



Hemingford Grey SCHOOL



TOGETHER **E**VERYONE **A**CHIEVES **M**ORE

At Hemingford Grey Primary School we live by the phrase Together Everyone Achieves More. For us, this means that children, staff, parents, Governors and members of the community are involved in building the ethos and practice at the school in order to provide our children with the necessary skills and attributes to be curious, self-motivated and successful learners.

Our innovative model for learning – the Learning Zones – has evolved as a result of senior leaders and governors analysing the learning habits and behaviours of our very young children and the progress they make over time. Through tracking children holistically, we recognised that their independence, curiosity, self-motivation and imagination were inhibited by the constraints of a conventional KS1 classroom and the associated pedagogy that ran alongside. Children's learning behaviour reflected the frustration they felt within the confines of a class of 30 where there were reduced opportunities for high quality verbal interaction and freedom to be actively engaged. Subsequent research and visits to other academic settings has resulted in an approach to learning for which the characteristics and impact are outlined below. Our approach is a result of shared passion and belief in its effectiveness, and prudent and visionary financial management, to enable us to achieve what we believe is a unique and inspiring environment in which the children and staff can flourish.



Rationale for structure and organisation across the school



We have four zones: Foundation Stage, KS1, Lower KS2 and Upper KS2. The development of the zones in KS2 is as a direct result of the tracking of pupil outcomes in KS1 and FS, the consistently strong nature of which supported our conclusions about the effectiveness of this way of working. Accordingly, the model has been developed in KS2, where standards are good. Reading test outcomes remain above the national average both at expected and greater depth levels.

Similarly for writing, the outcomes at the expected level exceed those nationally and at greater depth are in line with national. Spelling and grammar reflects an improved picture on last year and spelling has been identified as an improvement priority this year to further strengthen our pupils' knowledge and understanding in this area. We recognise that outcomes in maths for some of our year 6 pupils were not the same as our teacher assessment which was underpinned by strong associated evidence; this is now reflected in our school improvement priorities. Furthermore, while we recognise the 2017 progress scores were below national, we are confident that progress for the current pupils across our school is good. We are resolutely committed to raising pupil outcomes in maths at the end of Key Stage Two, to reflect the high standards that we have across the school. In order to achieve this, we have invited external verification from a number of sources, and sought out best practice from which to learn. Maths is alive in school, teachers are constantly reflecting on their practice and the whole community is unswerving in their drive for improvement. The school has compiled a comprehensive report which reflects this commitment.

Within each learning zone, for the basic skills, children are taught in groups of approximately 15. Groups are fluid, can be sub-grouped and are organised according to the needs of the cohort. When they are not in a teacher focus group, children are engaged in a range of structured independent learning opportunities facilitated by teachers and led by a highly skilled and well trained team of teaching assistants. This small group model enables adults to provide precise, targeted and time-efficient feedback, use assessment to move children forward more swiftly and develop independence and high-calibre learning attitudes which children apply consistently. Furthermore, by using pupil premium funding to provide additional high quality staffing levels to each zone, we ensure that our most vulnerable children have the care, guidance and support to enable them to thrive at school, attain well and make good progress. The progress that our disadvantaged pupils are making reflects an upward trend and both the average scaled score and the progress score in reading and writing exceeds all pupils nationally. 100% of our disadvantaged pupils achieved ARE in all 3 subjects. The trajectory for this group continues to be strong.

The teachers know us really well. Learning in small groups means that they can really help us when we are finding it hard to get out of the pit.

Equipping staff to have the greatest impact on pupil outcomes

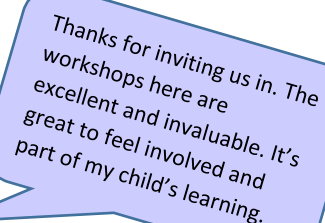
The structure of teaching and learning in the open zones has a significant impact on staff development. For existing staff members, there is a continuous reflection on each other's practice as they are always visible and available. For staff new to school, this approach provides an invaluable opportunity to be coached on the core non-negotiables of our practice to ensure consistency of approach and high standards for all children. This openness of practice ensures a high level of confidence in the quality of the input and support that all children receive from all staff in the phase. In addition, it means that all staff are inspired to operate at the highest level and to learn from each other, irrespective of age, stage or position.

All teachers and TAs are expected to be lead learners by the continuous development of their own skills and knowledge. CPD is planned in response to analysis of pupil outcomes, key strategic school developments and individual need through the appraisal process. The budget to fund our extensive and high quality programme of CPD is further supported by our programme of work with Cambridge University Primary PGCE and CTSN SCITT; as well as offering student placements, all trainees on these courses are trained in our school on innovative and effective practice. Additionally, working alongside other settings locally to analyse common areas for development, our school has sourced and organised highly regarded trainers, for example in spelling and grammar, maths and developing strong learning attitudes.

The impact of our approach to learning and development has resulted in provision for our pupils which is up to date, relevant, inspiring and focused on continuous improvement in the basic skills. Rigorous monitoring shows that pupils across the school attain well, make good progress and enjoy learning.

Equipping parents and carers to have the greatest impact on their children's outcomes

We recognise that strong partnerships with parents and carers are essential. Accordingly, we offer a range of opportunities for parents and carers to come to the school to celebrate their children's learning and to see first-hand the progress they are making in a whole range of aspects of school life.

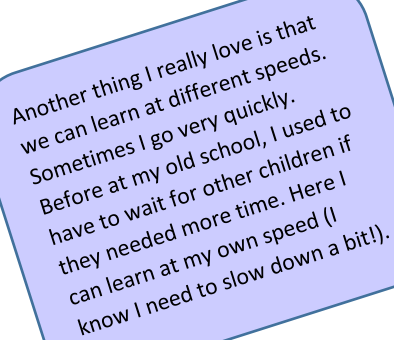


Thanks for inviting us in. The workshops here are excellent and invaluable. It's great to feel involved and part of my child's learning.

Additionally, we support parents and carers to develop their own skills and subject knowledge by delivering a range of workshops in key areas. These are led by school staff with particular skills and knowledge in the subject and at the same time, enable the strengthening of relationships with parents and carers as well as developing the wider skills of the staff. Parents and carers also have the opportunity to drop in for coffee with the Headteacher, Deputy and representative from the Governing Body to share their views, offer ideas and receive informal updates about school development. Feedback from parents tells us that these opportunities are highly valued and have been supportive in helping them to help their children. Our latest parent survey Oct 2017, yielded the highest response and was overwhelmingly positive.

Curriculum

The flexibility and structure of our Learning Zones enable us to provide an enriched, relevant and inspiring curriculum. The small group model enables the teaching of the basic skills to be precisely tailored to the needs of the children at that point in time due to teachers and teaching assistants being able to check the progress of all children during the lesson and thus swiftly intervene to move the learning forward. Our tracking demonstrates this approach results in strong progress and outcomes and, where progress is not as strong as we feel it needs to be, we reorganise the learning in order to address the gap. For example, our in-house tracking reflects good progress for our disadvantaged pupils.



Another thing I really love is that we can learn at different speeds. Sometimes I go very quickly. Before at my old school, I used to have to wait for other children if they needed more time. Here I can learn at my own speed (I know I need to slow down a bit!).

We have the same high standards in all areas, which is reflected in high outcomes. The Learning Zone approach allows small group learning to take place across the curriculum

and in KS1 every morning, every child has the opportunity to be curious, inquire and learn practically through an inspiring range of well planned, relevant activities, building on the provision in the Foundation Stage.

Across the school, art is seen as the fourth basic skill because of how it develops other key skills such as fine motor development, close observational skills and applied thinking and creativity which has resulted in a culture where art is routinely celebrated and practiced and standards are particularly high.



The school has made judicious use of the PE premium by forging relationships with two key providers: Huntingdon Gymnastics Club and St Neots Football Academy. These partnerships have enabled us to continue our small group teaching model as well as developing the skills of our teaching staff. Each lesson has a minimum of 3 adults



which means that children can be challenged and supported irrespective of their proficiency in PE. We are able to focus on core sports and this has resulted in strong participation in tournaments as well as successes in key areas such as hockey. Specialists work alongside class teachers in French and music to provide support in the same way.

The humanities and children's development as global citizens are threaded through every theme of our curriculum which was designed primarily with the needs of our children in mind. Each theme begins with a broad question which links past, current and future thinking and children's learning is designed through a range of subjects during the term enabling them to answer this question at a deep level. In KS2, the theme question is broken down into weekly Big Questions which enable the children to develop as independent researchers and to formulate opinions about the information they gather. Investment in a comprehensive range of ICT equipment and books provides a strong resource base for this aspect of learning. The impact of this is that children's learning in the humanities is not purely knowledge driven, but enables them to apply their learning to the issues of today so that they are able to develop well informed opinions.



Science is currently a key priority. We harness the power of the great outdoors to inspire learning by teaching children about sustainability, lifecycles, habitats and behaviours of creatures and plants on site. Our pond, allotments, chickens, wildlife area and fire pit are core learning resources that enable us to do this effectively. Following a comprehensive audit of the provision of science across the school amongst the teachers, this is now an improvement priority for the forthcoming year and we have now planned a programme of CPD to further develop their skills in the teaching and assessment of science which will positively impact on children's progress in this subject.

Behaviour and attitudes to learning

As a result of our enriched and varied curriculum provision, as well as the sense of community engendered by our House system and its associated opportunities and activities, attendance is consistently above the national average and engagement is high. Our systems to inspire children to develop strong learning attitudes and habits, as well as the boundaries within which they need to operate in order to learn well, have all been developed and led by pupils. Over time, our pupils have instigated changes in procedures and protocols to increase the levels of challenge to match the high levels of good behaviour. This means that there is minimal disruption to learning time both in focus groups and independent learning time. Children learn immediately when they enter our Foundation Stage about the qualities and attitudes needed to enable them to approach the challenges of learning positively, with grit and determination to succeed. This has resulted in a culture where every member of the community is expected to be a learner, that mistakes can be learned from and that effort is the key factor which can influence improvement.

I don't have a chat because if you do, you look in your book and you haven't completed enough and that isn't good enough. I want to do the most I can.

We are proud of what we are building at Hemingford Grey and the impact this is having on children's social, emotional and academic learning. We feel our model genuinely reflects our unceasing commitment to creating an inclusive ethos where all children are individually valued and cared for and where all staff are expected to work hard to remove barriers to learning and success. This is reflected in an upward trend in the average scaled score of our SEN pupils which this year exceeded that of similar pupils nationally (98.7 / 96.9). Children and adults look out for and support each other, and safety at every level is central to our school's values. This ranges from a rigorous induction for adults into safeguarding expectations at our school, recruitment procedures which are assiduous in their robustness (as verified in a recent LA safeguarding audit) and the expectation that in daily life ALL adults embody the culture of a tenacious approach to safeguarding. Children and adults alike are inspired to take well-assessed risks that enable learning and living at our school to be irresistible.

BILLY 2017: "WE ALL CARE FOR EVERYONE AT OUR SCHOOL. IT'S JUST WHAT WE DO."

Area	Grade
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Foundation stage	Good