

# Eyam CE Primary School Self Evaluation 2023 – 24

updated November 2023 and January 2024

This self-evaluation document provides an overview of our school context, shows 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 2023-2024.

## 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 most 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.

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 **44% of pupils (Jan24)** identified as having special educational needs (compared to [13% in England within a primary school setting 2022](#)), 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 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 hearing and visual impairment).

Classes	%SEND
Hedgehog Class R 4, y1 7, y2 16	26%
Owls Class y3 6 y4 11	53%
Squirrels y5 9 y6 9	61%

A very small number of pupils arrive and leave each year usually due to parental work patterns, moving house so our mobility factors are not significant - the proportion of pupils entering late is **1.5% lower than** the national percentage of **4.6%**.(Derbyshire data)

Although we had several families wanting places in July only 3 children arrived and then 2 moved away – 3 others were not able to find suitable housing. We have a steady stream of interest for next year and possibly additional to those expected – we have run an open day and are now waiting for applications. We look as if there will be 9-11 pupils starting in Autumn 24, 12 is the PAN.

## 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 and 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.

**Recognized Awards:** Platinum Sports Award, Green Flagg Award, Fair trade Award, previous County Music Award.

**Staffing:** The Senior Teacher has just returned from Mat leave and is 0.9. The LKS2 teacher is 0.8. In a small school this has an impact on continuity but is also a good opportunity for professional development and sharing best practice as well as bringing wider skills into a small school. We have supported 4 ECTs over the last two years, currently having one part-time ECT. The Head mentors and supports this programme.

**Progress since the last inspection**

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.

The only target area	Progress
<p>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.</p>	<ul style="list-style-type: none"> <li>• <b>All</b> pupils are tracked across KS2.</li> <li>• All pupils are challenged in maths to regularly apply skills through problem solving.</li> <li>• HOT skills embedded into half termly planning.</li> <li>• Staff use questioning to challenge all pupils at an appropriate level.</li> <li>• Reading comprehension allows for more ambitious vocab to be discussed, understood and as a result, used in writing.</li> <li>• Booster group in Y6 is in differentiated groupings.</li> <li>• National Tutoring initiative has allowed for the more able to be challenged as well as those needing to close gaps.</li> </ul>

**Current areas of School Improvement priorities:**

Quality of education: Strengthen pedagogy – build on pupil’s ability to verbalise Meta Cognition: plan learning to focus on Higher Order Thinking and develop synthesis and analysis. ‘**Develop skills to talk about our own thinking and learning.**’

Personal development: Mental wellbeing – advocacy for staff and pupils, develop staff confidence and enhance reflective practice ‘**Support everyone to express their wishes and feelings and look after our mental well-being.**’

Leadership and management: Through effective leadership, develop inclusive curriculum provision and focus on closing gaps. ‘**Learn and work in a supportive, inclusive place where school leaders support everyone to reach their potential.**’

## Quality of Education

### Intent

Eyam use a 4 year topic based curriculum with some discrete subjects– such as Science, PE, RE. There are appropriate links in Art, DT, humanities and writing with carefully selected genre to include a meaningful use of new topic vocabulary.

Evidenced-based pedagogy such as using metacognitive language and modelling are used to inform 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 the “5 Big Ideas” ‘mastery’ approach – taking ‘small steps in learning’ to ensure coherence with a focus on number fluency, using manipulatives and problem solving.

### Implementation

Formative assessment includes peer review and self-editing. Pupils use ‘perfect purple’ to show/ review/ make corrections/ highlight further learning. Live marking is used where possible with marking codes used consistently through school. Pupils complete a half termly pupil planner with new skills added during each topic showing progress. Displays show both subjective and disciplinary knowledge and skills which are assessed through monitoring of pupil voice.

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 a 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 specific reading booklet with updates on the new phonics scheme.

Regular recall opportunities using ‘memory minute’ is showing pupils the importance of using prior learning and the expectation that they should be making links in their learning between subjects. This is a focus of 23-24.

### Impact

- Staff model metacognitive thinking, encouraging pupils to articulate their use of previously learnt skills. This is developing effectively particularly in maths where KS2 pupils can quite rapidly call on previous learning to work out problems. (The systematic use of White Rose scheme has enhanced the teaching of each small step which is a particular challenge with our mixed aged classes). There is ample material for higher attainers and staff are now learning when to move away from the scheme to reinforce specific skills, recap and practise before moving on at pace.
- Governors take part in learning walks and monitoring pupil voice: recently looking at comprehension and how pupils use their powerful reading skills to help with a new text. The impact of “word detective” lessons has enabled more impactful vocabulary to be included in writing.
- 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 and 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 and parents from Y2-6. These are used to also track spellings and handwriting and are closely linked to the short term 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, a drama day linked to WWII, 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. In Autumn 2023 the children learnt about Dr Anne-Marie Imafidon – who established Stemmettes to promote STEM for women/girls- we are, as a result of recent staff training, starting to also look at science capital.

**Data:** taken from ASP 2023 Summer

A higher % of middle and high prior reading attained the high level in reading compared to national

	School	National
Combined score KS2	50%	59%
Average scaled score reading	108.6	105.1
ASS maths	105	104.2

Reception: Good Level of Development – cohort of 7

57% reached a good level of development – slightly increased from previous year but a very small cohort. Slightly lower than NA. Mainly due to a new child arriving with no previous schooling.

Phonics – cohort of 16

66% attained the pass mark however several children have speech and language difficulties and receive external and in-school support (one child is working well below expected).

KS1 – cohort of 6

Reading 88% - higher than national

Writing 66.7% - lower than national

Maths 66.7% - slightly lower than national

KS2 – cohort of 8

Combined score is slightly lower than National at 50%

Maths 75% this has increased since last year with 2/8 at greater depth

Reading 85% this has increased since last year and had been an aspirational target 4/8 greater depth

### **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.
- Led by 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 means pupils take pride in transferring their leadership skills through sport and craft skills as Mini Leaders, Change 4 Life or Chess Club.
- The Project Evolve online safety curriculum facilitates current knowledge and ensures that skills are maintained. The Pupil Online Safety Policy is reviewed annually with the pupils, led by School Council and the Y6 Ambassador.
- We celebrate music – all KS2 pupils learn an instrument, we offer 7 different peripatetic music staff and last year sang at the Derbion choir competition and came second at the Buxton Music Festival. We lead the village carol service,
- We support the village dementia group 'Music for the Mind' in the church centre and have recently set up Friendship Fridays as an offshoot from the warm places scheme, this sees the older pupils playing board games and chatting with older members of the village.

### **Wellbeing / mental health**

A recent Pupil questionnaire (Nov 23) showed:

- Boys and girls both felt equally safe 97%
- There is a wonderful array of games being played on the yard – lunch staff have a rota of seasonal clubs and activities.
- Children have a range of strategies for helping each other learn how to be friendly – staff will continue to 'teach' these skills as part of PSHE, through modelling, visual prompts and using sentence stems as prompts. The School Council voted to re-paint the Friendship stop bench.
- 91% reported they were either never or not often hurt – we reminded children to tell duty staff if they needed help/checking/discussion with others about playing more carefully.
- 49% said they would talk with friends if they had been hurt which means we need to carry on educating the children about what to do if friends fall out as well as if they fall over. Older children were more likely to talk with friends than staff, as would be expected
- Children could list a named adult they would talk with if they were worried or feeling sad, reflecting a broad range of adult support
- Whilst 73% said they were never or not often alone there were 10 children who said this happened regularly – as well as running a Friendship Play Buddy scheme, the School Council have reminded all the children to ask others to join in with games and the Equality Ambassador, House Captains and Head Pupils have been tasked with using a weekly shout out to those they see showing inclusive play.

- Children also requested that staff ‘punish’ those who are mean – the School Council discussed the agreed strategies and time out system which we re-shared with the whole school.

Pupils feel able to talk to various members of staff including support staff and the 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 this along with in-school Nurture support on a weekly basis.

With the help of the PTFA we have reinstated our ‘Healthy Me’ club, run through KS2, based on the 5 ways to wellbeing and to try and pre-empt anxieties about KS3.

Staff are strongly committed to learning about and discussing mental wellbeing and we use our calming surroundings to support this. PSHE, including SRE, covers how to stay safe, anti-bullying, peer on peer abuse, workshops lead with the NSPCC and the PRHS Matters Curriculum (relationships, Diversity, drug education, bullying, keeping myself safe, money, emotions, being me and growing up).

### **Agreed strengths following the Autumn School Improvement Officer visit**

- Discussions with governors confirms that they have a thoroughly professional approach to setting the strategic direction of the school, financial oversight of spending and holding leaders to account.
- In discussion with senior leaders, governors have identified the need for additional staff in the Y3/Y4 class and taken into consideration the impact on school finances. Governor monitoring can confirm that additional staff time funded is providing an enhanced level of support for pupils enabling learning to be more effective.
- Maths
  - Visits to lessons demonstrates that pupils are gaining confidence in talking about their mental approaches to responding to a number problem.
  - Teachers are careful to use appropriate mathematical vocabulary when explaining to pupils.
  - Learning intentions are presented to pupils to help them see the next steps in their learning.
  - The subject leader for mathematics clearly demonstrates an excellent subject knowledge and pedagogy.
  - The subject leader asks pupils, who are representative of all age groups in the school, a range of questions to explore their knowledge of mathematical vocabulary, processes, and applications to other subjects in the curriculum.
  - Questions to pupils about mathematics include their knowledge and recall of mathematical knowledge. Most pupils can recall what they have been learning in mathematics and talk about recapping learning at the beginning of a lesson or a number warm up to encourage mathematical thinking.
  - Pupils are asked about the mathematics textbooks in which they record all their work in comparison with squared exercise books that were previously used. Most find the layout and coloured representations helpful. However, the need for pupils to be able to layout a number operation correctly and independently still requires practise.
  - Pupils agree that target stickers help them to remember what to practise and what they have learned.
  - Finally, pupils can describe a limited range of applications of mathematics in other subjects.

This discussion has been informed by the school improvement plan and the subject action plan. This work will be fed back to staff to provide a focus for further professional development.

Actions in 2023 Autumn term	Impact of actions – evidence of progress
<b>Pedagogy</b>	
Staff use an agreed range of lesson starter techniques which the pupils recognise as opportunities for <b>review and recall</b> .	
Pupils are expected to use substantive (knowledge) vocab in both speaking and listening and written tasks (are rewarded for doing so)	Display, pupils use in writing and verbal
Pupils model metacognitive thinking, sentence stems, (I am thinking ..... I know that so I can use this ....)particularly through problem solving and how this facilitates active learning, making connections.	Most successful in maths where pupils more confident than previously and topic, DT Owls,
Staff ask questions which ensure pupils learn to make links in their learning and synthesise knowledge and skills.	Topic, Science, writing scrutiny all show using substantive and disciplinary skills
<b>Wellbeing</b> <ul style="list-style-type: none"> <li>○ Speaking targets introduced</li> <li>○ Enhancing technology to enable an inclusive approach</li>   <li>○ Broadening wellbeing provision</li>   <li>○ Staff training</li> <li>○ Parent Advocacy session 1 of 2</li> <li>○ Revise / enhance pupil toolkit</li> </ul>	<b>Focus on the significance of talk.</b> Pupils feel we are looking after their challenges Pupils given opportunities to talk about feelings and develop emotional literacy. Reflective practice Enhance communications Pupils use breathing and can talk about asking for help and feeling secure (Qn)
<b>Leadership to explore and review progress / inclusive teaching with a particular focus on lowest 20% of readers.</b> <ul style="list-style-type: none"> <li>○ Agree non negotiables – shared with parents - check staff Jan 24</li> <li>○ Least able 20% receive targeted intervention – track progress of confidence, maths and spoken targets</li> <li>○ Monitoring of pupil voice and vocabulary, recall and disciplinary skills in some subjects.</li>   <li>○ WR used to teach small steps / synthesis / problem solving</li> </ul>	IEPs reviewed Dec 23  Promoting vocab and ensuring common pedagogical practices Positive pupil feedback and increased mathematical confidence

### **Behaviour and Attitudes**

Attendance: 94.58 Sept – Nov and stable from the Summer term also this half term as a result possibly of the prompts in the NL, poster and talking with the children.

### **Personal development (see power point summary )**

#### Strengths

Spiritual, moral, social and cultural development (SMSC) – embedded into worship discussions, school values, Governors learning walks, topic work, visits, links with school abroad, carefully crafted curriculum, Church celebrations and regular participation with community events.

British Values – links made with Picture News, discussed alongside protected characteristics such as the dancer who is deaf or the child wearing glasses who wants to change the nerd emoji and children’s rights and the Global development goals. Children encouraged to think of events from others’ point of view and share their opinions.

Relationships, health and sex education (RSE) – carefully planned PSHE curriculum, enhanced through visitors and online safety ‘Evolve’ programme. Children’s uniqueness’ are celebrated and cherished.

Pupil voice-

- PSHE and regular wellbeing discussions
- Character education: school vision and values / pupil leadership / celebration of each other
- Pupil mental health and wellbeing: Nurture, ELSA, pupil friendship questionnaire, pupil clubs
- Pupil voice: Play Buddy training, School Council, Pupil Anti-bullying policy review, swift action to follow up issues, pupil advocacy through wellbeing time, lesson reflection.

New initiatives:

Parent Forum - pupil advocacy being more explicit  
iVenger project – half termly activity with whole school

Impact:

Whole school coverage on online safety as well as project Evolve

Areas for development: develop pupil recognition and exploration of spirituality and reflective spaces

## **Leadership and Management – Good**

### **Strengths**

Safeguarding – whole staff update, cyber ready whole staff, booked on annual update for DSL, attend TAF x2, liaise with several additional SEND agencies.

Health and safety, including premises

Net zero: PV panels on Owl class – discussions with Diocese active and Govs re selecting appropriate package (Rona Oona)

The school doors were repainted in the Summer and the hammer removed from the drain as well as the drainage in the greenzone sorted (£2K drains £1850 paint)

Stone shed roof still waiting for SEND Sufficiency decision

Playground roller equip replaced - Dads removed previous for free.

HS review completed

Governance – SG whole Governors, active review of staffing/budget,

involvement in monitoring – learning walks, observations and pupil voice. Pupil Advocacy.

<p>Policies – ongoing updates: Perf Man (Chris Moyse)  School improvement plan – monitored via Govs learning walks with reports and visit from SIOfficer working with Middle Leaders  Continuous professional development – Science Enthuse, SEND Autism, ECT, in-school peer monitoring and coaching models  Staff mental health and wellbeing: review of Acceptable use policy, whole staff MH CPD, support from early help team, head acknowledges challenges on time and balances expectations  Parents and local community: Music for the Mind and Friendship Friday groups, community carols and similar events / Harvest. Fundraising link to charities, link school in Burkina Faso, Sheffield homeless appeal.</p>	
<p>Actions from previous year:  Improving <u>reading</u> as a key skill in learning (developing high quality reading skills and using reading to learn)   <u>Metacognitive thinking</u> is embedded as a learning strategy   Improving opportunity through <u>closing gaps</u> and supporting mental wellbeing</p>	<p>Impact of actions:  Phonics teaching embedded and new staff CPD. All classes enjoy class story with comprehension skills established.  Children, particularly in maths and topic, more able to talk about strategies and links between learning.  Wellbeing in classes and extra support systems established and shared with parents. Specific 1:1 support for least able to reinforce and enable practise.</p>
<p>Areas for development on SIP</p>	<ol style="list-style-type: none"> <li>1.Strengthen <b>pedagogy</b> – build on pupil’s ability to verbalise Meta Cognition: plan learning to focus on Higher Order Thinking and develop synthesis and analysis.</li> <li>2.Mental wellbeing – <b>advocacy</b> for staff and pupils, develop staff confidence and enhance reflective practice</li> <li>3.Through <b>effective leadership</b>, develop <b>inclusive curriculum</b> provision and focus on closing gaps.</li> </ol>

**Quality of learning in EYFS - good**

Recent review of progress measures – Development matters  
Phonics CPD all KS1/EYFS staff – separate phonics  
New TA observing learning in similar setting / CPD  
Careful planning to allow for teacher and TA to work with small cohort  
Teacher planning to link with KS1 /whole school with an emphasis on high quality learning through active play and talk.

NB

[evaluation checklist](#) – it’s based on the grade descriptors from Ofsted’s handbook.

A SEF should include:

Strengths – areas we're confident in and have good evidence for. This is a chance to celebrate what we're good at

Key areas for development – areas we're less/not confident in and have little/no evidence for

Contextual information about school

Progress made since our last inspection

Actions we've taken in the previous year

**The impact your actions have had on school improvement**

Next steps: priorities for the forthcoming year

Evidence to support your evaluation

Include any other significant information about school that affects the context, for example: staffing, significant school improvement initiatives, local school partnerships, etc.)