

School Profile 2018/19 (to the end of Autumn Term 2019)

Headings and information follow DFE guidelines.

Sheredes Primary School

Benford Road

Hoddesdon Hertfordshire EN11 8LL

Telephone 01992 465154

Children's Service Authority: Hertfordshire

Age Range: 3-11

Number of pupils: 480

Head teacher: Mrs. Mary Childs

Chair of Governors: Mrs. Natalie Knight-Wickens

What have been our successes this year?

- Key Stage 1 and Key Stage 2 pupil achievement in all core subjects. **Teacher Assessment results at Key Stage 1 and SAT results at Key Stage 2 above National figures; see detail in progress section.**
- In recognition of the high quality of our practice in the Foundation Stage, we continued to maintain the **Hertfordshire Quality Standard, achieving Gold in July 2017**. The percentage of children attaining a Good Level of Development has been above National and Hertfordshire averages since this measure was introduced in 2013.
- In the **Sunday Times Top 250 state primary schools, we are ranked 189**.
- Letter from Nick Gibbs, MP, for the sixth year running, conveying congratulations to our school for being in the **top 3% of schools with 97% of pupils achieving the expected standard in the Y1 phonics check**, in Summer 2019.
- Well done to three Year 6 pupils, who were runners up in the **Rotary Club of Hoddesdon Junior School Essay competition**.
- In recognition of the high quality of our practice in science, we have been awarded the **Primary Science Silver Quality Mark, 2015-2018**.
- In recognition of the high quality of our practice in P.E., we have been awarded the **Silver School Games Mark, 2018-19**.
- We have been reaccruited with the **International School Award, 2017-2020**, for the outstanding development of the international dimension in our curriculum.
- We have been reaccruited with the **Investors in People Standard, 2019-2022**, in recognition of our staff development practice.
- Continued **successful update of the ICT infrastructure** including new lap tops. Continued good use of SAM learning, MyMaths. and Testbase.
- Successful continuation of the Wider Opportunities in Music initiative, enabling **free string tuition for all our Year 3 and Year 4** children.
- In the Spring term, a highly successful **Spring Concert**, show casing to parents our musicians' talents, across the school.
- In the summer a highly successful Junior production of **'Madagascar: A Musical Adventure Jr.'**; and at Christmas a highly successful Infant production, **'Eddie The Penguin Saves The World'** and a highly successful **Nursery Christmas Show**.
- Also in the summer, the highly successful link with Opera Anywhere, **introducing Year 5 to the opera by Gilbert and Sullivan: 'The Pirates of Penzance'**.
- The continued provision of **Out of School Day Care**; a Breakfast and After School club organised by Joustlers Childcare.
- We encourage our children to participate in all **area inter school sports competitions**, and we have a history of high performance. Examples of our successes include: In the School Sports Partnership Inter Primary Cup competition at the Haileybury Turnford Academy, our Y5/6 football A team won their competition, bringing home gold medals and our Y5/6 netball A team came second, bringing home silver medals. In the A10 Indoor Athletics competition, our Year 4 girls team secured third place. In the A10 Multi-Sport festival, our Year 6 girls won the tournament, and our Year 6 boys were Runners Up. In the County School Games for Indoor Athletics, our girls' team was placed 8th in the County. Our Year 5/6 B team came second in the A10 Watersports Festival. In the Hoddesdon and District School Sports Association (HDSSA) Swimming Gala our Year 5/6 team secured fourth place, after finishing

first in three Final races. In the HDSSA District sports, our team finished fourth. Our A team were Runners Up in the HDSSA Kwik Cricket Tournament. Our Year 4 children enjoyed participating in the local area speed stacking tournaments. In Autumn 2019 our Year 5/6 football team won the HDSSA football A team tournament, and our B team were Runners Up in their competition. The Year 6 netball B team finished in third place.

- Continued successful use of the '**ramped access**' from the Upper Building to the Lower Building, the disabled bay, and the lift, for those affected. Continued successful use of the added '**ramped access**' to Reception and Year 1 classrooms as well as the use of temporary ramps.
- Continued successful use of **canopies** to facilitate outdoor play, for our Pre-school, Nursery and Reception classes.
- The continued successful use of a **story teller's area** and **science study area** in our woods.
- The successful development of a **grass surface for our adventure play area**, and the **re-surfacing of the Upper playground**
- Continued success as an **Investors in People** school.

What are we trying to improve?

In order to maintain our high standards and excellent pupils' progress:

- Continue to build on high standards in **reading**, through ensuring each child is accurately and appropriately challenged in their learning, maximising opportunities for children to practise and improve their vocabulary and comprehension skills, and further developing opportunities for children to enjoy a wide and rich range of literature.
- Continued emphasis on improving **writing** in English and across the curriculum, through high quality teaching of content and spelling, punctuation, grammar and handwriting, and planning time for quality writing in other subjects, to practise writing skills.
- Continue to develop plenty of opportunities to practise new learning in **mathematics**, in mathematics lessons and across the curriculum, and continue to ensure high quality resources and a rich environment for teaching and practising skills.
- Continue to focus on maximising the achievement of disadvantaged children in reading, writing and mathematics.
- Continue to review and refine our **long and medium term subject schemes of work**, ensuring plans are progressive, building on prior knowledge, skills and understanding.
- Further develop our **outdoor areas** in order to further improve the range of play opportunities and opportunities for learning for children, in particular develop the use of our zoned areas in the playground, our pond area and our woods.

Other priorities:

- Continue to enrich curricular and extra-curricular opportunities through building on current initiatives for example with regards to physical activity.
- Continue to develop ICT facilities and resources for teaching and learning, e.g. updating hardware.
- Continue to develop extended school opportunities.
- Continue with our programme of internal and external school redecoration and refurbishment, to include the completion of the Capital Bid; replacing the boilers and pipework in the Lower building, and replacement of lighting in the Upper and Lower buildings.

How much progress do pupils make between age 7 and 11?

Generally above average/well above average. Based on the end of Key Stage 2 'Overall' results, our school is regularly placed in the top 20% of schools nationally, based on the progress that our children make in mathematics, and top 40% to 20% in reading and writing.

How well do pupils achieve at age 11?

Key Stage 2 results for 2019. The percentage of pupils who attained or exceeded the Expected Standard:

Our school:	reading: 93.3%	writing: 100%	mathematics: 98.3%
Local schools (local authority):	reading: 72.1%	writing: 79.2%	mathematics: 79.5%
All schools (England):	reading: 73.2%	writing: 78.5%	mathematics: 78.7%

There were no 2019 tests in science, but based on Teacher Assessments, 100% attained the Expected Standard, compared to 83% nationally.

How have our results changed over time?

Key Stage 1

- In the years 2010 - 2015 the percentage of pupils attaining Level 2 and above in reading, writing and mathematics has been consistently above national averages and Herts. averages. The percentage of pupils attaining Level 3 in reading, writing and mathematics has been consistently above national averages and Herts. averages. In the years 2016 - 2019 the percentages of pupils meeting the Expected Standard, and the percentages of pupils working at Greater Depth, in reading, writing and mathematics, were all above the figures nationally, and above Hertfordshire figures.
- Based on prior attainment at the end of Foundation Stage, children consistently make very good or better progress.

Key Stage 2

- In the years 2010 - 2015 the percentage of pupils attaining Level 4 and above in English (reading and writing), mathematics (and *science 2009) has been consistently above national averages and Herts. averages. The percentage of pupils attaining Level 5 in English, mathematics (and *science 2009) has been consistently above national averages and Herts. averages. In the years 2016 - 2019 the percentages of pupils meeting the Expected Standard, and the percentages of pupils working at a Higher Standard in reading and mathematics and at Greater Depth in writing, were all above the figures nationally, and above Hertfordshire figures.
- Based on prior attainment at the end of Key Stage 1, children consistently make outstanding progress. The progress scores for reading, writing and mathematics have been above the national figures consistently since 2016.

Further details on school performance can be found on www.education.gov.uk

How are we making sure that every child gets teaching to meet their individual needs?

- Our **curriculum** is planned carefully to meet the needs of all children; it is rich, broad, balanced, bespoke and relevant.
- The curriculum is enriched and enhanced through an excellent range of extra-curricular activities and carefully planned **focused weeks in mathematics and science, literature and the arts and sports**.
- We have an excellent leadership and senior management team, and an excellent staff team.
- We ensure that all children make the best progress through quality first teaching where teachers use a wide range of teaching styles, differentiating work, and make the best use of resources including the invaluable support of able support staff. We have been awarded the **Investors in People** standard, in recognition of our staff development practice.
- We have a rigorous pupil tracking system and closely and regularly monitor the progress of each pupil against numerical and curricular targets.
- Our able, gifted and talented children are identified and provision made within the class through a bespoke curriculum, and we use advice, support and teaching from external sources, for example secondary schools, Herts. Teaching and Learning Advisers, and the National Association for Able, Gifted and Talented.
- We use intervention strategies for children who need extra support, such as Precision Teaching, pre-teaching, Booster mathematics and English programmes, One to One and Small Group tuition.

- Children with special educational needs are supported with Support Plans/Individual Educational Plans drawn up with the participation of the pupil, parents and teacher, and overseen by our Inclusion Manager, who is the Special educational needs co-ordinator (SENCO). If further specialist help is needed, this is sought from outside agencies as appropriate.
- We regularly scrutinise standards, pupils' work and the quality of teaching.
- We have very effective inclusion practice, with a very strong emphasis on all children making the very best progress, and continued school improvement.
- We consult our children regularly in class and through the School Council and we work in partnership with our parents who are fully involved and support us in ensuring that our children receive the very best education.

How do we make sure our pupils are healthy, safe and well-supported?

- We encourage all children to adopt healthy lifestyles through the curriculum, our school ethos, opportunities on offer, and the very good relationships we have with one another. In recognition of our practice, we have been awarded the **National Healthy School Standard**.
- Our Personal, Social, Health Education and Citizenship policy and scheme of work, our Sex and Relationships policy, and the good role models across our school community, are effective in supporting children to make good relationships.
- We actively encourage all children to be involved in physical activities, through taught lessons, through play time activities, through being involved in initiatives such as Jump Rope For Heart, Change 4 Life and the Sports Partnership, through full participation in interschool activities and competitions, and through extra-curricular activities on offer ranging from rhythmic gymnastics and dance, to netball and football. Specialist tennis tuition is part of the Reception Year curriculum. Specialist gymnastics coaching for all ages is also on offer. In recognition of our practice we have received the **Silver School Games Mark (2017/18, 2018/19)**.
- We ensure that our school meals and play time snacks are healthy, we make sure that drinking water is always available and we fully participate in the national fruit and vegetable scheme for infants, introducing children to a variety of fruits and vegetables to complement their snacks.
- Across the school is a very strong emphasis on inclusion and pupil well being. Our committed staff, including a very effective midday supervisory team led by a Supervisory Assistant, enable children to feel well looked after and safe. New children are looked after very carefully to ensure that they feel part of our school family as soon as they join us. Initiatives include our buddy system, and teachers and teaching assistants joining children when they first have school lunches in Reception. Teaching assistants also regularly join children at playtimes, encouraging a range of games, in zoned areas. Our home-school partnership is very strong and we have good links with the School Nurse, and our Out of School Day Care staff. Our school is in an idyllic location, well back from any roads, and our premises offer a safe, stimulating haven for children and are well looked after.
We achieved the **Compliance rating of Outstanding** in our **Health and Safety Inspection** in January 2018.

How do our absence rates compare with other schools?

Our absence rate compares favourably with all schools nationally. It was 3.5% in 2018/2019. We are committed to keeping our absence rate as low as possible and consistently let parents know how it is unacceptable to take holidays in school time.

What activities and options are available to pupils?

- Our curriculum is carefully planned to ensure breadth, balance, progression, and relevance, encompassing the Foundation Stage and the National Curriculum. Cross-curricular links are made to enhance understanding and best use is made of new technologies.
- Our curriculum is enriched, enhanced and bespoke to maximise children's learning and enjoyment; to ensure that children are introduced to new opportunities and are also able to pursue interests in depth. The range of activities is excellent. These include planned focused weeks to excite and inspire learning; science and mathematics (Autumn term) literature (Spring term), creative and performing arts and sports (Summer term). We invite in external specialists for talks, presentations and workshops, and theatre and opera companies. School

productions enhance our drama teaching and enable children from different year groups to work alongside one another. All children participate in outings ranging from farm and woodland visits to the museums and art galleries of Cambridge and London. Year 5 opportunities include a day trip to France and Year 6 opportunities include a residential school journey, and a visit to the Houses of Parliament.

- We also offer children the opportunity to learn four modern foreign languages: Spanish, French, German (an introduction) and Italian (the school is the centre for La Scuola Italia Broxbourne), and we celebrate the **European Day of Languages** every September, widening children's understanding of the cultures of other countries. Our sport activities include swimming, fun fitness, tag rugby, netball, rhythmic gymnastics, football, athletics and tennis, and provision is enhanced by Tottenham Hotspur, the Hoddesdon Tennis Club, the Affinity Gymnastics club and Danceworks Academy. We offer a wide range of musical opportunities, from choir, funky junk music, orchestra, flute and recorders to peripatetic tuition in any instrument. Current favourites are piano, violin, flute, drums and guitar. All our children in Years 3 and 4 are learning to play a stringed instrument. Other activities include computer club, Green Fingers environmental club, Learning About African Animals club, orchestra, school newspaper, art and textiles club, healthy cookery, buddying, and clubs in chess, art, Spanish and German. Our range of activities continue to grow thanks to the kindness of staff and parents who volunteer their expertise.
- Achievement of the British Council's **International School Award** for outstanding development of the international dimension in our curriculum.
- All children have the opportunity to become a School Council representative, an eco-monitor, and to make presentations in class and school assemblies, and to follow their own lines of enquiry using the school library and central computer suite, in their free time over lunchtime and play time.

How are we working with parents and the community?

- We have a very strong working partnership with our parents. Parents are informed and involved in our school through our newsletters, school website, termly Open Evenings and Consultation Evenings, curriculum meetings and weekly class assemblies, New to Nursery, New to Reception, New to Year 6 meetings, and training sessions for parents, such as mathematics and English workshops led by Herts. and Families Learning (HAFLS), and phonics workshops led by our Foundation Stage leader.
- We actively seek out and respond to parents' views. We gather parents' views informally through every day meetings and school events such as the Christmas bazaar, Summer fete, charity coffee mornings, and formally through consultation and curriculum meetings, and through specific questionnaires on aspects of children's learning, for example our focused weeks, our annual OFSTED questionnaire (Spring term) and through our pupils' annual school reports, and also through our highly successful parents' association, FOSS. The results of our surveys show a high level of satisfaction with our school.
- We work closely with our community for the benefit of our children. A mother and toddler group and a Pre-School operate on our site, enabling children to share our premises from eighteen months. We offer Out of School Day Care, both in terms of a breakfast club and after school clubs, and keep fit for adults. We join with other local schools to sing together, for example at Christmas in The Spotlight and at a local residential care home for the elderly. We fund raise for local, national, and international charities, for example the distribution of Harvest gifts locally and to the Isle of Dogs, Child Reach International, Save the Children, Operation Christmas Child, Cancer Research and Comic Relief, Christmas Jumper Day, and we have links with a local church.
- Students from local universities, colleges and secondary schools visit to learn from us. We link closely with the local secondary schools, teachers visit us to support our pupils, and our pupils visit them; for example for drama. We are in a successful Sports Partnership, and in a successful Learning Network with local schools, hosting meetings and conferences for our community.
- Through our teaching, particularly in MFL, geography, religious education, PSHE&C, music and literature, we are building children's knowledge and understanding of our U.K. and global community; for example corresponding with children in Spain, in Sri Lanka and in Tanzania, our in depth study of localities in Tanzania and in Europe, our studies of different faiths, and studies of music from different cultures. Since 2014 we have invited local schools to join us as we host annual opera events.

What have pupils told us about the school, and what have we done as a result?

- Children contribute their views informally everyday in class and in school through discussion of work and learning; and formally through interviews and discussions with all subject leaders, governors and the head teacher; they may post suggestions in the suggestion box, they tell us their views in their annual school report and happiness audits, and through the School Council.
- The School Council meets every two weeks where representatives from each class report back with their class suggestions for school improvement.

As a result of seeking pupil views we know they enjoy their learning, they know they have to work hard and that we expect highly of them, they enjoy being given responsibilities for looking after others, for example being a buddy, and they enjoy all the club opportunities. We have responded to their suggestions in the following ways: we have bought new outdoor play and indoor play equipment, made decisions on the fixed play equipment and zoned the Lower playground, selected library books of their choice for their class libraries and Central Library, reviewed the healthy snacks allowed at playtime, decided on some of the charities we should support, and decided on specific activities and visitors for our focused weeks.

What do our pupils do after leaving this school?

- All pupils move on to Secondary School, where we maintain a keen interest in their progress. It is a joy to see them build on the achievements of our school and obtain future success.
- Most children move to The Broxbourne School, some to John Warner and the Robert Barclay Academy, a few to Presdales, Richard Hale, Hockerill College, Dame Alice Owen's, Goffs-Churchgate Academy, Queen Elizabeth Boys' School, and a few to private schools such as Haileybury, St. Edmunds College, Bishop Stortford and St. John's Senior School. In 2017, 2018 and 2019 pupils won scholarships to study at Haileybury.

What have we done in response to OFSTED?

Our OFSTED inspection acknowledged that our school provides an outstanding education for our pupils. Copies of the summary report, and 2011 Interim Assessment are available free from the school. The full report is on the internet, www.ofsted.gov.uk. Building on our success, we developed our outdoor Reception learning area. With the support of a landscape architect, we developed mini sensory gardens, planting lavender, rosemary, sage, geranium, lemon balm and thyme, added a half barrel for vegetable planting, set up a minibeast collection and observation area using logs and mulch, and planted buddleia to attract butterflies. We expanded one area through the relocation of the Pre-School shed and we built three major canopies. We purchased further equipment and zoned areas to enrich our use of the outdoor area for all aspects of the curriculum. 2017 saw the creation of a storyteller's area and science study area in our woods, and 2019 saw the development of a grass surface to our adventure play area, and resurfacing of the Upper playground.

More information

If you would like more information about any of our school policies, please contact us.