



Eyam School Context / Self-evaluation 2022-2023

Summary

Eyam school has particular challenges and opportunities in providing high-quality education for its pupils. We are a small rural school with predominately White British pupils, we have a higher-than-average SEN cohort and have mixed-age classes. This self-evaluation document provides an overview of our school context, describes our curriculum intent implementation and impact, how cultural capital, community, and the wider curriculum is realised and the ways we support parent voice. This self-assessment document, should be read in conjunction with the school improvement plan, for 2022-23.

Vision and Values

'**Let your light shine**' (Matthew 5), is our strapline, we apply this to ourselves and our wider community. Our **vision** is to be a vibrant and thriving community of responsible and resilient learners by working together, applying critical thinking so we can achieve more, celebrate each other's success through a culture of respect.

The **values** of Respect, Responsibility and Resilience are embedded in the way our school community behaves and responds to challenge. Our purposeful and caring ethos is noted by visitors and reflected in our TEAM motto – **Together Everyone Achieves More.**

School Context

Eyam Primary school is a small thriving church primary school that sits in the heart of the community. On the roll we have 70 pupils from 40 families. Pupils are from different socio-economic backgrounds, and we attract pupils who travel in from surrounding villages and larger towns. While pupils at Eyam would be identified as White British (Eyam is 96% UK domicile) children from other ethnicities also attend school. Consequently, we are mindful as a small, rural school to ensure our ethos, teaching and learning reflect diverse peoples and cultures.

Staff work hard to ensure that the whole school community supports one another to create a thoughtful and caring environment in which everyone can learn together. Pupils report that '**we welcome all children equally.**' We strive to provide an inclusive school which currently has 3 classes, alongside class teachers are experienced and highly-qualified, part-time TA support. We have diverse learning needs, with 35% of pupils identified as having special educational needs (compared to [13% in England within a primary school setting](#)), with 9% having an ASD diagnosis ([typically 1% of children in UK have a ASD diagnosis](#)). Several pupils face emotional challenges and have complex home situations or attachment issues, with 11% of pupils are identified as vulnerable – this is based on national criteria based on Free School Meal entitlement of those in the care/post care system. (Although several others also



fit into this category but are not funded). Some pupils have additional physical needs (such as wheelchair use/hearing and visual impairment).

The school was last reviewed by [OfSTED in 2018](#) and scored '2' across: leadership and management; teaching, learning and assessment; personal development, behaviour and welfare and outcomes for pupils.

Curriculum Intent, Implementation, and Impact

Our curriculum is topic-based and staff sequence learning to build on prior knowledge. Staff enable key disciplinary skills to be developed and practised over time as teaching is designed to ensure that pupils know and remember more. Topics are explored at greater depth to make better connections across the curriculum; for example, exploring links between, history and musicians, artists, and significant women.

Staff use evidenced-based pedagogy to inform their learning and teaching approaches. In planning, staff include key questions (which are then displayed on the learning walls) as well as higher order thinking skills (HOT) – this helps to clarify disciplinary skills, particularly in science, DT, art, and humanities. Mathematical knowledge, concepts and procedures are applied through a 'mastery' approach – taking 'small steps in learning' to ensure coherence with a focus on number fluency, using manipulatives and problem solving.

Parents have access to a topic web on class webpages and long-term planning is also available on the school website. Regular homework is set as spellings or short tasks and Seesaw (an online platform) enables parents to support learning at home. Parent orientation to learning is provided through welcome to Eyam presentation to new parents, phonics and how this helps your child become a confident reader workshop, parents evening, Parent's Forum, and a subject based workshop such 'How do we move from learning to read to reading to learn, 2022'.

Staff continuously provide verbal and written formative feedback and pupils use 'perfect purple' to show/review/corrections/highlight further learning, balancing pupil recap and recall to move learning forward. Staff are continuously developing and modelling metacognitive thinking with pupils, to encourage self-reflection and evaluation, giving time before asking for feedback whilst encouraging everyone to participate. Pupils are keen to learn and show a growth mind-set, encouraging each other through peer feedback. They take pride in their learning journeys, evidenced though enthusiastically sharing these with visitors.

To track progress over time, identify needs and monitor challenge, summative assessments in comprehension, spelling, SPAG, and maths take place twice a year and are used as part of the termly pupil progress reviews alongside IEP reviews. Pupils with extra needs and those able to work at greater depth as well as those that are vulnerable, are identified and monitored and provision is altered accordingly.



Writing assessments are part of ongoing independent tasks and targets are shared with pupils from Y2-6. These are used to identify targets, track spellings and handwriting and are closely linked to the 'lesson steps to success' and to the topic focus e.g., an autobiographical exert relating to the life of the disabled artist Frida Kahlo.

Staff facilitate school visits and workshops to enhance the topic-based curriculum to promote quality questions, group discussion, reflection, and recall. Recent examples include visits to immersive and experiential facilities, such as Styal Mill to learn about childhood labour in Victorian Mills and the Roman centre in Chester, alongside river dipping in Matlock to see first-hand healthy fresh-water habitats. Other visits to Manchester, Buxton and London enhance learning through comparison in rural and city life, further developing pupil cultural capital of life beyond Eyam.

Pupils are encouraged to develop an appreciation of human creativity and achievement through exploring the work of a wide range of artists, writers, leaders, and those setting the best examples of humanity from all backgrounds. Whilst we are striving to attain the status of a school of Sanctuary through learning about the plight of refugees and how we can show welcome, we have also chosen also explore the work and example of contemporary Black role models such as Ade Adepitan or Wangani Muta Maathi, to move beyond stereotyped views of diversity and equality.

All staff are supported with their continuing professional development: current UKS2 staff are taking part in reading CPD (Continuing Professional Development) through 'Project Read' lead Nick O'Donnell (commencing Jan 23); the KS1 teacher is working with the Yorkshire Literacy hub to further embed phonics; our Maths Lead is a Yorkshire maths Hub Lead and working with the local Cluster, the Head is working on the NPQExL programme (this has clarified the significance of relationship lead leadership and the importance of the language and journey of change) In addition she works with Heads from the local Cluster in a supportive network to review best practice, she has also undertaken the Senior mental health lead training with Carnegie Uni: as SENDCo she has also attained the National SEN Certificate. All staff across the LMS Cluster have moderated maths and writing during the early Autumn of 2022. New EYFS and KS1 staff have reviewed current CPD to ensure best use is made of the outdoor learning spaces. TAs attend CPD including sport/ELSA/SG/phonics/health and safety and first aid. Through the induction of ECTs (Early Career Teachers), all staff have taken the opportunity to collectively review learning behaviour and expectations throughout school.

Governors and the Leadership team are regularly involved in the monitoring of learning, curriculum effectiveness and growth of cultural capital. This is through a programme of pupil voice and book scrutiny as well as learning walks and data reviews. These encounters help to triangulate data, with school leadership and ethos to evaluate how pupils understand what and why they are learning, and how this links to prior knowledge.



School data has a spiky profile, 100% attained working at in all areas at both KS2 and KS1 in 2021 compared to 69% reading and just 31% writing in 2022. Our GLD, Y1 phonics and KS1 SATS alone are an incomplete measure of either progress or attainment. This is due to inconsistent cohort sizes, and a variety of pupils with SEND (Special Educational Needs and Disabilities), who whilst making individual progress, did not meet expectations in all areas.

Staff assess pupil progress and profiles holistically, gathering social, emotional, and attitudinal measures of progress alongside key stage statistical data. By using this internal data, such as reading ages and half-termly summative tests, pupils are continuously assessed to identify gaps and opportunities for learning gain and staff plan accordingly. The SENDCo and teachers also use this data to inform interventions and evaluate progress with support staff who provide 'catch-up' for those needing more 1:1 provision.

Cultural Capital, Community, and the Wider Curriculum

Pupils learn to respect and celebrate diversity through our worship themes and active facilitation of contemporary issues, using picture news and first news resources. We are engaged in community action and have vibrant co-curricular opportunities that help to build cultural capital for both pupils and staff. With the Church, pupils regularly consider others, through giving to the Archer project in Sheffield and taking part in national fundraising initiatives. Children are encouraged to think about the needs of others, in Eyam and abroad, through our link school in Jam Tan, Burkina Faso. Developing pupil leadership as a key element of our school ethos and pupils take pride in transferring their leadership skills through sport skills as Mini Leaders.

Pupils feel able to talk to various members of staff including support staff and school Leadership team, which is a measure of trust and safety in the school setting. In the early months of the pandemic, we proactively sought out ELSA (Emotional Literacy Support Assistant) training and continue to run in-school Nurture support on a weekly basis. Staff are strongly committed to learning about and discussing mental wellbeing and we use our surroundings to support this. PSHE including SRE covers how to stay safe, anti-bullying, peer on peer abuse and online safety is reviewed with the pupils both within PSHE as well as a whole school annually.

As an Eco School, we having an active eco-council, that guides the school in thinking about environmental impact. Pupils have instigated projects such as renewing our vegetable garden, tree planting, and lobbying to local supermarkets about recycling. Pupils work together in the outdoor area including forest school and the outside classroom, nature garden and field. We hold both the Eco Flag and are a Fairtrade Achiever School.

We celebrate music – all KS2 pupils learn an instrument, we offer 7 different peripatetic music staff and have recently sung at the Derbion choir competition. We lead the village walking carol service, have played at the dementia group 'Music for the Mind' in the church centre and made musical links with other schools through, for example, the recent Benedetti music workshop for our 8 string players.



We celebrate sport as a route to enjoyment of active learning, recently sending 4 teams to the cross-country finals. We have been recognised as 'upholding the spirit of the games' with our passion, determination and honesty and achieved the Gold School Games award for the 4th year in 2022.

In addition, we provide opportunities for pupils to work together in vertical groups – in technology and craft projects with help from our strong PTFA as parental support, and at regular worship discussions in House groups, led by Y6. Pupil voice is constantly sought and acted upon (as a method of monitoring learning, progress, and happiness).

Parent Voice

Governors and the Leadership at Eyam continue to work hard to ensure there is a range of effective communication strategies with parents using online, paper and face to face opportunities. In our annual Parent View for 21/22: 28 parents responded from the 44 families on roll. 78% reported their child was happy, 89% said they felt safe, 79% said they knew what their child was learning, 89% felt school had high expectations and 79% said they either had not had any concerns or that school dealt with these effectively. Staff and Governors are seeking to encourage more views and for more opportunities for views to be given (at parents' evenings and through online forms, and a parent forum).

Next Steps

Our School Improvement Plan (SIP) highlights, our plans for the forthcoming year. Our plan is described under three key headings the need to further enhance metacognitive confidence within the pupil body and thus improve knowledge recall through the retention of key concepts and application of apply/use/adapt.

These are the 3 key areas on the School Improvement Plan in 22-23

- **Improving reading as a key skill in learning (developing high quality reading skills and using reading to learn)**
- **Metacognitive thinking is embedded as a learning strategy**
- **Improving opportunity through closing gaps and supporting mental wellbeing**

AUTUMN Review 2022-2023

- This year Eyam has 64 pupils from 39 families. Reviewing data, undertaking learning walks and book scrutiny, we compare our observations as governors against the school improvement plan. This shows us that we are making progress to closing gaps and the governors are satisfied that the budget is being spent to target support and interventions, (pupil premium and sport).
- We continue to have higher than national average SEND, interventions are happening earlier in infants, we were concerned that data trends showed a drop in pupil performance overall in 2021-2022, so Governors have been proactive to ask and seek evidence on how spending on interventions is improving the outcomes for children. We monitored the internal outcomes from the Autumn term in TLCC. Will continue to look to confirm the assessment data, with pupil voice, work scrutiny, learning walks and our committee activity.



- Attendance data shows a steady improvement since the start of the Autumn term. The Headteacher is monitoring and liaising with families as required.

SUMMER DATA review 2023

| | |
|----------------------------------|------------|
| Latest Inspection Judgement | 2 |
| Inspection Date | 14/02/2018 |
| Pupil base deprivation indicator | 1 |
| SASI | CHa |
| Headcount | 64 |
| % SEN Support | 31.3 |
| % SEN with an EHCP | 0.0 |
| % eligible for deprivation PP | 8.3 |

| Key | |
|---|----------------------------------|
| | Top 20% of schools nationally |
| | Top 40% of schools nationally |
| | Average performance |
| | Bottom 40% of schools nationally |
| | Bottom 20% of schools nationally |

Indicator Summary

| | 2019 | | | 2022 | | | 2023 | | |
|------------------------------|--------|--|------------|--------|--|------------|--------|--|--|
| | School | Percentile | National % | School | Percentile | National % | School | Percentile | Emerging |
| EYFS | | | | | | | | | |
| No. Pupils | 9 | | | 15 | | | 7 | | |
| % GLD | 88.9 | 5 | 71.8 | 53.3 | 81 | 65.2 | 57.1 | 80 | 67.2 |
| Year 1 Phonics | | | | | | | | | |
| No. Pupils | 6 | | | 6 | | | 15 | | |
| %EXS+ | 100.0 | 1 | 81.8 | 100.0 | 1 | 75.5 | 66.7 | 85 | 78.9 |
| Phonics at end of KS1 | | | | | | | | | |
| %EXS+ | 100.0 | 1 | 91.3 | 100.0 | 1 | 86.9 | 100.0 | 1 | 88.6 |
| KS1 | | | | | | | | | |
| No. Pupils | 7 | | | 11 | | | 6 | | |
| %EXS+ Reading | 85.7 | 15 | 74.9 | 63.6 | 65 | 66.9 | 83.3 | 10 | 68.3 |
| %EXS+ Writing | 85.7 | 6 | 69.2 | 45.5 | 81 | 57.6 | 66.7 | 34 | 60.1 |
| %EXS+ Maths | 85.7 | 15 | 75.6 | 63.6 | 67 | 67.6 | 66.7 | 66 | 70.4 |

Year 4 MTC

| | | | | | | | | | |
|------------------|-------|--|------|------|--|------|-------|--|--|
| No. Pupils | | | | 8 | | | | | |
| APS | | | | 18.5 | na | 19.8 | | | 20.3 |
| % Full Marks | | | | na | na | 26.5 | | | |
| KS2 | | | | | | | | | |
| No. Pupils | 8 | | | 13 | | | 8 | | |
| %EXS+ RWM | 100.0 | 1 | 64.9 | 23.1 | 98 | 58.7 | 50.0 | 73 | 59 |
| %EXS+ Reading | 100.0 | 1 | 73.2 | 69.2 | 73 | 74.6 | 87.5 | 15 | 73 |
| %EXS+ Writing | 100.0 | 1 | 78.3 | 30.8 | 99 | 69.4 | 50.0 | 93 | 71 |
| %EXS+ Maths | 100.0 | 1 | 78.7 | 46.2 | 95 | 71.5 | 75.0 | 50 | 73 |
| Reading Progress | 1.8 | 23 | 0.0 | -2.3 | 86 | 0.0 | 2.60 | 15 | 0.0 |
| Writing Progress | 2.5 | 11 | 0.0 | -5.1 | 98 | 0.0 | -6.40 | 99 | 0.0 |
| Maths Progress | 0.2 | 47 | 0.0 | -6.1 | 99 | 0.0 | 0.19 | 48 | 0.0 |

| Attendance | Autumn 2018 & Spring 2019 | | | Autumn 2021 & Spring 2022 | | | Autumn 2022 & Spring 2023 | | |
|--------------------|---------------------------|------------|----------|---------------------------|--|----------|---------------------------|--|--|
| | School | Percentile | National | School | Percentile | National | School | Percentile | National |
| Overall Absence | 5.0 | | 3.9 | 7.9 | 88 | 6.2 | 6.6 | 70 | 6.0 |
| Persistent Absence | 5.3 | | 8.4 | 27.6 | 89 | 18.2 | 17.2 | 56 | 18.4 |

2022/23 Full Year Primary (Years 1-6) National Absence Data is as published in the fortnightly DFE attendance update.

2022/23 Full Year Derbyshire absence data as published in the DFE Attendance Dashboard.

| | National Primary (Yrs 1-6) | Derbyshire (Years 1-6) | Derbyshire (Years 1-2) | Derbyshire (Years 3-6) |
|--------------------|----------------------------|------------------------|------------------------|------------------------|
| Overall Absence | 5.9% | 5.5% | 5.8% | 5.3% |
| Persistent Absence | 17.0% | 16.8% | 17.1% | 16.6% |

Attendance: The Headteacher has proactively met with parents who were struggling to get to school on time. Along with the introduction of a late book there is a more learning focussed start to the registration period and most pupils regularly arrive on time.

Attainment: Although we are clearly pleased with attainment at Y6, this was a stronger cohort than in the previous year. The reading score was higher than expected showing real progress for the least able. 50% pupils attained Greater Depth in reading

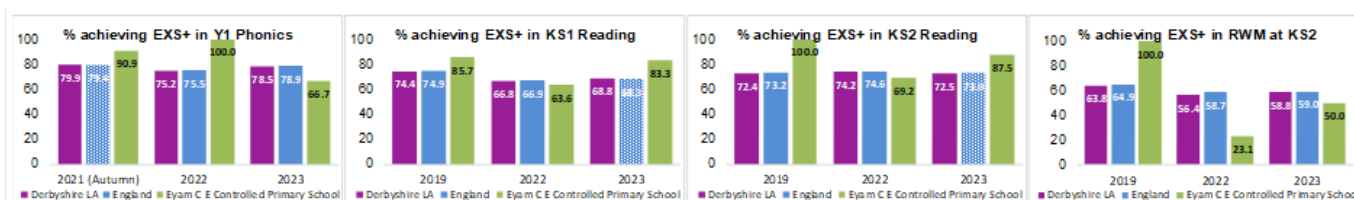


whilst there were 25% working at this higher level in maths. In writing these same children were felt to be just below exceeding. We are predicting a similar high level of attainment in 2024.

In y2 reading showed really positive progress whilst maths and writing required more independency in applying skills taught in class.

In reception we were pleased that the social emotional aspects had really improved however there remain some cognitive challenges. Of the original pupils 67% were assessed as GLD. Several children still have sp&lang challenges and despite improvements in oral skills and accuracy, phonics accuracy has yet to catch up.

There has been a positive impact of the new phonics scheme but some children are still not heard read regularly at home. Staff are encouraging re-reading to develop fluency.



| KS2 Disadvantaged (provisional data based on pupil premium file supplied to LA's and is subject to change) | | | | | | | | | |
|--|----|----|------|-------|----|------|-------|---|------|
| No. Pupils | 0 | | | 2 | | | 1 | | |
| %EXS RWM | na | na | 51.3 | 0.0 | 91 | 42.6 | 100.0 | 1 | 44.0 |
| %EXS Reading | na | na | 62.1 | 100.0 | 1 | 62.3 | 100.0 | 1 | 60.2 |
| %EXS Writing | na | na | 67.7 | 0.0 | 95 | 55.2 | 100.0 | 1 | 58.1 |
| %EXS Maths | na | na | 67.4 | 50.0 | 59 | 56.3 | 100.0 | 1 | 58.8 |

Both ECTs completed their studies and are now re employed full time at Eyam, taking a lead in the development of Science and Computing.

Going forward staff will continue to improve subject leadership in order to support the narrowing of gaps.

In addition to a focus on wellbeing and self-advocacy, the staff will encourage stronger use of metalanguage with a focus on articulating recall, synthesis and analysis. This is on the backdrop of increases staffing costs and a rising % of pupils with additional needs.

SIP Targets 23-24

1. **Pedagogy** - Strengthen pedagogy - build on pupil's ability to verbalise Meta Cognition: plan learning to focus on Higher Order Thinking and develop synthesis and analysis
2. **Mental wellbeing** - advocacy for staff and pupils, develop staff confidence and enhance reflective practice
3. Through **effective leadership**, ensure inclusive provision and focus on closing gaps