

Eyam C of E School Improvement Plan

2019-2020

September 2019 Govs meeting September, staff, Diocese, SIO,



Our vision is to be a vibrant and thriving community of responsible and resilient learners who 'let their light shine' as they work together, using critical thinking skills to achieve more and celebrate each other's success through a culture of respect.

We learn as a TEAM because Together Everyone Achieves More.

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. 2018: 15% 2019 : 38%
- 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. TRUE we had 100 working at expected by Y6 and 38% at Greater Depth!
- 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.

SIAM Report

- The school has a clear and effective vision which is shared and valued by the whole community and is lived out each day.
- The vision has enabled pupils to explore injustice and inequality and pupils show concern for others and want to make a difference
- Spiritual development is evident and children are encouraged to reflect, however there is not a whole school understanding of spirituality
- School and church are supportive of one another and work together to forge partnerships which reflect ethical and global issues in line with the school vision
- RE lessons are predominantly enquiry based and pupils have developed critical and analytical skills. However, pupils are not fully challenged through this approach in all areas of RE

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.

SIAMS ACTION POINTS

- Develop a whole school understanding of spirituality so that all members of the community, including pupils can clearly articulate what spirituality is.
- Embed the use of the Understanding Christianity resources to foster in depth enquiry skills in order to provide more challenge

DATA ANALYSIS

Total cohort	Y6	Read WA%/GD%	Write	SPAG	Maths	combined
2017	9	89	66	78	66	66/15
2018	13	92%/46%	100%/46%	100%/54%	100%/15%	92%/15%
2019	8	100%/38%	100%/38%	100%/63%	100%/38%	100%/25%
2020 predict	13 (3SEND inc 1xks1 level)	9/13 69%/31%	8/13 62% 23%	9/13 69% /46%	9/13 69% / 23%	8/13 62%/23%
2021		100%/ 44%	100%/46%	100%/56%	100%/46%	100%/ 44%

Main data analysis points which are addressed in the plan, based on data including ASP and the Inspection Dashboard 2018 and initial data including the IDSR point score analysis Autumn 2019

- There continues to be is good **progress** in all subjects 2017/18/19 (reading 1.3 / 1.64 / 1.8 writing 2.2 / 0.4/ 2.4 maths -0.6 / -2.5 / 0.2 number knowledge is now better embedded through the school.
- **Combined greater depth** scores are on an upward trajectory
- The **average scaled score** for reading was 110 in 2018 / 108 in 2019 maths 107 in 2018 / 107 in 2019
- Attainment in KS1 in 2019 for maths, SPAG and writing improved and reading remained at 86% (small cohort of 8)
- The challenge remains to support specific SEN needs from within school resources; There are 3/13 pupils working well below expected in the current Y6 cohort of 13 plus another 3 working towards in Sept 19, despite intensive support over several years in all areas. There are significant needs in the new intake in to Reception 2019.

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 / the pupil's cultural capital

5. Prepare children for life, to be responsible citizens who are able to adapt and grow as technology and society changes
6. Enable staff and children to be aware 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.

2019-2020 Overview

(Perf Man Govs success criteria staff need to be timetabled – inset session HT Target supports inclusion)

Quality of education – Intent, Implementation, Impact (previously Outcomes / Quality first Teaching and Learning: Provision)

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

Embed the significance of memory recall for key concepts learnt through topic Aim 2, 7

- Through living out the school vision 'let your light shine', seek to model the **intent** of the revised curriculum.
- Plan and monitor growing curriculum knowledge - staff agree key concepts and how to **improve memory recall**. Staff explore a range of assessment techniques and establish which strategies work well
- Work towards the ELGs for all EYFS children and carefully **adapt provision** for children with additional needs. Ensure there is independent use of the outdoor learning environment.
- Maintain accelerated progress in **Y4 and Y6** for every child.
- *Continue to track progress for **disadvantaged pupils** from their individual starting points.*
- *Through using a range of **reading strategies** pupils can effectively analyse and use a broader range of vocabulary in their 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
- Continue to **track spelling** knowledge through weekly and half termly assessments - review pupil voice on No-nonsense Spelling - learning strategies
- Continue to embed **variance, problem solving and pupil talk through working with the Yorkshire Maths Hub**. Analyse maths problem solving skills shown in Y6 sats 2019 - use as a learning tool for staff
- Monitor use a **range of learning** techniques for RE and PSHE, SRE and on-line safety
- Further develop specific **IT skills** (using wigits in Science for example) aim to work with HVC staff for UKS2

KEY SIAMS ACTIONS

- Challenge children through using the Understanding Christianity resources
- **Explore what it is to be spiritual** – develop school wide definitions, times to be reflective and pupil confidence in articulating views.
- In particular develop the children's understanding of the Diocese value of the year: DIGNITY

Personal development,

- Through the ambitious curriculum intent, ensure all pupils experience opportunities to develop **citizenship**, an understanding of the reality of British values and can appreciate the **global aspects** of cultural capital.
- Continue to strive to **enhance parental relationships** through an honest and open offer
- **Promote and embed new PSHE Curriculum, working with the Parent Forum to consider content: Develop a **strong PSHE with robust** reflective practice**
- Facilitate **pupil confidence** in discussions about **mental wellbeing / healthy minds** through dedicated PSHE time, assembly time and promoting 'its ok to feel worried' and I know where to find help (FOCUS 20-21)
- Develop the relationship with members of the **community** through Music for the Mind sessions, community lead first aid training and links with the Green group, Church and as a School of refuge.
- **Half termly 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 the **learning environment**: long term plan for own veg and fire pit / forest area, reflective area in the playground
- Continue to promote the significant impact of developing Pupil understanding and respect for the environment through Eco school work.

Behaviour and Attitudes

- Ensure pupils can demonstrate, **identify and give examples of HOT skills**
- Build on core learning strategies used in **writing** ensuring all **children can articulate** how they learn best
- Promote a **growth mindset** approach to learning enhanced through Sport, PSHE, residential / Forest school outdoor adventurous activities and Science exploration.
- *Continue to model **inclusive practice** within the classroom and across the school: equity, compassion, equality and respect, thus reducing the barriers to learning for all children.*
- Continue to promote **pupil Leadership** through responsibilities, celebration of core values, Character education reviews in Governor and staff training, participation in Sports competitions, Wellbeing activities, Diocese foci - Bishops Award and Global Citizenship award, Buddy training, MLeader Prog.

Leadership and Management

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

Aim 1, 7, 2

- Ensure high quality provision is maximised through an **inclusive approach** to the benefit of all pupils broadening horizons and **challenging assumptions**.
- Ensure successful **induction** for NQT and a range of students
- Continue to build on and **expand links with parents** to ensure they understand revised reading strategies and are using these at home - model how these are taught and practised in book study lessons.
- Successfully **induct new families** and the range of new pupils into the school
- Develop specific **provision for teaching pupils in small groups and meeting parents, working with the Premises team and outside agencies**
- Governors use school visits to ensure pupils are **using reading strategies** in cross curricular learning
- Head closely **monitors attendance**, working with parents and pupils to ensure minimum learning time is lost.
- **Complete National SENDCo training to ensure pupils are effectively supported, barriers are identified and reduced where possible, parents are aware of strategies and staff share and develop quality teaching and learning strategies - increasing the capacity to respond to diversity**
- Further develop Healthy minds through **Mental wellbeing training** for staff
- Leadership Team and Governors reflect on the link between character education and academic excellence through a termly learning walk lead by pupils: reflecting on learning with Wisdom, Hope, Respect and **Dignity** and Living well together.
- Work with DDAT to ensure the **future** development of the school as an exceptional learning environment
- All staff take a **leading role in developing the school capacity** for improvement: **share ambitious expectations** for the school through Cluster moderation, display, peer lesson observations, CPD, (lead cluster meetings, mastery maths, organise training)
- Track progress of the **enterprise** initiative through the Lend with Care programme, £5 challenge and links with charities and BF.
- **Governors Priorities** (Issue 4 from the Character education list of foci) 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
 4. Induct new governors so as to share responsibilities