

Eyam C of E School Improvement Plan

2017-18

September/ November 2017



OFSTED ACTION POINTS

It is not yet an outstanding school because

- The school does not give teachers enough opportunity to share and observe best practice within and beyond the school.
- Not all teachers are regularly checking whether pupils understand what they are being taught or how to complete their work successfully.
- The performance targets for individual teachers are not specific enough in seeking to improve weaknesses already identified in their teaching

What does the school need to do to improve further?

Improve the quality of teaching so that more of it is outstanding by:

- creating more opportunities for coaching and sharing outstanding practice within and beyond the school
- ensuring teachers are checking regularly throughout lessons that all pupils are clear about their work
- making sure that the targets set for teachers for their improvement relate to weaknesses that leaders have identified in their work.

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

- There is improved progress in all subjects (reading 1.64 and writing 0.4) however Maths is lower at -2.5
- Combined greater depth scores are lower than average p5
- The average scales score is high for reading but this does not match the scaled score in maths p6
- The children in prior attainment gp middle make less than expected progress in maths p17
- Gap analysis of maths revealed poor number knowledge and ability to manipulate
- Lower than previous attainment in phonics - ensuing provision reinforces and extends previous knowledge

<p>Outcomes Almost all children reach the expected standard in all 3 subject areas of maths, reading and writing. Increase the % of children working at greater depth across the school Aim 1 5</p>	<ol style="list-style-type: none"> 1. Maintain higher expectations for all pupils: All pupils make expected progress or better from previous starting points (QDD July 17: Ensure attainment and progress are maintained at Y2 and accelerated progress where appropriate. Continue to demonstrate progress for disadvantaged pupils from their individual starting points. Embed writing across the curriculum using pupil's knowledge and skills to raise standards overall and enable a higher proportion to work at greater depth) 2. Increase % reaching a Good Level of Development through ensuring there are ample opportunities for child led learning (QDD July17: EYFS adviser monitoring - provide appropriate learning experiences to promote child led learning for Reception children)
<p>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</p>	<p>Use specific reading skills (based on research by the Educational Endowment Foundation)</p> <ol style="list-style-type: none"> 1. KS1: Embed 4. Teach pupils to monitor own reading comprehension skills 2. KS2: Embed 3. Specific strategies for improving reading comprehension rehearsed through weekly reciprocal reading 3. Through mastery in maths all pupils develop strategies to problem solve and reason through more specific provision of fluency and variation. (QDD July 17: raise the proportion of pupils who are working at a higher standard in maths. Carry out a gap analysis of previous papers to identify gaps in comprehension y5&6) 4. Improve writing by the use of ambitious word choices, systematically self checking to ensure the most effective use of grammar and improving skills in peer feedback. 5. Continue to refine and define pupil learning muscles.
<p>Personal development, behaviour and welfare Continue to embed Christian virtues through everyday behaviours developing clear links to our school Values Aim 3 4 6</p>	<p>Promote deeper understanding of each other and our place in the world.</p> <ul style="list-style-type: none"> • Communicate with BF and develop an understanding of life in rural Africa • Carry out fundraising to support BK school • Research through questions and use of French vocabulary - Y3/4 • Weekly PSHE lessons to include half termly debate, developing skills of Sp/Listening • Introduce Understanding Christianity Curriculum with whole school termly focus • SIAMS action plan:

	<p><u>Respect</u> Character education project - Hospitality is a focus through the Diocese Cluster ensuring all pupils have an opportunity to take part in a range of activities</p> <p><u>Resilience</u> 50 things to do before you are 12 (based on the NT list) Project for School Council and Parents Forum to initiate and track through individual passport style record - awarded by Mrs Cook?</p> <p><u>Responsibility</u></p> <ul style="list-style-type: none"> • Healthy eating and emotional literacy focus for Healthy School status • Halftermly pupil voice evidence on the website - AB, on-line safety, health, sport, play buddies, Maintain awards system, Pupil Leadership, Fair trade/Eco/School Council/Online-safety/ • As part of the revision of the Eco Award: develop long term plan for own veg and forest area working with Parents Forum.
<p>Leadership Curriculum leaders project high ambition across the school: reflecting on the character and effectiveness of their leadership.</p> <p>Aim 1 7 2</p>	<ul style="list-style-type: none"> • All staff work with Maths Specialist through participation in TRP (teaching research programme - South Yorkshire Maths Hub) HT Promote and co-ordinate Cluster training Induction yr • Staff take a lead in monitoring cross curricular provision • Develop Emotional Literacy amongst the children - impact of training • Further develop Healthy minds through Healthy Schools Award status • Introduce /disseminate Understanding Christianity curriculum as part of RE • Promote Christian character 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. • Leadership Team Prepare for Ofsted reflecting on the link between character education and academic excellence • Gobs termly learning walk lead by pupils: • Pupil Leadership given high status through in class and across school responsibilities as well as through worship and leading learning walks. • 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. • OG and HD lead an enterprise initiative - making plans for its induction during 2018 • Governors Priorities <ol style="list-style-type: none"> 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

<p>Target Maintain higher expectations for all pupils: Almost all children reach the expected standard in all 3 subject areas of maths, reading and writing, Increase the % of children working at greater depth across the school</p> <p>1. All pupils make expected progress or better from previous starting points (QDD July 17: Ensure attainment and progress are maintained at Y2 and accelerated progress where appropriate. Continue to demonstrate progress for disadvantaged pupils from their individual starting points. Embed writing across the curriculum using pupil's knowledge and skills to raise standards overall and enable a higher proportion to work at greater depth)</p> <p>2. Increase % reaching a Good Level of Development through ensuring there are ample opportunities for child led learning (QDD July17: EYFS adviser monitoring - provide appropriate learning experiences to promote child led learning for Reception children</p>					
<p>Contribution to School Aims</p>		<p>1.Create successful resilient learners who take responsibility for their own learning and are prepared to embark on future challenges with excitement and confidence</p> <p>5. Prepare children for life, to be responsible citizens who are able to adapt and grow as technology and society changes</p>			
<p>Success Criteria/ Steps to Success</p> <ul style="list-style-type: none"> • Ensure planning provides challenge and open-ended tasks for the most able • Target key pupils based upon their prior attainment • Track each child across the school • Raise expectations in spelling grammar and writing <ul style="list-style-type: none"> - Engage parents in raising their expectations • Ensure there is continuous, consistent provision across all classes • Ensure feedback is effective in moving learning forward • Interventions are provided where barriers or gaps are identified • Gap analysis is completed termly and further teaching is provided • Pupils can communicate their understanding verbally and in depth <ul style="list-style-type: none"> - Use HOT key vocabulary • Reception have opportunities for self initiated extended outdoor play 		<p>Evaluation Evidence:</p> <ul style="list-style-type: none"> • Feedback in children's books (perfect purple) • Verbal feedback through monitoring conversations/feedback/ Pupil voice S Council • Monitoring of planning • Monitoring of display • Primary Data Book (LA & National data) • ASP year end online data • School Tracking data • Scrutiny of pupil's work • Evaluation of lesson observations • Pupils in EYFS can develop own learning and use the outdoor environment 			
Action		Lead	Action Dates	Mon	Evidence of impact on standards and quality
Ensure provision for more able children					
A balanced wide ranging curriculum with every subject represented over the year in a cross curricular manner; Yearly whole school overviews		Staff HD	Summer	Yr plan	Network Website overview
Copy of yearly plans on website as part of curriculum summary for 17-18		OG	Autumn 18	parents	
Planning feedback to staff to include HOT questions for topic, RE, Science and where appropriate across the curriculum		Staff OG	6xyr	staff	

Once a term a homework project with an open ended approach - prompt parents with HOT vocab to inspire a wide, reflective approach	Staff OG	3xyr	Parent s PV	
As a staff agree the appropriate range of challenge that should be part of everyday learning experiences in maths and writing, including open ended questions and how this will be evidenced on a weekly basis	Staff	ongoing	3xwk2 OG / Govs	
Re-write the GT policy to reflect a wider range of learning opportunities for more able pupils - including everyday practice (see link in October inset)	OG	Autumn 17	Parent s/Gov	
Embed HOT questions into planning as a basis for teaching/ <u>display and pupil feedback</u> - track this through learning walk and book scrutiny	Staff OG	ongoing	Tt Govs	Mon half termly planning Photo displays
Moderate writing and maths using Assessment Frameworks with other schools in the Clusters, moderate writing in February with Matlock moderator	HD HH JB OG		Tt Gov	
All staff engage with the promotion of ambitious vocabulary through lists, use of thesaurus, florescent stars, word of the week, as well as 'the' word lists, children use thesaurus independently to improve word choice	Staff pupils	ongoing	Gov tt lg walk Nov	
Book scrutiny shows that more children use and apply maths skills across the curriculum	JB HH OG Di		Tt	
Tracking ensures all children make expected progress or better				
Triangulate the moderation of planning work samples and assessments in order to track pupil provision for more able pupils	OG staff	Mon tt		
Track using stair way to heaven system each term	OG staff	Dec/Ap ril	Pupil review s	
Pupils review meetings Oct, Dec, April and July: review planned challenge, time allocation, independent learning and use of vocabulary, evaluate interventions for less / more able.	OG staff	1:1	Meet time	
Individual targets for writing and number fluency as well as class maths objectives on display in each class	staff	ongoing	Lg wk	
Gap analysis is completed termly and further teaching / intervention is provided	JB/O G		Pupil reviews	
Children use a range of assessment for learning strategies such as explaining steps to success, self assessment using coloured highlighter, using sentence stems to improve work- focus on quality peer assessment and embedding SPAG into writing	staff	ongoing	Pupil voice/ Lg wk	

Systematic review of targets, using CC and both pupils and staff monitoring	staff	ongoing	PVoice	
Continue a cycle of summative assessment: half termly 'Big spell', annual Suffolk reading test, twice yearly Nfer reading, SPAG, maths for Y3-5 and Sats tests Dec, March May for Y2,6. Phonics reading test May. Data to inform Teacher Assessments and provide data and test experience for pupils	Staff OG	termly	Edit barrier s	
Raise expectations in spelling grammar and writing - Engage parents in raising their expectations				
Continue to send home 10 words a week <u>plus up to 5 corrected words from ongoing writing in science and cross curricular work</u> , develop spelling ideas, zappers for key words in Y3/4, weekly tasks both in class and at home, homework club for those un able to learn at home,	staff	ongoing	data	
Lexia to be used by all Y4 and 5 children as well as those with poor spelling age: Nessy spelling to be bought for those finishing the scheme this year.	Staff RP	Ongoing	Pupil rev	
Children are able to identify where they to work harder to improve their own spelling strategies - <i>Apply key spelling word lists into writing</i>	staff	ongoing	targets	
Staff plan challenge and ensure time to complete - pupils work at greater pace	staff	Ongoing	Outco mes Bk scr	
Ensure there is continuous, consistent provision across all classes				
Monitoring of planning, learning walks and observations focussing on challenge for more able pupils	Govs OG	Mon tt	Work scr	
Book scrutiny to reflect on provision and share best practice across school	staff	Jan 18		
Engage all staff in trying to cut down work load whilst continuing to raise expectations, standards, develop pupil work ethic and reflect the school ethos of a broad, engaging curriculum.	staff	ongoing	Staff meet notes	
Ensure feedback is effective in moving learning forward				
Embed 'perfect purple' to improve work, pupils expected to justify answers and given time to respond in greater depth	staff	Mon tt	Book scr	
Apply key spelling word lists into writing	staff		sats	

Peer assessment using post-it's a star and a wish technique however pupils working at GD should be working together to give more in depth feedback	OG Gobs	ongoing	Mon tt	
Increase % reaching a Good Level of Development through ensuring there are ample opportunities for child led learning				
Ensure Reception have opportunities for self initiated extended outdoor play - evidenced through learning walks and development of learning spaces outside	staff	ongoing	Lg wk	
Ensure staff have opportunities to visit schools and share outstanding practice in outdoor learning then develop provision at Eyam	Staff plan	CPD	provisi on	

<p>Overall Target Ensure maximum progress of all pupils is sustained;</p> <ul style="list-style-type: none"> reading strategies are embedded through maths mastery pupils develop strategies to problem solve using ambitious word choices, systematically self checking to ensure the most effective use of grammar and improving skills in peer feedback. 	<p>Use specific reading skills (based on research by the Educational Endowment Foundation)</p> <ol style="list-style-type: none"> KS1: Embed 4. Teach pupils to monitor own reading comprehension skills KS2: Embed 3. Specific strategies for improving reading comprehension rehearsed through weekly reciprocal reading Through mastery in maths all pupils develop strategies to problem solve and reason through more specific provision of fluency and variation. <i>(QDD July 17: raise the proportion of pupils who are working at a higher standard in maths. Carry out a gap analysis of previous papers to identify gaps in comprehension y5&6)</i> Improve writing by the use of ambitious word choices, systematically self checking to ensure the most effective use of grammar and improving skills in peer feedback. Continue to refine and define pupil learning muscles.
<p>Contribution to School Aims</p>	<p>2.Ensure we provide innovative learning opportunities that develop the whole child empowering pupils to explore and believe in themselves 7.Value the importance of an effective partnership with parents and the community to encourage each child to reach their full potential.</p>
<p>Success Criteria</p> <ul style="list-style-type: none"> Pupils read regularly at home Pupils read a range of genres Pupils can apply their reciprocal reading skills into their comprehension work to ensure the learning is joined up Pupils' enjoyment of reading increases Parents are supportive of reading Progress of reading is evidenced and shows more pupils working at the expected and higher standards across the school. Pupils can make links between mathematical concepts, using a range of variations More able pupils can develop strategies to record calculations confidently, reason and self check. Challenges are evident in books Pupils can refer to HOT skills Brain games are used and discussed 	<p>Evaluation Evidence:</p> <ul style="list-style-type: none"> reading records Lesson Observation notes School Tracking Data shows vast majority of pupils are making good progress in R, some working at or towards GD Barriers to learning identify chn who are at risk of not working at the expected level and those who need more challenge - green Feedback in children's books (perfect purple) Verbal feedback through monitoring conversations/feedback/ Pupil voice S Council Monitoring of planning Minutes of sub and FGB Meetings Work Scrutiny Monitoring of Interventions for reading, writing, spelling QDD reports / monitoring Peer observations - staff to staff and video review of R reading PUPIL VOICE feedback; what helps us learn best? range of books increased support on the web

Action	Lead	Target Date	Mon by	impact on standards and quality
Specific strategies for improving reading comprehension				
Pupils read regularly at home				
Reading records checked weekly and are completed at both home and school Parents reminded about importance of developing reading stamina and reading arrange of genre as well as having books read to them Parents encouraged to 'talk' about books with children and given eggs of what to ask in reading booklet Suggested book lists on website Reading criteria also on website - prompted through newsletter to encourage and motivate independent readers'	OG	website	Pupil voice Parent Qn June 18	Staff check reading records Newsletter reminders Reading section on website Reading book let sent home
School read-athon type activity around world book day to promote stamina and interest in a range of books - book reviews	staff	Feb	PV	
Pupils read a range of genres, reflect positively on reading				
Book lists are kept by KS2 pupils which reflect genre range Book lists on the website for parents Book reviews reflect a higher level of understanding and more in-depth reading strategies Empower children to talk about reading and develop reading pride	OG	Autumn 17	Websi te PV	
Pupils can apply their reciprocal reading skills into their comprehension work to ensure the learning is joined up				
Cross curricular activities, written comprehension activities, developing opportunities to use the tool kit of skills and techniques in all learning - comparing, reading for inference, deduction, as well as a class reading book and guided reading and reciprocal reading.	Staff OG	Autumn 17	Mon books	
Teaching comprehension skills Embed specific strategies for improving reading comprehension rehearsed through reciprocal reading	Staff OG	ongoing	Nfer data	
Progress of reading is evidenced and shows more pupils working at the expected and higher standards across the school.				
Guided reading records and reading comprehension activities reflect a higher level of reading ability			Video RR	
Staff share eggs from their class of reading tool kit, peer videos review facilitates staff to share best practice	staff	Spring 18	CPD meets	

Gap analysis of Y3-5 Nfer tests	OG	Dec June	Staff meet	
An increased number of pupils can communicate their understanding of maths concepts verbally and in depth				
Focus on variation, building on fluency to develop reasoning skills in maths so children can record calculations, reason, self check and make links between concepts	staff	Inset ongoing	Book scr	
Maths leader and Maths Specialist Teacher training at the hub and teacher research group Maths Specialist leader to become a research lead in 2018	Lead Sp	ongoing	CPD dates	
Most able to use HOT key vocabulary, open ended challenges and reasoning	staff	Sp 18	Book scru	
Staff focus on developing planning, teaching and evidence of the 5 BIG IDEAS: Fluency, <u>variation</u> (Autumn), thinking, coherence, representation.	Staff Lead			
<ul style="list-style-type: none"> Challenges are evident in books for all pupils according to ability More able children self check through using the inverse operation Children able to reason / explain - written examples in Y3-6 Paired peer assessment 	staff	ongoing	Book scr PV	
Enterprise education to enable a real life use of maths - accounting and record keeping as well as job training /qualification appreciation	HD staff	CPD	events	
Improve writing by the use of ambitious word choices, systematically self checking to ensure the most effective use of grammar and improving skills in peer feedback.				
Teach dictionary and thesaurus skills	staff	Jan	Mon tt CPD	
All staff engage with the promotion of ambitious vocabulary through lists, use of thesaurus, florescent stars, word of the week, as well as 'the' word lists, children use thesaurus independently to improve word choice	staff	Autumn 17	Lg wk, PV Lg walls, P lists	
Continue to share writing targets with parents termly. Continue to ensure maths targets for the half term are on each class web page. Share work with parents in late February - earlier than usual and address any concerns before that date	Staff parent s	Half termly	P feedbac k	
Systematically self checking to ensure the most effective use of grammar Checking and self-correction to show editing skills (blue dot:spell, green;grammar and pink;ambitious vocab highlights)	Staff Pu	Mon tt	Bk scr	
Improving skills in peer feedback using a star and a wish on a post-it	Staff Pu	ongoing	Mon tt	

Continue to refine and define pupil learning muscles				
Maintain use of <u>HOT skills in planned activities</u> , ensure children can refer to these during feedback and through homework challenges	staff	planning	Pupil voice	
Monitor <u>questions</u> used by teachers during input - track evidence in planning and ensure part of LO and display	OG	Sp 18	Lesson obs	
Teach 'Creative thinking' through use of thinking games in Y5/6 Edward de Bono	staff	A Sp Su	Planning PV	
Include a <u>range of clubs</u> that promote the school focus of HOT, investigation, open ended questions and higher expectations of the use of ICT to embed key skills - Debate, STEM, multimedia, Homework, DT, puzzle, animation	Staff office	ongoing	PV	

Overall Target

Embed school values and develop the Christian distinctiveness of the school through exploring Christian virtues

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

- Communicate with BF and develop an understanding of life in rural Africa
- Weekly PSHE lessons to include half termly debate, developing skills of Sp/Listening
- Introduce Understanding Christianity Curriculum with a whole school termly focus

Develop the ethos of the school ensuring the values of the school are underpinned by Christian virtues

- Embed reflection of virtues in everyday life in school thus enabling distinctive Christian ethos through our own School values
- Children can discuss Christian virtues as part of both Worship and life at school, working closely with the school
- Pupils lead worship as a class each half term and worship is structured to include key aspects of welcome, learning, reflecting and sending
- Develop prayer through church lead activities
- review the SIAMS action plan:

Respect

- Hospitality is a focus ensuring all pupils have an opportunity to take part in a range of activities
- Review RE display and reflection of big questions as the core for our CofE School

Resilience

- Continue to explore this through our half termly themes reflecting on examples from everyday life, the Bible and Leaders in society such as Sportspeople.
- 50 things to do before you are 12 (based on the NT list) Project for School Council and Parents Forum to initiate and track through individual passport style record - awarded by Mrs Cook in 2018/19

Responsibility

- Healthy eating and emotional literacy focus for Healthy School status
- Halftermly pupil voice evidence on the website - AB, on-line safety, health, sport, play buddies, Maintain awards system, Pupil Leadership, Fair trade/Eco/School Council/Online-safety
- As part of the revision of the Eco Award: develop long term plan for own veg and forest area working with Parents Forum.
 - Enhance field area with more trees, tyre park and picnic benches
 - Explore redeveloping a wild flower meadow in the field
 - Improve the level area to include wooden seats for more children - planks or logs
 - Reflection area in main play ground with planting and water feature, reflective hangers and pebbles

Contribution to School Aims	<p>3. Establish an environment where children and adults feel welcomed, valued, happy and secure, irrespective of gender, race or disability.</p> <p>4. Help children understand Britain's cultural heritage</p> <p>6. Teach children to have an awareness of their own spiritual development, and to distinguish right from wrong</p>
<p>Success Criteria:</p> <ul style="list-style-type: none"> • All pupils feel safe at school and can talk about ways to keep safe outside school. All pupils know what to do and where to go if they do not feel safe. Parent feedback reflects the pupils' confidence • They work with enthusiasm and independence in lessons (resilience). • Pupils have a sense of responsibility around school and at lunchtime/break time - all classes have a display of class responsibilities, Head of House can talk about their role as Play buddy Leader/Deputy from Y5, lining up monitor, leading out to play as well as Leading Sports day and other cross phase events during the year • Eco Green Flag Award maintained: school able to show examples of best practice in all year groups • Evidence shows that the school sports squad helps to organise events and more children take part in clubs. The school celebrate an International sporting day with different countries represented through flags and teams. • Maintain and develop revised Super Star Award; children feedback positively • School Council meets regularly and that feedback is clear to classes and there are ample opportunities to show we are implementing British values throughout school (tolerance, liberty, diplomacy) • UKS2 track the School Council investment into the 'lend with care' charity 	<p>Evaluation Evidence:</p> <ul style="list-style-type: none"> • Health and Safety Gobs minutes reflect input from school Council • Record of display / work reflecting range of lessons about bullying • Pupil interview: designed by pupils in SC eg Friendship system • Observations by Teachers & Headteacher, reported back termly to Governors. • Termly reports from the Headteacher to the governing body • Anti-Bullying award achieved • Ethos throughout school • Parent view • PUPIL VOICE • Gov mins • Healthy Schools Award

<p>Overall Target Curriculum leaders project high ambition across the school.</p> <ul style="list-style-type: none"> • All staff work with Maths Specialist through participation in TRP (teaching research programme - South Yorkshire Maths Hub) HT Promote and co-ordinate Cluster training Induction yr • Staff take a lead in monitoring cross curricular provision • Develop Emotional Literacy amongst the children - impact of training • Further develop Healthy minds through Healthy Schools Award status • Introduce /disseminate Understanding Christianity curriculum as part of RE • Promote Christian character 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. • Leadership Team Prepare for Ofsted reflecting on the link between character education and academic excellence • Gobs termly learning walk lead by pupils: • Pupil Leadership given high status through in class and across school responsibilities as well as through worship and leading learning walks. • 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. • OG and HD lead an enterprise initiative - making plans for its induction during 2018 • Governors Priorities <ol style="list-style-type: none"> 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 	
<p>Contribution to School Aims</p>	<ol style="list-style-type: none"> 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 7. Value the importance of an effective partnership with parents and the community to encourage each child to reach their full potential.

Success Criteria:

- Maths mastery techniques have developed throughout the school
- Maths lead training through the YMHub
- Staff and pupils use Assessment for Learning process to set and review challenging targets
- All staff participate in PM reviews including support and admin staff, focus lesson observations on cross curricular aspects of learning, mastery techniques, enabling learning at greater depth and a reflection on Christian virtues
- Children and staff have explored and developed emotional literacy techniques and vocabulary and time has been created to develop this throughout the school community
- Through the Healthy Schools award school lunch has been reviewed, pupil choice developed and more pupils are developing emotional literacy vocabulary
- The ethos of the school and the school values are reflected in the virtues
- The Christian distinctiveness of the school is further developed
- Christian virtues are identified in oneself and other staff
- Different styles of leadership are clarified
- Practice and model leadership styles which reflect the Christian virtues in different situations
- The virtues are embedded into teaching and learning
- The children can discuss their worship virtues
- Governors take responsibility for monitoring teaching and Learning through a system of learning walks, inviting feedback from Co-ordinators, attending parent presentations, and data analysis
- Termly pupil reviews enable specific interventions to be adopted and progress challenged
- Enterprise links to real life introduced when ever appropriate
- Parents reflect positively on Gov communications, there are clear links with pre-school groups and as a school Community we have made useful links with other schools in the Cluster

Evaluation Evidence:

- Monitoring evidence by HT and Govs and staff: peer to peer
- Standards of attainment raise
- Increased progress during lessons
- Increased self motivation by all pupils, evidenced by contributions and pupil questionnaire Feb

NB

SIP shared with Parents - opening page put onto webpage

SIP shared with pupils in Autumn through worship / School Council

Monitoring - focus linked to SIP and to staff PMan