and (3) maintain clear communication pathways with staff representatives (union and wellbeing leads)	SLT to provide termly 1:1 well-being meetings to prevent potential conflict, anxiety and opportunity to raise personal concerns. Further review roles and responsibilities of Teaching Assistants - how skills can be further developed through external training/courses.		
Safeguarding (5)	Systematic approach to making Herrick a safe /secure place to learn for all children. Full compliance with safeguarding guidelines. 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	Continue to consolidate safeguarding procedure and key information/knowledge for all staff through frequent short bursts of training.		
Health & Safety Procedures and Protocols in place (6)	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			
Governing Body (7)	To strategically plan for falling numbers and budget deficit			
Number on Roll (PAN 60) 6:60/5:60/4:49/3:60/2:53 1:51/EY:45/ Nam:17 Npm:27	6:60/5:49/4:60/3:53 2:51/1:45/EY: 48/Nam:19 Npm:0 (15+ spring)	6:49/5:60/4:53/3:51 2:45/1:48/EY: -50/Nam:20 Npm: (15+ spring)	6:60/5:53/4:51/3:45/2:48/1:-50/ EY: -50/Nam:20 Npm: (15+ spring)	

Financial Projections

Funds	1, 806, 676		Funds	2, 030, 062		Funds	1, 990, 338		Funds	1, 951, 377
Less	-1, 511, 786		Less	-1, 802, 065		Less	-1, 825, 830		Less	-1, 878, 164
Contingency	294, 890		Contingency	227, 997		Contingency	164, 508		Contingency	73, 213

Leadership & Management – Plan & Review

1.	Shared vision and ambition at all levels through distributed leadership			
To address/develop	(1.1)To build upon the coaching programme developed in previous year so that all teaching staff are supported in teaching and learning the core skills (Herrick 5 non-negotiables) to improve outcomes.			
Yr Group/Phase	All Phases			
Staff Responsible	Class Teachers			
Monitoring	S.Kaur			
Term	Over the year			
Action	Teachers will self-reflect and engage in regular 1:1 coaching (timetable to be formulated and teachers).			
Impact/Cost	The coaching programme will be re-established, and support identified areas of staff development- teachers consistently deliver high quality planning/teaching. (all teachers judged to be good or better in-relation to 5 non-negotiables) £5000			
Outcome/s		Outcomes: RAG review success		
		Autumn	Spring	Summer
		R A G	R A G	R A G

2.	Subject Development - clearly identified roles and responsibilities			
To address/develop	(2.1) To support teachers distinguish between substantive and disciplinary knowledge when completing work scrutiny and reviewing planning (focus on History and Geography)			
Yr Group/Phase	Years 1 -6			
Staff Responsible	Years 1-6 class teachers			
Monitoring	History leads/ Geography leads/ S.Kaur			
Term	Terms 1 and 2			
Action	Planning process and recording of children's learning is further defined to support staff understanding of disciplinary knowledge through CPD and collaborative work of key subject leads from each phase in developing teacher skill and knowledge. Subject leads create PowerPoints for specific phase in ensuring learning and success is clearly defined and understood.			
Impact/Cost	Staff confidence and skills in teaching History and Geography / development of subject leads and further understanding among staff of substantive and disciplinary knowledge overall, but particularly in His and Geo. Subject leads effectively developing staff through relevant feedback from M&E release. £0			
Outcome/s		Outcomes: RAG review success		
		Autumn	Spring	Summer
		R A G	R A G	R A G
To address/develop	(2.2)To train all new staff in delivery of systematic synthetic phonics (ECTs – Nursery/Yr1 and Yr2) + new TAs			
Yr Group/Phase	EYFS and KS1			
Staff Responsible	ECTs + new TAs			
Monitoring	A.Aydin			
Term	Term 1.1			
Action	To continue to consistently implement the Phonic programme, 'Little Wandle'. Review new Phonics programme options and use Phonic trackers to plan groups Updated Phonic training for staff.			

Impact/Cost	Phonic outcomes will be at National for Year 1 and 2 / improve upon previous year 21-22: 77% and 56% in years 1 and 2 respectively. £ 11 000								
Outcome/s		Outcomes: RAG review success							
		Autumn			Spring			Summer		
		R A G			R A G			R A G		

To address/develop	*(2.3) Further develop teaching of Geography and Science through outdoor learning opportunities.*
Yr Group/Phase	All Classes
Staff Responsible	B. Lad/ R. Shukla/M.Nai/
Monitoring	S. Kaur
Term	To be completed by Spring 2023
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. (22-23)
Impact/Cost	Impact: Children's outdoor experience is purposeful and structured. £500

Outcome/s	• Adapted outdoor learning sessions to support Herrick learning attitudes • Limited evidence in relation to links to either Science or Geography • All KS2 classes have had opportunity to participate in activities (further detailed planning required) (22-23) • Curriculum map (overview further developed to include links to outdoor learning) • Subject leads released to work with curriculum lead to identify key opportunities • Purchase of relevant resources to support links to outdoor	Outcomes: RAG review success								
		Autumn(22)			Spring(23)			Summer(22)		
		R A G			R A G			R **A** G		

To address/develop	*(2.4) Subject Builder through formative and summative assessment*
Yr Group/Phase	Years 1-6
Staff Responsible	Class Teachers
Monitoring	S.Kaur / Phase leaders
Term	To be completed by Spring 2023
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. (22-23) • <u>Review assessment opportunities – Science (programme purchased for new academic year)</u> • <u>Continue with Lumio for summative assessment</u> • <u>Share practice on formative assessment in foundation subjects</u>
Impact/Cost	Majority of children achieve 90-100 % in online tests on subject knowledge. £200

Outcome/s	• Evidence of Lumio quizzes – however overall AFL must be addressed • 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 • Summative assessment to be further developed in foundation subjects (22-23)	Outcomes: RAG review success								
		Autumn(22)			Spring(23)			Summer(22)		
		R A G			R A G			R **A** G		

3.	Rigorous and robust Appraisal/ M & E processes in place		
To address/develop	*(3.1) To ensure our CPD plan is aligned to improvement priorities for all staff.*		
Yr Group/Phase	All year groups		
Staff Responsible	CLT		
Monitoring	S.Kaur/ A.Aydin		
Term	All year		
Action	CPD calendar formulated to support school priorities and appraisal targets aligned to personalised to develop key goals to raise quality of learning and teaching.		
Impact/Cost	All teachers participate in CPD that promotes development of professional knowledge and skills linked to the school development plan that has been formulated to support raising standards at Herrick Primary School. Also teachers aware of current practice and thinking related to learning and teaching. £0		
Outcome/s		Outcomes: RAG review success	
		Autumn	Spring	Summer
		R A G	R A G	R A G

To address/develop	*(3.2) Secure understanding of working memory/long term memory/adding to schema to further enhance teaching and learning*		
Yr Group/Phase	Rec-Year 6		
Staff Responsible	Class Teachers		
Monitoring	S. Kaur/U. Patel		
Term	To be completed by Spring 2023		
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. (22-23) • Continuation of metacognition workshop – applying strategies in class • Developing self-regulation for all individuals (staff and pupils) • Making links to both Herrick character and learning attitudes		
Impact/Cost	Impact: Improved planning and teaching evident in term 3 £250		
Outcome/s	• Metacognition CPD x2 – introduced purpose and impact • Established : PROGRESS IS KNOWING AND REMEMBERING MORE – impact on planning/knowing what we know about cognitive overload) • CPD identified to address reducing planning – focus on achieving end point (22-23)	Outcomes: RAG review success	
		Autumn(22)	Spring(23)	Summer(22)
		R A G	R A G	R A G

To address/develop	*(3.3) To develop level of writing standards across the school particularly at greater depth*
Yr Group/Phase	Yr 1-6
Staff Responsible	Phase leaders
Monitoring	S.Kaur
Term	All year
Action	Phase moderation to be planned termly (not including development group moderation. Revise Assessment and Feedback policy to support marking of literacy throughout the curriculum. Emphasis on children working below - grammar/punctuation and sentence structure must be addressed in foundation subjects. CPD to develop collective approach for specific phases (fortnightly book scrutiny. Report to be completed by

	phase leads and shared with CLT (develop further actions if deemed appropriate).			
Impact/Cost	Clear targets identified for children to move forward and improve writing ability supporting progress and confidence in writing genres. Expectations clear for both staff and children in achieving expectations, children ability to self-evaluate and rectify errors as initially identified by teachers. Specific support reduced over the year enabling children to become more independent writers. £300			

Outcome/s		Outcomes: RAG review success		
		Autumn	Spring	Summer
G		R A G	R A G	R A G

To address/develop	*(3.4) To re-establish Maths as pre-covid levels through mastery approach (White Rose Maths)*
Yr Group/Phase	Yrs 1-6
Staff Responsible	Class teachers 1-6
Monitoring	S.Punchard
Term	All year
Action	Maths Action plan CPD – Maths lead release weekly- Maths White Rose Support, through planning and coaching support from maths lead. Current Year 3 into Year 4 timetabled sessions to practice data input and multiplication check to support in increasing children's speed to input calculation for Year 4.
Impact/Cost	To raise outcomes at both Ks1 and Ks2, at expected and greater depth. Last year: 63%, 11% and 74%, 33% achieved in Yr2 and Yr6 respectively. Outcomes for this year to be in-line with national and in KS2 to meet standards achieved pre pandemic at expected. Yr4 multiplication test to reflect 20% increase from 2022. £2000

Outcome/s		Outcomes: RAG review success		
		Autumn	Spring	Summer
		R A G	R A G	R A G

To address/develop	*(3.5) To ensure reading systems and processes are embedded throughout school (support both fluency and comprehension)*
Yr Group/Phase	Yr 1-6
Staff Responsible	Class teachers
Monitoring	B.Phipps
Term	All year
Action	• Listen to bottom 20% weekly • Class teacher 1 to 1 reading assessment – check appropriateness of reading band (termly) • Novel study – timetabled specific book/s allocated to each year group
Impact/Cost	Reading ages reflect higher level of progress from previous year, continued rise in children achieving expected in all year groups. Last year: 75%(1), 61%(2), 74%(3), 79%(4), 71%(5) and 84%(6) percentages indicated year groups 1 to 6 respectively. Increase expected levels by 10% in each year group. £2000

Outcome/s		Outcomes: RAG review success		
		Autumn	Spring	Summer
		R A G	R A G	R A G

4.	Post Covid 'Focus'

To address/develop	(4.1) To review all policies and practice to support staff wellbeing - HT to review needs analysis following wellbeing survey -governor appointed responsible for wellbeing. Staff wellbeing survey and review of school environment.
Yr Group/Phase	All year groups
Staff Responsible	All staff
Monitoring	U.Patel HT/ NEU rep + wellbeing lead
Term	Termly
Action	Termly review of well-being, staff meeting dedicated to addressing work-life balance (eg. Assessment and Feedback policy) - Staff wellbeing part of CPD for the term (focus tbc). Conversations with all staff to review working practices in light of staff survey.
Impact/Cost	Staff report improved levels of wellbeing. Policies and procedures are simplified and show impact without the need for additional paperwork Staff absences decrease. £0

Outcome/s		Outcomes: RAG review success		
		Autumn	Spring	Summer
		R A G	R A G	R A G

To address/develop	(4.2) To support and extend parental engagement
Yr Group/Phase	All year groups
Staff Responsible	Phase Leaders
Monitoring	U.Patel HT
Term	Questionnaire (term 1.1) / workshops throughout the year (to include phonics/ maths/writing/reading/ RSE – E safety)
Action	Workshops planned to support parents' understanding of strategies and methods used at school - Identify opportunities outside of school/ Review success and barriers – family questionnaire Staff Family Champion to develop engagement in the academic support of children at home/ Literacy and Maths videos on School website £0
Impact/Cost	

Outcome/s		Outcomes: RAG review success		
		Autumn	Spring	Summer
		R A G	R A G	R A G

To address/develop	(4.3) Teacher project (KS2) on developing classroom environment – based on study of 'clever classroom'.
Yr Group/Phase	Yr3-6
Staff Responsible	B.Mankoo / S.Punchard
Monitoring	U.Patel
Term	1.1
Action	Develop working environment in classroom to allow for independent work – resources available and tables support collaborative work. Redesign to be completed by staff and work to commence in summer to remove partitions in between classrooms, providing further storage. Sinks to be replaced to allow for effective 'art' sessions, and new carpets, tables and chairs.
Impact/Cost	KS2 teachers collaborate and review 'clever classroom' in developing a practical and effective working environment for both teacher and pupil - clean and aesthetically pleasing learning environments will motivate and encourage children to maintain good working environment. £30 000

Outcome/s		Outcomes: RAG review success		
		Autumn	Spring	Summer

		R A G	R A G	R A G

5.	Safeguarding			
To address/develop	*(5.1) To ensure all staff and governors have a good understanding of how Herrick Primary School keeps children safe.*			
Yr Group/Phase	All individuals who work at Herrick Primary School			
Staff Responsible	A.Aydin			
Monitoring	U.Patel HT			
Term	All years (Term 1.1 – ECTs have safeguarding induction + new staff)			
Action	All staff to have attended up to date safeguarding training including key updates. Ensure all staff are aware of where to find key numbers. Ensure all staff have a login for CPOMs and receive training on how to use it. Ensure all staff know who the DSL is and who to go to in her absence. Induction policy to include safeguarding procedures. Ensure staff are confident reporting low level concerns Ensure staff confident with the whistleblowing policies and procedures. Governors have robust lines of responsibility to ensure a clear safeguarding culture Governors know and understand the specific strategies for dealing with bullying. Staff code of conduct is reviewed and shared with staff.			
Impact/Cost	Staff have a good understanding of the safeguarding procedures and the scale of escalation. Staff know where to find key information and know how to use CPOMs to report their concerns. Robust online safety monitoring systems are in place and shared regularly with governors. Safeguarding is effective at the safeguarding review in January 2023. £0			
Outcome/s		Outcomes: RAG review success		
		Autumn	Spring	Summer
		R A G	R A G	R A G

6.	Health & Safety Procedures and Protocols in place			
To address/develop	*(6.1) Decarbonisation programme –LA (heat pump)*			
Yr Group/Phase	Will impact whole school			
Staff Responsible	All staff			
Monitoring	U.Patel			
Term	All year			
Action	To work collaboratively with 'heat team' – digging up of field to lay pipe and connect to boiler. Formulate work schedule and meet half termly to establish progress and going forward. Review safe working and learning conditions and to ensure systematic approach to the identification of risks and the allocation of resources to control them.			
Impact/Cost	Ensure work carried out during school time is conducted safely and in compliance with legislative standards – impact on PE with digging on field to be minimized and connection of pipe will impact protocols related to collection of children after school. This will be revised and information shared with parents/carers. £0			
Outcome/s		Outcomes: RAG review success		
		Autumn	Spring	Summer
		R A G	R A G	R A G

7.	Governing Body			
To address/develop	*(7.1) To ensure governors are knowledgeable and confident in their roles within the governing board.*			
Yr Group/Phase	All year groups.			

Staff Responsible	CLT + subject leads
Monitoring	U.Patel HT/ S.Tuckwood
Term	All year
Action	Termly visits of governors assigned to specific areas of the school – review and evaluate progress and success of SDP in-relation their area (contributes to challenging the school). Highly skilled GB - CPD plan in place to support governor knowledge/understanding of educational systems.
Impact/Cost	Governors' skills set will be utilised appropriately and have a positive effect on the strategic development of the school. All governors will access relevant training to ensure they can fulfil their role within the governing board effectively. £0

Outcome/s		Outcomes: RAG review success		
		Autumn	Spring	Summer
		R A G	R A G	R A G

Name of Governor	Action	Supported by	(SDP strand)+Description of Task	Term	Outcome	Evidence	
P Davidson	Health & Safety – review progress of Decarbonisation programme –LA (heat pump) Teacher project (KS2) on developing classroom environment	P.Payne S.Tuckwood	Leadership & Management (6)Ensure work carried out during school time is conducted safely and in compliance with legislative (4)Review practical and effective working environment established through clever classrooms	Autumn 2nd half	The school meets Health & Safety regulations	Audit proforma. Complete Governor proforma.	
	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 2nd half			
R Kapadia	Formally report on how teachers are supported in developing pedagogy–Review subject folders to reflect curriculum opportunities and pupil interviews	U.Patel	Quality of Education (3)report on foundation curriculum leaders in ensuring an ambitious and coherent curriculum – Science & History & Geography	Autumn 2nd half	Subject leads produce evidence of M&E demonstrating a broad and ambitious curriculum	Complete Governor proforma.	
	Conduct a review of EYFS, Baseline & EYFS Action Plan	A.Aydin	EYFS (2)AA to discuss the Baseline, completion of the Baseline & the predicted levels.	Autumn 2nd half	Establish predicted level of GLD & difference between boys & girls.	Data Analysis sheet Complete Governor proforma.	

	Task	Who	Focus	Term	Success Criteria	Evidence	
R Kettle	Review of Lumio to develop subject builder through formative and summative assessment	S.Punchard B.Mankoo S.Kaur	<u>Quality of Education</u> (2) Evaluate effectiveness Lumio tool to assess knowledge and understanding of foundation subjects – how is it used?	Autumn 2nd half	Clear understanding on how the school is using IT tool to assess.	. Complete Governor proforma.	
	Evaluate how school is reducing persistent absence in line with national data	U.Patel S.Beeby	<u>Behaviour and Attitudes</u> (1) Review attendance file –– identify strategies to support attendance (refer to attendance review)	Spring 1st half	Identify how school engages with families and report on level of persistent absence.	Complete Governor proforma.	
S Martin	Review targeted milestones for PP/SEN: children receive high level of targeted support	U.Patel A.Aydin	<u>Quality of Education</u> (1)On-site visit with members of the SLT to identify targets & review leadership operations in relation to PP and SEN	Autumn 1st half	Determine level of success of PP and SEN pupils - data analysis and level of progress (milestones)	PP review document SEN provision map	
	Review the SDP	CLT – HT/AHTs/ Phase Leaders	Discuss key strands of the SDP & the school monitoring & evaluation process.	Spring 2nd half	Level of monitoring & evaluation reviewed.	Monitoring & Evaluation of SDP. .	
A Snow	Evaluate the impact of 'INSET' in supporting staff in addressing 'trauma' needs		<u>Behaviour and Attitudes</u> (1)Report on routines across the school related to pupil needs (emotional)	Autumn 2nd half	Interventions & successful outcomes evidenced.	Pastoral team folder. Complete Governor proforma.	
	Review how parents' engage with RSE curriculum to support in specific 'Jigsaw' piece which relates to Changing Me	A.Aydin B.Mankoo	<u>Personal Development</u> Evaluate the effectiveness of Workshops aimed at reviewing 'working party' outcomes on RSE curriculum.	Spring 2nd half	Embed SRE programme (Jigsaw) through supporting parents' understanding of curriculum.	RSE Policy & website information. Complete Governor proforma.	
G Smart	Review attainment analysis. Documents sent prior to meetings – Autumn.	U.Patel A.Aydin	<u>Quality of Education</u> To focus on achieving targeted milestones for PP/SEN: *children receive high level of targeted support – monitor trajectory of specific goals*	Autumn 2nd half	Predictions for 2023 and success and developments 22	Compete outcomes documents Sign off individual pupil profiles – SEN/PP	
	Review attainment analysis. Documents sent prior to meetings – Summer.	U.Patel A.Aydin		Summer 2nd half	Analysis of milestones met – PP/SEN (level of success of strategies)		

S Emir	School council and children voice ie Fabs/ red hats etc – To what extent has the school used pupil survey to address concerns or suggestions raised by children	B.Ladd A.Aydin	<u>Personal Development</u> Review contribution of pupils' suggestions (input through surveys) on improving school provision – link to curriculum, environment and safety.	Autumn 2nd half	Analysis of pupil survey Pupil interviews conducted by governors	Pupil survey analysis Complete Governor proforma.	
	Through discussion with staff, review the level of understanding of the impact of childhood traumas on child's life and learning- do staff understand the strategies and referral process (Early Help)?	A.Aydin	<u>Personal Development</u> Evaluate impact of INSET related to strategies in addressing impact of childhood traumas (what has the school learned and what is being actioned)	Autumn 1st half	Actions devised to support pupils with emotional needs Pastoral lead timetable and impact	Interview staff and review impact Complete Governor proforma.	
M Gadhia	1) Review school development plan	S.Kaur Phase leaders U.Patel	<u>Leadership and Management</u> Review and evaluate progress and success of SDP in-relation their area (contributes to challenging the school)	Autumn 1st half	Establish effectiveness of school development plan through completion of monitoring & evaluation.	School Development Evaluation Complete Governor proforma.	
	2) Evaluate the success of school priorities	S.Kaur Phase leaders U.Patel	Review and evaluate progress and success of SDP in-relation their area (contributes to challenging the school) – looking ahead to priorities for coming year 23-24	Summer 2nd half	Level of success reviewed. Priorities formed for next year.	Monitoring & evaluation of the SDP Complete Governor proforma.	
R Popat	Interview children and staff on implementing 'Learning attitudes flow diagram' – is it understood?	Phase Leaders	<u>Behaviour and Attitudes</u> Review introduction of Learning attitudes flow diagram to support children focus on successful learning	Autumn 2nd half	Establish Learning Attitudes Flow diagram	Complete Governor proforma.	
	Attend workshops with parents to review RSE policy and delivery of 'Jigsaw' programme	A.Aydin U.Patel	<u>Personal Development</u> Ensure parents' engage with RSE curriculum to support in specific 'Jigsaw' piece which relates to Changing Me (communicate prior to teaching lessons – content and vocabulary to be shared)	Summer 1st half	Improved understanding among parents on purpose and process of RSE curriculum in each of the year groups	Review policy and share relevant information with parents on developing RSE Complete Governor proforma	

Quality Of Education

	Year 1 2021-2022	Year 2 2022-2023	Year 3 2023-2024	
	Milestones/Indicators			
Sharing best practice both internal and with external support (1)	To continue to develop a curriculum with a clear sequence of learning, linking aspects of other subjects, enhancing key vocabulary			
Marking and Assessment (2)	To provide opportunities to assess through our subject builders. High expectation in quality and quantity of work			
Curricular Provision- Secure Cross –curricular links (3)	To ensure that pupils learn more and remember more Develop clear process that shows: Progression Consistency across year groups Success criteria identified for all learners	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	
Planning Process Long/Medium/Short (4)	To develop deep learning through clarity of meaning for both teachers and pupils: recall, learn apply and justify (not an end product of learning but happening throughout	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.	
Outcomes (5) -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 – Plan & Review

1.	Sharing best practice both internal and with external support			
To address/develop	*(1.1)To further develop writing attainment across the school - Work with LA literacy lead, moderation partnership and development of writing policy*			
Yr Group/Phase	Yr1 -6			
Staff Responsible	All staff			
Monitoring	S.Kaur			
Term	Terms 1-3			
Action	Engage with LA writing lead and develop school CPD, moderation with development group cluster of schools. Writing strategies employed to support effective planning and structure of writing at both expected and greater depth.			
Impact/Cost	Effective monitoring indicates 'thinking aloud' model is used in all year groups. Teachers can articulate, with confidence, the aims and strategies used. Whilst some variance in execution across the year groups exists, constancy in approach continues to improve. There is measurable increase in the quality of the text used to promote deeper and broader literary interrogation and analysis. £100			
Outcome/s		Outcomes: RAG review success		
		Autumn	Spring	Summer
		R A G	R A G	R A G
To address/develop	*(1.2)Relaunch Oracy and 'Being Herrick' to improve communication and secure curriculum vocabulary.*			
Yr Group/Phase	Rec- Year 6			
Staff Responsible	Class Teachers and Teaching Assistants			
Monitoring	S. Kaur/B. Phipps			
Term	To be completed by Spring 2023			
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. (22-23)			
Impact/Cost	Voice 21 Training. £2 500			
Outcome/s	• Evidence of Oracy sentence stems shared on inset day used in planning but inconsistent across the school. • Individuals opted to focus on further developing oracy as part of their GROW goal. • Voice 21 training-Reading Lead and Teaching and Learning Lead signed up for Stage One in September 2022. incorporated in grow – oracy (22-23) Voice 21 leads attend conference and workshops to cascade and support participation and further engagement with Oracy hub.	Outcomes: RAG review success		
		Autumn(22)	Spring(23)	Summer(22)
		R A G	R A G	R **A** G
To address/develop	*(1.3) Implement revised English Curriculum*			
Yr Group/Phase	Years 1-6			
Staff Responsible	Class Teachers			
Monitoring	S. Kaur/B. Phipps			
Term	To be completed by Spring 2023			

Action	Implement changes to the English Curriculum: revised units, spellings approach and oracy & further develop teaching of Literacy sequence. (22-23)		
Impact/Cost	Assistant Head released for academic year to oversee. Impact: Classroom teaching and Working Books correlate. £0		

Outcome/s	• Reading/Literacy curriculum shared -PowerPoint • Scrutiny of books reveal work in books, marking and Literacy sequence are in line with policies. • Amendments made to overviews (Year 1, 2 & 5 during Spring term after reviewing needs of cohort in pupil progress mtgs.) • Reading and Writing Moderation session attended with cluster of schools. • CLT mtg-looked at Reading/Literacy planning across the school-minutes • Writing moderation supported assessment of expected (must review GDS in KS2) (22-23)	Outcomes: RAG review success		
		Autumn(22)	Spring(23)	Summer(22)
		R A G	R A G	R A G

To address/develop	(1.4)To focus on achieving targeted milestones for PP/SEN: *children receive high level of targeted support – monitor trajectory of specific goals*
Yr Group/Phase	All year groups
Staff Responsible	All Staff
Monitoring	A.Aydin
Term	Terms 1-3
Action	Robust monitoring and CPD plan in place for school improvement. Support for teachers to disseminate CPD (pupil progress meeting focus on SEN/PP)
Impact/Cost	Staff demonstrate consistently high levels of skill and competence when managing complex needs or overcoming barriers to learning (inc. monitoring of POPs and impact of intervention needs within the class). Extra-curricular engagement rates and academic outcomes, for children eligible for PP, are strong and compare well to non-PP children. £0

Outcome/s		Outcomes: RAG review success		
		Autumn	Spring	Summer
		R A G	R A G	R A G

To address/develop	(1.5)To develop high quality AfL across the school in all areas of the curriculum
Yr Group/Phase	Rec – Yr6
Staff Responsible	All Staff
Monitoring	A.Kaur/ A.Aydin/ S.Punchard/ B.Mankoo
Term	Terms 1-3
Action	Develop short term planning which takes consideration of AfL and clearly demonstrates effective adaptations to strengthen knowledge & understanding. To develop knowledge organisers, and to use low stakes quizzing and other strategies used regularly across school.
Impact/Cost	AfL strategies are deeply rooted in all our subject delivery so that staff guide children, with precision teaching, on to their next steps. This will ensure that children know more and remember more and support our priority to improve standards. £0

Outcome/s		Outcomes: RAG review success		
		Autumn	Spring	Summer
		R A G	R A G	R A G

To address/develop	*(1.6)The raise the profile of Maths and all stakeholders are aware of the vision for Maths at Herrick Primary School*
Yr Group/Phase	Rec – Y6
Staff Responsible	S.Punchard
Monitoring	S.Kaur
Term	Terms 1-3
Action	Timetables release for maths lead to conduct coaching and team teaching on a weekly basis in supporting staff throughout all year groups in delivery of maths using White Rose Maths – mastery approach.
Impact/Cost	Maths lessons are at least good. For children to make sustained and substantial progress over time in Maths. Children and staff have positive attitudes towards teaching and learning maths. Children can talk articulately about their thinking in maths. Children can use the maths they have been taught with fluency, flexibility and perseverance in many different contexts. £1500

Outcome/s		Outcomes: RAG review success		
		Autumn	Spring	Summer
		R A G	R A G	R A G

2.	Marking and Assessment
To address/develop	(2.1)To embed assessment strategies that supports children not achieving foundation curriculum targets: *introduce and review strategies with emphasis on consolidating knowledge and vocabulary (focus on History and Geography)*
Yr Group/Phase	Yr1-6
Staff Responsible	(Feedback Team – C.Broadhead/ M.Nai/ J.Smith)
Monitoring	Subject leads – M.Maille/ L.Conlon/M.Nai
Term	Term 1
Action	Develop effective M&E of subject and develop processes of feedback to enhance pupils' achieving learning intentions and end points with emphasis on disciplinary knowledge (formulate timetable of release, CPD and feedback to staff)
Impact/Cost	Focus on History and Geography to begin. Adaptations to curriculum planning are evident, both within & across lessons, in order to ensure appropriate support & sufficient challenge in developing learning intentions and securing end points. This will further enhance vocabulary and consolidate knowledge. £0

Outcome/s		Outcomes: RAG review success		
		Autumn	Spring	Summer
		R A G	R A G	R A G

To address/develop	*(2.2)To develop 'assessment policy which includes marking and feedback' through collaborative process with teaching team*
Yr Group/Phase	Rec-Yr6
Staff Responsible	All staff
Monitoring	S.Kaur
Term	Term 1
Action	Discussion with phases on developing marking policy – with emphasis on literacy throughout the curriculum. How to make it effective to support children in identifying next steps and addressing misconceptions. Work collaboratively with whole team, review suggestions and form working party of different members from across the school to develop policy.
Impact/Cost	Embed clear process for different phases on marking and feedback that will support children in addressing errors and misconceptions. A

	collective agreement on the most effective way to assess and mark, with emphasis on effective and immediate feedback that will also reduce workload. £0

Outcome/s		Outcomes: RAG review success		
		Autumn	Spring	Summer
		R A G	R A G	R A G

To address/develop	*(2.3) Introduction of Lumio to develop subject builder through formative and summative assessment*
Yr Group/Phase	Years 1-6
Staff Responsible	Class Teachers
Monitoring	Phase Leaders
Term	To be completed by Spring 2023
Action	Teachers to receive workshop and guidance on using the Lumio tool to assess knowledge and understanding of foundation subjects and implement in class. (22-23)
Impact/Cost	Majority of children achieve 90-100 % in online tests on subject knowledge. £250

Outcome/s		Outcomes: RAG review success		
• 80% of teaching staff have implemented Lumio to support assessment • Level of 'remembering more and learning more' is varied across the school • Summative assessment established – development of formative assessment continues (22-23)		Autumn(22)	Spring(23)	Summer(22)
		R A G	R A G	R <mark>A</mark> G

To address/develop	*(2.4)To adopt White Rose Maths Summative assessment for 22-23*
Yr Group/Phase	Yr2-6
Staff Responsible	All staff 2-6
Monitoring	S.Punchard
Term	Term 2 -3
Action	CPD delivered by maths lead on adopting White Rose Maths summative assessment, moving away from NFER tests. In line with topics covered in the term and mental maths as assessed in Yr6 SATs. Teachers complete question analysis through which planning can be informed and advice maths lead on support needed and areas of development.
Impact/Cost	Misconceptions/gaps in understanding are quickly addressed through target intervention. Through our ongoing Maths Hub membership we will identify quality CPD for leaders, teachers and LSAs. Monitoring is regular, robust and triangulated with other members of SLT and SIP visits. A robust monitoring system identifies where further CPD support is required and steers the direction of further CPD. £500

Outcome/s		Outcomes: RAG review success		
		Autumn	Spring	Summer
		R A G	R A G	R A G

3.	Curricular Provision- Secure Cross –curricular links		
To address/develop	(3.1)To develop foundation curriculum leaders in ensuring an ambitious and coherent curriculum for all: increase pedagogy in-relation to subject leadership and curriculum opportunities		
Yr Group/Phase	Rec – Y6		
Staff Responsible	All staff		
Monitoring	S.Kaur		
Term	Terms 1-3		
Action	Support subject leads through both internal and external support in developing pedagogy– complete subject folders to reflect curriculum opportunities and pupil interviews to reflect level of learning more and remembering more.		
Impact/Cost	All subject leads can produce evidence of M&E in-relation to their subject and demonstrate how they have supported teachers in developing the subject within their own class, year group and across the school. Pupil interviews reflect children learning more and remembering more. £2000		
Outcome/s		Outcomes: RAG review success		
		Autumn	Spring	Summer
		R A G	R A G	R A G
To address/develop	(3.2]History leads work on adding second order concepts (KS2) and key concepts to curriculum and explain to staff		
Yr Group/Phase	Y3 – Yr6		
Staff Responsible	All staff		
Monitoring	M.Maile/ L.Conlon		
Term	Term 1		
Action	Attend Deep Dive focus for history, complete monitoring in school and feedback to staff on key concepts and second order concepts.		
Impact/Cost	Second order concepts (KS2) and key concepts of history are identified by teachers for each unit. KS2 pupils understand second order concepts and key historical concepts. £0		
Outcome/s		Outcomes: RAG review success		
		Autumn	Spring	Summer
		R A G	R A G	R A G
To address/develop	(3.3) Research and Invest in Modern Foreign Language Programme/Scheme of Work		
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. (22-23)		
Impact/Cost	Yet to Agree. £1500		
Outcome/s	• Term 3 – programme of study for KS2 identified (formulating plan) (22-23)	Outcomes: RAG review success		
		Autumn(22)	Spring(23)	Summer(22)
		R A G	R A G	R **A** G

To address/develop	*(3.4) Relaunch practical teaching of music and enrich through new instruments and opportunities for dance/drama*
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. (22-23)
Impact/Cost	Impact: School Production/development of Oracy Skills developed in new instruments. £0

	Outcomes: RAG review success		
• Junior Jam organisation appointed to develop singing, dance and drama skills instead of music. • Brass instruments taught in Year 6 who have missed curriculum due to pandemic. • Year 1 (Charanga) and Year 2 (Ocarinas) taught each week by trained staff. • Music assemblies reintroduced. (22-23)	Autumn(22)	Spring(23)	Summer(22)
	R A G	R A G	R **A** G

To address/develop	*(3.5)To identify the key concepts in Science unit and support teachers to assess these*
Yr Group/Phase	*Rec-Y6*
Staff Responsible	All staff
Monitoring	R.Shukla
Term	Term 1
Action	Provide the analysis of the summative assessment for each unit to support teachers to clearly assess their children so that they can address the gaps in their learning in time.
Impact/Cost	Teachers effectively use formative assessment for lessons and summative assessment for each unit so that teachers become increasingly confident with assessing pupils understanding of key concepts. £500

Outcome/s	Outcomes: RAG review success		
	Autumn	Spring	Summer
	R A G	R A G	R A G

To address/develop	*(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	To be completed by Spring 2023
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. (22-23)
Impact/Cost	Impact: Handwriting is consistently at the required standard across the school. £150

Outcome/s	• Letter join-agreed set teaching times in KS1 and KS2 • Term 3 writing assessment should ensure majority of children are meeting the handwriting requirements at age appropriate level. • Through personalised target page, teachers monitor and review handwriting and presentation in books. • Handwriting packs provided for identified individuals. • Teachers provide either handwriting homework or morning tasks folders for whole class or targeted children. (22-23)	Outcomes: RAG review success		
		Autumn(22)	Spring(23)	Summer(22)
		R A G	R A G	R <mark>A</mark> G

To address/develop	(3.7)To develop Seesaw (computing program) across the school in all areas of the curriculum			
Yr Group/Phase	Yr1 -6			
Staff Responsible	All staff			
Monitoring	C.Broadhead			
Term	Term 1			
Action	CPD delivered by computing lead on use of Seesaw and application of program in computing but also across curriculum subjects. Computing lead to work alongside staff in lesson to support in technical difficulties and to review plans which incorporate effective use of Seesaw as an assessment tool.			
Impact/Cost	To be used to support sharing of work and assessment. Tool to be confidently used by both teacher and pupils in reviewing, sharing and assessing work. Children further develop self-assessment skills. £200			
Outcome/s		Outcomes: RAG review success		
		Autumn	Spring	Summer
		R A G	R A G	R A G

4.	Planning Process Long/Medium/Short			
To address/develop	(4.1)Amend RE curriculum overview			
Yr Group/Phase	Rec –Yr6			
Staff Responsible	S.Kaur			
Monitoring	Uma Patel			
Term	Term 1			
Action	Through collaboration with external advisor review current RE curriculum and link to faith assemblies for each year so they are in-line and to ensure that Christian thread through curriculum and building and knowledge of different faiths as children progress through the school.			
Impact/Cost	Establish clear progression and refine planning so sequential blocks of learning supports building on knowledge and skills for all groups of learners. RE planned to ensure children are provided with their curriculum entitlement with cognitive load being managed. £0			
Outcome/s		Outcomes: RAG review success		
		Autumn	Spring	Summer
		R A G	R A G	R A G

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To address/develop	(4.2)To develop planning for art and design (block)			
Yr Group/Phase	Yr 1-6			
Staff Responsible	All staff			
Monitoring	S.Patel/J.Smith			
Term	Terms 1-3			
Action	Review how sessions are planned so that more time due to resources can be timetabled for the day or taught in mornings so children can practise and develop skills and this would allow thought process to evolve. Children need to be given opportunities to experiment, explore and practise where no finished piece is expected before they work on their piece/product.			
Impact/Cost	Develop effective plans that focus on key learning rather than end product. Emphasis placed upon skills and ability to articulate they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity of Great Britain. £0			
Outcome/s		Outcomes: RAG review success		
		Autumn	Spring	Summer
		R A G	R A G	R A G

To address/develop	(4.3) Further develop teaching of Geography and Science through outdoor learning opportunities.			
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. (22-23)			
Impact/Cost	Impact: Children's outdoor experience is purposeful and structured. £350			
Outcome/s	- Links to geography incorporated with outdoor learning (habitats – Yr4) - Revised objective to make links to Herrick learning attitudes (22-23)	Outcomes: RAG review success		
		Autumn(22)	Spring(23)	Summer(22)
		R A G	R A G	R A G

5.	Outcomes

Attainment measures	Nat. overall (2018)	Sum. 22	Pre.	Aut	Spr.	Sum. 23
EYFS						
% with **GLD** at the end of EYFS	72	58				
Phonics						
% achieving the expected standard in **phonics** by the end of year 1	82	77				
% achieving the expected standard in **phonics** by the end of year 2		56				
KS1						
% achieving the expected standard or above in **reading**	75	61				
% achieving a high standard in **reading**	25	11				
% achieving the expected standard or above in **writing**	69	50				
% achieving a high standard in **writing**	15	2				
% achieving the expected standard or above in **mathematics**	76	63				
% achieving a high standard in **mathematics**	22	11				

Outcome/s		Outcomes: RAG review success		
		Autumn	Spring	Summer
		R A G	R A G	R A G

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Outcomes						

KS2	Nat. overall (2018)	Sum. 22	Pre.	Aut.	Spr.	Sum. 23
% achieving the expected standard or above in **reading**	**73**	84				
% achieving a high standard in **reading**	**27**	33				
Reading average scaled score	**104.4**	105				
% achieving the expected standard or above in **writing**	**78**	78				
% achieving a high standard in **writing**	**20**	11				
% achieving the expected standard or above in **mathematics**	**79**	74				
% achieving a high standard in **mathematics**	**27**	33				
Mathematics average scaled score	**105.0**	104				
% achieving the expected standards in **R,W,M combined**	**65**	64				
% achieving a high standard in **R,W,M combined**	**11**	10				
% achieving the expected standard or above in **EGPS**	**78**					
% achieving a high standard in **EGPS**	**36**					

Outcome/s		Outcomes: RAG review success		
		Autumn	Spring	Summer
		R A G	R A G	R A G

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	Personal Development			
	Year 1 2021-2022	Year 2 2022-2023	Year 3 2023-2024	
	Milestones/Indicators			
Wellbeing and Mental Health (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'	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.	
SMSC (2)	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.		
SRE (3)	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.	
British Values (4)	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 – Plan and Review

1.	Wellbeing and Mental Health			
To address / develop	*(1.1)Develop contribution of pupils' suggestions (input through surveys) on improving school provision – link to curriculum, environment and safety.*			
Yr Group /Phase	Rec – Yr6			
Staff responsible	All staff			
Monitoring	A.Aydin			
Term	Term 1			
Action	School Council Lead to work fortnightly with school council and develop action plan based on pupil questionnaire linked to views on curriculum, environment and safety. Possible actions: Ks1 outdoor play, establish cycling practice, lunchtime cool-down, green pledge, lunchtime information cards etc.			
Impact/Cost	Pupils make a highly positive, tangible contribution to the life or the school and/or the wider community. Pupils actively support the well-being of other pupils and they demonstrate positive social interactions (inc. in online behaviour). £1000			
Outcome/s		Outcomes RAG review success		
		Aut.	Spr.	Sum.
		R A G	R A G	R A G
To address / develop	*(1.2)To develop strategies in addressing impact of childhood traumas*			
Yr Group /Phase	Phase 1 to 3			
Staff responsible	A Aydin			
Monitoring	Referral record- CPOMS- teacher training feed back			
Term	To be completed by Autumn 2022			
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. (22-23)			
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	• Any children who have been referred to Early Help, SEMH or has Operation Encompass involvement are put on Pastoral care support. • SEMH team supported individual teachers who have children with emotional wellbeing and behaviour concerns. The training, Trauma Informed Practice for Primary, for all staff has been booked on August Inset day. (22-23)	Outcomes RAG review success		
		Aut.(22)	Spr.(23)	Sum.(22)
		R A G	R A G	R A G

2.	SMSC			
To address / develop	(2.1)To further explore opportunities to target healthy lifestyles and wellbeing via our PE and PSHE school curriculum.			
Yr Group /Phase	Rec -Yr6			
Staff responsible	All staff			
Monitoring	S.Punchard			
Term	Term 1 -3			
Action	Devise timetable for both PE apprentice and external sports coach in developing an extension to PE via 'Character programme' aimed at key year groups. Further develop the quality of outdoor play by maintaining quality resources and development of resilience and citizenship in particular. Also understanding other aspects of Herrick character – integrity, empathy and courage.			
Impact/Cost	Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to healthy living – making the right choices. Children are well-informed of poor diet and impact of limited exercise and sleep. This leads to a demonstrable improvement in the behaviour of pupils who have particular needs. £6000			
Outcome/s		Outcomes RAG review success		
		Aut.	Spr.	Sum.
		R A G	R A G	R A G

To address/develop	(2.2)To develop higher profile of e-safety across school			
Yr Group/Phase	Rec – Y6			
Staff Responsible	All staff			
Monitoring	A.Aydin			
Term	Terms 1 -3			
Action	Promote e-safety work, across the school as well as directly with parents/carers, in order to minimise the negative impact of online behaviour outside of school. To lead assemblies and workshops each term on e-safety with both parents and pupils. Ensure website provide relevant information on e-safety.			
Impact/Cost	Limit incidents of negative use of social media and further inform parents/carers on protocols and procedures both in school and can be applied at home. Ensure all children aware of what to do and who to contact if they are confronted with safeguarding issue through use of internet. £0			
Outcome/s		Outcomes: RAG review success		
		Autumn	Spring	Summer
		R A G	R A G	R A G

3.	SRE (RSE)
To address / develop	(3.1)Ensure parents' engage with RSE curriculum to support in specific 'Jigsaw' piece which relates to Changing Me (communicate prior to teaching lessons – content and vocabulary to be shared)
Yr Group /Phase	Rec – Y6
Staff responsible	All staff

Monitoring	B.Mankoo			
Term	Term 1-3			
Action	Workshops aimed at reviewing 'working party' outcomes on RSE curriculum, expectations on collaboration with parents' in supporting children with questions and concerns that may arise.			
Impact/Cost	Effective working relationship with parents/carers through collaboration. All themes and specific vocabulary to be shared and meeting time with senior leaders arranged if concerns remain with content of programme. Most importantly parents/carers have fully understood rationale and purpose behind RSE curriculum, and can support their child at home through understanding the content being taught at school. £0			
Outcome/s		Outcomes RAG review success		
		Aut.	Spr.	Sum.
		R A G	R A G	R A G

4.	British Values			
To address / develop	*(4.1)To develop a programme of activities to support our children in raising their aspirations.*			
Yr Group /Phase	Yr3-6			
Staff responsible	Phase leaders: S.Punchard/ B.Mankoo			
Monitoring	A.Aydin			
Term	Terms 1-3			
Action	Calendar reviewed and opportunities planned for children to investigate careers development within a range of subjects; arts, STEM, etc.			
Impact/Cost	*The vision of 'to give everyone a chance' at Herrick extends beyond academic success. It includes developing children who demonstrate the Herrick character and Learning Attitudes. In order to help achieve this, it is important that we strengthen the teaching of British Values, and the celebration of faith & diversity, at our school through ensuring they look ahead and think about their future goals.* £0			
Outcome/s		Outcomes RAG review success		
		Aut.	Spr.	Sum.
		R A G	R A G	R A G

	Behaviour & Attitudes			
	Year 1 2021-2022	Year 2 2022-2023	Year 3 2023-2024	
	Milestones/Indicators			
Protocols/Procedures in place a whole school level	To develop awareness of good hygiene practice and ensure all children are aware of the routines and procedures in school that are there to keep them self	To 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		
Curriculum development to reflect whole school approach to Healthy Lifestyles	To develop understanding of maintaining and living a healthy life style through exercise and diet			
Herrick Character and Learning Attitudes	To ensure the 'Herrick Character' and 'Learning Attitudes' are embedded in all aspects of school life – learning never stops! To use the school ethos- 'to give everyone a chance', promote school values including 'being never giver upper' (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 - Plan and Review

1.	Protocols/Procedures in place a whole school level
To address/develop	(1.1)To ensure that behaviour routines are consistently embedded across the school and support staff in addressing 'trauma' needs.
Yr Group/Phase	Rec – Yr6
Staff Responsible	All staff
Monitoring	A.Aydin
Term	Terms 1-3
Action	Arranged training for all staff – CPD on 'trauma informed training'.

Impact/Cost	Develop a 'trauma responsive' understanding with all stakeholders so that individuals can support each other through crises or difficult circumstances. Confidence among staff in ensuring barriers to learning for those children cab effectively addressed through relevant strategies. £700								
Outcome/s		Outcomes: RAG review success							
		Autumn			Spring			Summer	
		R	A	G	R	A	G	R A G	

To address/develop	(1.2)To ensure that persistent absence is reduced in line with national data (particularly in EYFS and KS1).								
Yr Group/Phase	Rec-Y1								
Staff Responsible	All staff								
Monitoring	S.Beeby/ A.Aydin								
Term	Terms 1 -3								
Action	School works closely with EWO and conducts weekly monitoring and engages with families – identify strategies to support attendance (refer to attendance review)								
Impact/Cost	Strengthen relationship with LA attendance team, in line with DfE guidance & research, in order to build on attendance success (maintain at least NA) and reduce persistent absence. Pupils have high attendance and come to school, sustaining any previous improvements. There is evidence of swift and effective action taken, for pupils or groups of pupils, when this is not the case. £1500								
Outcome/s		Outcomes: RAG review success							
		Autumn			Spring			Summer	
		R	A	G	R	A	G	R A G	

To address/develop	(1.3)To further develop role of pastoral lead and strategies, including 'drawing therapy' and outdoor learning.								
Yr Group/Phase	Rec-Y6								
Staff Responsible	All staff								
Monitoring	A.Aydin/ B.Ladd								
Term	Tems 1-3								
Action	Working collaboratively with families (using behaviour policy) in understanding 'bullying' and dealing directly with the issues of the child unhappy or unsafe.								
Impact/Cost	Pupils' consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. They demonstrate resilience to maintain a strong focus on learning at all times. £150								
Outcome/s		Outcomes: RAG review success							
		Autumn			Spring			Summer	
		R	A	G	R	A	G	R A G	

2.	Curriculum development to reflect whole school approach to Healthy Lifestyles
To address/develop	(1.4)To continue to build upon good practice accredited with 'Healthy Schools Award - Silver'.
Yr Group/Phase	Rec-Yr6
Staff Responsible	All Staff
Monitoring	B.Mankoo
Term	Terms 1-3

Action	PHSE lead to work towards 'Silver' award (Healthy Schools).
Impact/Cost	Embed the use of the 'edible garden' within the school to enrich the curriculum and support 'healthy school work, e.g. by using produce grown in kitchens/food tech lessons. £200

Outcome/s		Outcomes: RAG review success		
		Autumn	Spring	Summer
		R A G	R A G	R A G

To address/develop	*(1.5)To develop enrichment opportunities*
Yr Group/Phase	Yr 1-6
Staff Responsible	All staff
Monitoring	A.Aydin
Term	Terms 1-6
Action	Consider strategies to extend wider enrichment opportunities (e.g. peripatetic music tuition/performance, sports competitions etc) and increase extracurricular uptake. Review after school offer in-relation to parent/carer survey.
Impact/Cost	The school consistently promotes the extensive personal development of its pupils by going beyond what is expected, to ensure pupils have access to a wide and rich set of experiences, which develop their range of talents and interests. £0

Outcome/s		Outcomes: RAG review success		
		Autumn	Spring	Summer
		R A G	R A G	R A G

3.	Herrick Character and Learning Attitudes
To address/develop	*(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)*
Yr Group/Phase	Rec-Year 6
Staff Responsible	Class Teachers
Monitoring	S. Kaur/U. Patel
Term	To be completed by Spring 2023
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. (22-23)
Impact/Cost	Impact: Improved planning and teaching evident in term 3. £0

Outcome/s		Outcomes: RAG review success		
• Limited planning (curriculum in retrospect) shows metacognition workshop ideas have been implemented in classroom practice. However, this is inconsistent across the school. • Year 5 PYG children's concentration and learning attitude improved after classroom layout was reviewed in hall/staffroom after discussion on learning attitudes. (22-23)		Autumn(22)	Spring(23)	Summer(22)
		R A G	R A G	R <mark>A</mark> G

To address/develop	*(3.2)Learning attitudes flow diagram to support children focus on successful learning*
Yr Group/Phase	Ks1 – Ks2
Staff Responsible	All staff

Monitoring	S.Kaur
Term	To be completed by Spring 2023
Action	Introduce learning attitudes flow diagram and discuss purpose and intended impact on learning, where necessary involvement of parents/carers to discuss ways forward. (22-23)
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. £0

Outcome/s	(22-23)		Outcomes: RAG review success		
			Autumn(22)	Spring(22)	Summer(23)
			R A G	R A G	R A G

		EYFS		

	Year 1 2021-2022	Year 2 2022-2023	Year 3 2023-2024	
		Milestones/Indicators		
Curriculum (1)	To provide a curriculum that is holistic and personalised to the children's needs – key areas (S+L, Phonics, Reading and PSED)	Development of continuous provision encourages and supports Herrick character and learning attitudes		
Assessment (2)	To adopt a new EYFS reforms – assessment	Robust monitoring supports identification of specific need and adapting plans accordingly		
Initiatives (3)	To develop outdoor learning programme	Strengthen partnership with parents through shared collaborative work		

EYFS – Plan and Review

1.	To provide a curriculum that is holistic and personalised to the children's needs
To address / develop	*(1.1)Key areas S&L, phonics, reading and PSED*
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. (22-23)
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%. £0

Outcome/s	• Talk for writing sessions • Topic related key vocabulary session each week • Topic related continues provision activities weekly (22-23)	Outcomes RAG review success		
		Aut.(22)	Spr.(23)	Sum.(22)
		R A G	R A G	R A G

To address / develop	(1.2)To support EYFS lead to extend practice (also SENco lead).
Yr Group /Phase	Nur - Rec
Staff responsible	EYFS staff
Monitoring	A.Aydin
Term	Terms 1-3
Action	EYFS Lead (also development group moderator) to work with other local schools as part of EYFS network to share good practice.
Impact/Cost	EYFS lead continual professional development will support in effective moderation. Focus on writing moderation across schools, collaboration will lead to sharing of strategies and support in strengthening of overall provision. £0

Outcome/s		Outcomes RAG review success		
		Aut.	Spr.	Sum.
		R A G	R A G	R A G

To address / develop	(1.3)To enable all EYFS staff to improve their own practice and the learning environment in line with current thinking (including ECT – Nursery).
Yr Group /Phase	Nur - Rec
Staff responsible	EYFS staff
Monitoring	A.Aydin
Term	Terms 1-3
Action	All EYFS staff to visit a range of settings to observe and feedback excellent practice. EYFS staff to attend EYFS network training and ECT training.
Impact/Cost	Quality of learning and teaching to be good if not better, All staff aware of current EYFS agenda and thinking in-relation to child development. All EYFS staff to be aware of those children who are vulnerable and to ensure the necessary planning, activities and support are available in order to address the 'disadvantage gap'. £1250

Outcome/s		Outcomes RAG review success		
		Aut.	Spr.	Sum.
		R A G	R A G	R A G

To address / develop	*(1.4)Further develop parental engagement*
Yr Group /Phase	Nur - Rec
Staff responsible	EYFS staff
Monitoring	R.Lewis
Term	Terms 1-3
Action	To ensure a continued outstanding provision by providing further opportunities for parental workshops – upskilling parents in how we teach phonics
Impact/Cost	Little Wandle phonics programme fully embedded and understood by parents/carers in supporting children at home. Confident in using media support on website and using phase specific reading books with children at home. £2000

Outcome/s		Outcomes RAG review success		
		Aut.	Spr.	Sum.
		R A G	R A G	R A G

2.	Adopt a new EYFS reforms- assessment
To address / develop	*(2.1)Develop further strategies to build writing – key strand that impacted GLD level (58%).*
Yr Group /Phase	Nur - Rec
Staff responsible	EYFS staff
Monitoring	R.Lewis
Term	Terms 1-3
Action	Review planning and free flow activities that develop writing across EYFS.
Impact/Cost	Free flow activities to incorporate writing opportunities linked to topics taught, strategies shared and moderation to happen fortnightly with staff to share good practice and ways forward. £0

Outcome/s		Outcomes RAG review success		
		Aut.	Spr.	Sum.
		R A G	R A G	R A G

To address / develop	*(2.2)Develop continuous provision through greater choice*
Yr Group /Phase	Nur - Rec
Staff responsible	EYFS staff
Monitoring	R.Lewis
Term	Terms 1-3
Action	EYFS continuous provision delivers the opportunity to promote Herrick character effective learning attitudes.
Impact/Cost	Children will demonstrate both resilience and integrity. Level of independence will be high and effective choice and design of resources promote children's curiosity and investigation. £1500

Outcome/s		Outcomes RAG review success		
		Aut.	Spr.	Sum.
		R A G	R A G	R A G

3.	Initiatives			
To address / develop	*[3.1]To further develop relationships between home and school.*			
Yr Group /Phase	Nur - Rec			
Staff responsible	EYFS staff			
Monitoring	R.Lewis			
Term	Terms 1-3			
Action	Tapestry has been rolled out for all Foundation Stage children and their parents as a means to engage parents in their child's learning. To further develop positive relationships with the parents through new intake meetings, open-door policy, learning conferences, information packs, class emails, talk bags, curriculum meetings and parental workshops.			
Impact/Cost	Effective working relationship with parents/carers through collaboration. All topics and key vocabulary to be shared and meeting with staff to provide guidance on how they can help children at home, to ensure learning strategies are consolidated at home. £500			
Outcome/s		Outcomes RAG review success		
		Aut.	Spr.	Sum.
		R A G	R A G	R A G

Monitoring Cycle 22-23

September	October	November	December

• Safeguarding/ Trauma Training
• Review of Governor Monitoring
• Key policies read by all staff
• Behaviour/Teaching and Learning
• Curriculum Meetings for Parents
   - newsletter and PPT
• Daily Informal Lesson Observations (HT/SLT)
• Pupil Survey
• Observations – briefing
• Single Central Record Check
• Fire/Lockdown Drill
• Staff Appraisals
• Decarbonisation review
	• Weekly Informal Lesson Observations
	• (HT/SLT)
	• Assessment Week
	• Learning walk
	• Questioning (differentiation)
	• History/Geography Pedagogy consistency
	• Policy Review
	• Accessibility Plan
	• Finance Meeting/FGM
	• Single Central Record Check
	• Premises Walk
	• Prospectus Review incl. Gov
		• Weekly Informal Lesson Observations
		• Review of Governor Monitoring
		• (HT/SLT)
		• Learning walk
		   - Progress of greater depth Maths/Writing
		• Personnel Files Check
		• Policy Review
		• Website Review
		• Book Scrutiny (Writing model/progress)
		• SEND Report
		• Pupil Progress Meetings
		• Governing Body Meeting – Data
		• Health and Safety Audit
		• Single Central Record Check
			• Subject Action Plan Reviews
			• Weekly Informal Lesson Observations
			• including Book scrutiny (progress)
			• (HT/SLT)
			• Learning walk
			• Teaching Maths
			• Book scrutiny
			• Policy Review
			• SEND
			• Finance Meeting
			• Single Central Record Check

January	February	March	April
• Staff Survey • Review of Governor Monitoring • Learning walk - Questioning (AfL) • Premises walk • SEND • PE equipment check • First Aid Boxes check • Policy Review • Single Central Record Check • Finance Meeting	• Weekly Informal Lesson Observations • (HT/SLT) • Budget Setting • Pupil Perceptions • Premises walk • Evaluate sickness/accident records • Single Central Record Check • Mid-Year Safeguarding Training • Finance Meeting • Pupil Premium Review	• Subject Action Plan Summary • Review of Governor Monitoring • Weekly Informal Lesson Observations • (HT/SLT) • Pupil Progress • Learning walk • Policy Review • Single Central Record Check • Budget Setting • Staff PMR Appraisals • Lock Down Drill	• SDP Review • SDP proposal • Premises walk • Parent Survey(Ofsted Parent View) • Single Central Record Check • Pool Risk Assessment & Normal • Pupil Premium Review
May	**June**	**July**	
• Subject Action Plans • Review of Governor Monitoring • SDP submitted to Governors • Pupil Voice(Ofsted Survey) • Learning Walk	• Learning Walk • Fire Drill • PPG Review • Reports • Single Central Record Check • Finance Meeting	• Support Staff Performance Management • Review of Governor Monitoring • Staff Appraisals - New • Staff Evaluation Exercise • Premises Walk • Setting PPG Strategy	

Staff Meeting Overview 2022-2023

Phase Meetings 30 minutes 4.00 -4.30 when timetabled
Staff Meeting 1 hour 3.30- 4.30/
Please note assessment data / DG moderation not included (2 hours each term)

Date		Topic
Term 1.1 7 weeks		
29.8.22	SP	
5.9.22		Phase Welcome for Parents Mon: Rec & KS1, Tues: Y3/4, Wed: Y5/6
12.9.22	5	Learning Attitudes Flow-diagram/ See Saw
19.9.22	2/3	Effective Planning for Foundation-Assessment/Disciplinary Knowledge
		(Phase meeting)
26.9.22	1/3	Science/History
3.10.22	5	Metacognition Strategies/Think Aloud
		Maths
10.10.22	4	Voice 21 Oracy (SP 1) (SP
October Half Term Break		
Term 1.2 8 weeks		
24.10.22	2	**Working on Subject Action Plans-Directed task**
31.10.22	5	Maths
7.11.22		**Wellbeing (Art)**
14.11.22	4	**Voice 21 Oracy**
21.11.22	3	Science
		(Phase meeting)
28.11.22		**Parents' Evening**
5.12.22	2	Metacognition Working Memory/Long Term memory
12.12.22	2	**Scrutiny of Subject Planning & Evaluation**
19.12.22 -2.1.23 Christmas Break		
Term 2.1 7 weeks		
2.1.23	2/3	
9.1.23		**Lumio Analysis for Autumn term**
16.1.23	4	**Voice 21 Oracy**
23.1.23	3/1	Metacognition: What research tells us (Working Independently)
		(Phase meeting)
30.1.23	2	AfL
6.2.23	2	**Subject Leadership-Scrutiny of Books & Subject Evaluation**
13.2.23	3	**Subject Leadership-Scrutiny of Books & Subject Evaluation**

**20.2.23 February Half Term**
Term 2.2 5weeks
27.2.23	5	**Reflection: Sharing Good Practice**
6.3.23	5	**Reflection : Sharing Good Practice** **(Phase meeting)**
13.3.23		**Voice 21 Oracy**
20.3.23		**Parents' Evening**
27.3.23		**Wellbeing**
**3.4.23-14.4.23 Easter Break**
Term 3.1 6 weeks
17.4.23	2/3	**Lumio Analysis for Spring Term**
24.4.23		Metacognition: What research tells us (Working Independently)
1.5.23		
8.5.23		Report Writing **(Phase meeting)**
15.5.23		Report Writing
22.5.23	2	**Subject Review Preparation**
**29.5.23 Half Term Break**
Term 3.2 6 weeks
5.6.23		SDP Subject Evaluations
12.6.23		Writing Moderation
19.6.23		**Share Subject Reviews** **(Phase meeting)**
26.6.23	2	**Share Subject Reviews**
3.7.23	2	**Wellbeing**
10.7.23		SDP 23-24