

Eyam C of E School Improvement Plan 2018-19

August 2018 September 2018 Gobs meeting September, staff, Diocese, SIO,



OFSTED COMMENTS

- High proportions of current pupils are on track to attain the level expected of them for their age in reading and writing. This is because of your continued strong focus on maintaining high-quality teaching and accurate teachers' assessment of pupils' learning in these two subjects. You have rightly identified that a key priority for your school is to ensure that greater numbers of pupils now attain the higher standard in these two subjects.
- No pupils attained the higher standard in mathematics in 2017. You were quick to look at the reasons why this was the case, despite the fact that this was the first year that this had occurred. You rightly identified that pupils were not fully secure in their use of the different mathematical functions when responding to problem-solving questions.
- Pupils who completed their key stage 1 studies in 2016 underachieved in writing. The majority of these pupils, currently in Year 4, have now caught up in their writing skills because of the well-targeted support that they have received. The majority of these pupils are now on track to attain at least the level expected of them for their age.
- Pupils receive wide-ranging opportunities to learn about different religions and cultures. Pupils visit different places of religious worship and, through their links with a school in Burkina Faso, consider the plight of children who are less fortunate than they are. Pupils respond well to these opportunities, and are fully aware that people have different opinions and beliefs and live different lives to them. In learning about these differences, your pupils understand the need to respect all people. As one pupil said to me, 'We welcome everyone, equally.' These opportunities to learn about people's differences ensure that your pupils are well prepared for life in modern Britain.

OFSTED ACTION POINTS

Leaders should ensure that they further develop the quality of teaching so that greater proportions of pupils across all year groups, particularly pupils of average ability and the most able, attain the higher standard in reading, writing and mathematics.

DATA ANALYSIS

Main data analysis points which are addressed in the plan, based on data including ASP and the Inspection Dashboard 2017 and initial data 2018

- There continues to be good progress in all subjects (reading 1.3 / 1.64 and writing 2.2 / 0.4) and now in maths also -0.6 / -2.5 This reflects an increased proportion of time spent on ensuring number knowledge is embedded
- Combined greater depth scores have remained the same at 15% which represents 2 children
- The average scales score is high for reading 110 / than maths 107 /

- In 2017 the children in prior attainment gp middle make less than expected progress in maths p17 (not got 2018 figures yet)
- Gap analysis of maths revealed poor number knowledge and ability to manipulate in 2017 however in 2018 this was much improved showing no real pattern
- Lower than previous attainment in KS1 due to the specific nature of the cohort (RWM 86% 56% 64%) however 21% attained at greater depth
- The challenge remains to support specific SEN needs from within school resources.

SCHOOL AIMS

1. Create successful resilient learners who take responsibility for their own learning and are prepared to embark on future challenges with excitement and confidence
2. Ensure we provide innovative learning opportunities that develop the whole child empowering pupils to explore and believe in themselves
3. Establish an environment where children and adults feel welcomed, valued, happy and secure, irrespective of gender, race or disability.
4. Help children understand Britain's cultural heritage
5. Prepare children for life, to be responsible citizens who are able to adapt and grow as technology and society changes
6. Teach children to have an awareness of their own spiritual development, and to distinguish right from wrong
7. Value the importance of an effective partnership with parents and the community to encourage each child to reach their full potential.

Outcomes

Maintain higher expectations: ensure every child makes expected progress or better from previous starting points with approx. 20% of children working at greater depth across the school. Aim 1, 5

- Ensure rapid progress in Y3 and accelerated progress in Y5.
- Continue to demonstrate progress for disadvantaged pupils from their individual starting points.
- Embed the use of more challenging vocabulary in writing across the curriculum (therefore raising standards overall and enable a higher proportion to work at greater depth in all year groups)
- Track progress to ensure all children make expected progress or better
- Increase % reaching a Good Level of Development through ensuring there are ample opportunities for out door child led learning for Reception children

Quality first Teaching and Learning

Ensure maximum progress of all pupils is sustained, in particular that reading strategies are embedded and through mastery in maths all pupils develop strategies to problem solve. Aim 2, 7

- Through participation in 'Project Read' pupils use new vocabulary techniques
- All pupils embed reading skills through a range of specific strategies taught and practised in comprehension, guided, reciprocal and whole class reading.
- Spelling - pupil confidence to use a range of spelling graphemes improves through using No-nonsense Spelling learning strategies
- Mastery skills used independently to solve problems - build on variation, fluency and use these efficiently and independently in problem solving.
- Continue to ensure pupils can demonstrate and identify HOT skills.
- Ensure that all staff use a range of learning techniques for RE and PSHE, SRE and on-line safety
- Development and use of specific IT skills (using wigits in Science for example) aim to work with HVC staff during the Summer term 19 for UKS2

Promote deeper understanding of each other and our place in the world.

- Communicate with BF and develop a more rounded understanding of life in rural Africa
- Weekly PSHE lessons to include half termly debate, practising skills of Sp/Listening
- Explore Understanding Christianity Curriculum as a tool for analysing the Big Story of the Bible
- SIAMS action plan following the inspection
- Hope is a focus through the Diocese Cluster - Share a pencil day
- Mental wellbeing - Healthy eating for Healthy School status
- Continue to ensure Eco areas are embedded in general learning through mini topics such as, biodiversity within the school grounds, marine life and plastic use, water use and safety, waste and recycling and global citizenship (Fair Trade / links with Burkina Faso)
- Halftermly pupil voice evidence on the website - AB, on-line safety, health, sport, play buddies, 'Let your light shine' learning and evidence, Maintain Star awards system, Pupil Leadership, Fair trade/Eco/School Council/Online-safety/
- Further develop long term plan for own veg and forest area working with Parents Forum.

Leadership

Leaders (Staff and governors) project high ambition across the school: reflecting on the character and effectiveness of their leadership.

Aim 1, 7, 2

- Governors use school visits to ensure pupils are aware of reading strategies and using them in cross curricular learning
- Maths lead monitors learning and progression of mastery skills through pupils voice.
- Head closely monitors attendance, working with parents and pupils to ensure minimum learning time is lost.
- Through the development of a new Website reflect on the character of leadership -
- Head to embark on National SENDCo training to ensure all pupils are effectively challenged and supported
- Further develop Healthy minds through Healthy Schools Award status: Mental wellbeing activities
- Promote Christian character Education principles of Leadership through partnership programme in the Diocese: enabling staff to reflect on leadership styles and begin to develop a direct link to Teaching and learning. School to embark on community project 'talk with me' to encourage partnerships with the elderly in the community.
- Leadership Team and Governors reflecting on the link between character education and academic excellence through termly learning walk lead by pupils: reflecting on learning with Wisdom, Hope, Respect and Dignity and living well together.

- Using the Character education programme review the role of *Governors* and the Leadership team in working with Partners (issue4)
- As a result of promoting Fair trade and Eco within the curriculum, strengthen and empower pupil voice
- All staff take a leading role in developing the school capacity for improvement and share ambitious expectations for the school through Cluster moderation, display, peer lesson observations, CPD, initiating or maintaining initiatives. (lead cluster meetings, mastery maths, organise training - UC through the Diocese)
- Track progress of the enterprise initiative through the Lend with Care programme, £5 challenge and links with charities and BF.
- *Governors Priorities (Issue 4 working with stakeholders and Partners)*
 1. Communicate the school vision and its journey to parents
 2. work with local pre-school groups to make best use of the facilities and develop good relationships
 3. work pro-actively with other local schools, leaders and the Diocese to promote school links and strengthen our school's future
- Develop Emotional Literacy amongst the children -seek training Autumn 2020