

**Eyam C of E School Improvement Plan**  
**2023-24**  
**September 2023**



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. **88% reading 50% writing 88% SPAG 2023** continued upward trajectory. 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. **GD at KS2 Summer 23: 50% reading and in current y5**
- 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% (prediction that in 2021 this would have been amazing 60%) **2023 75% WA**
- Pupils who completed their key stage 1 studies in 2016 underachieved in writing. The majority of these pupils, currently in Year 7, 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 25% at Greater Depth combined in 2019. in 2020 this was 77%/15% in 2021 100%/60% and in 2022 30%WA. In 2023 50% WA and 2 pupils narrowly missed GD**
- 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 (focus Spring 2024)**
- 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 WA%/GD%	SPAG	Maths WA%/GD%	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	13 (3SEND inc 1xks1 level)	12/13 92%/38%	10/13 77% 31%	12/13 92% /46%	12/13 92% / 15%	77%/15%
2021	10 inc new pupil	100%/ 60%	100%/60%	100%/70%	100%/60%	100%/ 60%
2022	13 very mixed gp	69.2% Nat 74%	30.8%	38%	46.2%	23%/0%GD
2023	8	88% / 50%	50% (2 almost GD)	88%	75% / 25% GD	50%

### 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.

Year 2021/2 – 2022/3 – 2023/24	Number on roll			SEND Support			ASD/ADHD			Flexi			Disadvantage		
	21/2 2	22/2 3	23/2 4	21/2 2	22/2 3	23/2 4	21/ 22	22/ 23	23/ 24	21/2 2	22/2 3	23/2 4	21/2 2	22/2 3	23/2 4
Year R	16	6	4	4	0	0	1	0	0	1		1	0	0	0
Year 1	6	16	6	2	4	0	0	1	0		2		0	1	0
Year 2	10	6	16-15	3	1	5	3	1	2			3	1		1
Year 3	9	11	8-7	2	6	2	0	4	1?				0	2	
Year 4	7	8	11	0	2	6	0	0	4				2		2
Year 5	9	7	9	2	2	3	1	0	0				1	3	1
Year 6	14-13	8	9	6	2	2	2	1	0				2	1	3
<b>Total</b>	69	64	62	25%	30%	27%	7	7	7				6	7	7

#### Action from School priority document Schools Net: based on data

- LM - Track attendance of most pupils and meet parents of those taking time off. Communicate effectively with Flexi families
- T&L and LM - Continue to track individual progress both through the year and from starting points
- KS1 T&L SE support - y2 had low GLD in 2022 53% (4/7 were self-regulation and all non-achievers were linked to literacy, 4 working on S&L targets). 2 SSSEN and 2 probable ASD
- T&L LM ECT+ SE support – Y4 monitor progress, planned interventions and embedding of number / basic writing skills. There are significant needs in this cohort (at least 3 who may be at risk due to cohort dynamics - track)
- Curriculum development – Science; consistency of implementation of disciplinary skills through new scheme and monitoring / peer to peer support. Develop continuity, raise expectations and links to STEM/DT/IT
- TL/Asses – aim for more pupils to work towards GD in Y4/Y5/Y6
- Writing targets should be used effectively to increase individual standards and improve hand writing
- Phonics: continue to enhance resources and track progress and attainment in KS1, ensure effective interventions such as RE/N are used regularly at home and school
- Staff in addition to supporting the least able, are striving to challenge children to work towards Greater Depth/ secure WA and increase the APS.

## 2023-2024 Targets **Autumn** **Spring** **Summer**

### 1. Strengthen pedagogy - build on pupil's ability to verbalise Meta Cognition: plan learning to focus on Higher Order Thinking and develop synthesis and analysis.

Targets	Actions	Monitoring Govs / Headteacher/ staff/ pupil/ external/parents	Impact on learning	Review
Pupils can <b>recall</b> previous learning and <b>actively</b> relate it to the next step.	Staff use an agreed range of lesson starter techniques which the pupils recognise as opportunities for <b>review and recall</b> . <a href="https://cyps.northyorks.gov.uk/sites/default/files/Teaching/Subject%20Areas/Science/Secondary/30%20starters%20and%20or%20plenary%20activities%20for%20use%20in%20the%20classroom.pdf">https://cyps.northyorks.gov.uk/sites/default/files/Teaching/Subject%20Areas/Science/Secondary/30%20starters%20and%20or%20plenary%20activities%20for%20use%20in%20the%20classroom.pdf</a>	Peer monitoring / learning walks / pupil voice discussions / Adviser monitor	Pupils recognise a recall task and learn to use it for recalling skills and knowledge	
All pupils use <b>substantive vocabulary</b> within their lessons and can recall it – showing a <u>deepening of knowledge</u>	Pupils are expected to use substantive (knowledge) vocab in both speaking and listening and written tasks( and are rewarded for doing so)	Book scrutiny / Peer monitoring observation / Learning walk Pupil voice discussion	Pupils build strong recall of key vocabulary.	
Pupils regularly <b>verbalise metacognition</b> : are able to <u>organise their thinking</u> Staff continue to model this in their teaching (especially to Y3/4)	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.	Book scrutiny / Peer monitoring observation / Learning walk Pupil voice discussion Worship responses Parental view – post questioning	Pupil confidence when solving problems and making links in learning	
Pupils <u>make connections</u> in their learning and can recall and <b>synthesise</b> previous learning	Staff ask questions which ensure pupils learn to make links in their learning and synthesise knowledge and skills.	Book scrutiny / Peer monitoring observation / Learning walk/ Adviser monitor Pupil voice discussion Worship responses	Observation Record questions	
Pupils can use previous learning to <b>analyse</b> new information – in both humanities and science thus <u>increasing effectiveness</u> as a learner.	Staff regularly refer to HOT skills throughout lessons and pupils are given opportunities to analyse	Book scrutiny / Peer monitoring observation / Learning walk/ Adviser monitor Pupil voice discussion Worship responses	Book scrutiny – reflective learning	
<b>Disciplinary knowledge / skills / vocabulary</b> are routinely used throughout science as well as	Work / display and discussion shows greater use of disc	Book scrutiny / display /Peer monitoring observation / Learning walk	Pupils are enthusiastic about new words and skills	

other Foundation subjects as a method of <u>applying knowledge</u>		Pupil voice discussion Worship responses	and can use them correctly to describe their work	
<u>Extend knowledge</u> - Pupils routinely use <b>word detective skills</b> to work out the meaning and use of new vocabulary – such as root words and endings	Displays are used to support pupils with finding the meaning of new vocabulary. Techniques are used throughout KS2	Learning walks / peer review / pupil voice / Adviser monitor	Pupils have a good go at explaining new words	

## 1. Mental wellbeing - advocacy for staff and pupils, develop staff confidence and enhance reflective practice

Targets	Success criteria	Actions	Monitoring Govs / Headteacher/ staff/ pupil/ external / parents	Impact	Review
Staff aware of types on MH needs in families.	Through knowledge, staff feel they can have a positive impact on Whole school provision	Specific CPD to ensure staff have a more in-depth understanding of the causes and consequences of MH issues (inset day MH awareness plus 1:1 self-selected using Anna Fraud website) plus Dec inset time again self-select.	Staff provide summary and reflection to peers OG/MH Lead report to Gs Staff build collective confidence - Questionnaire	Enhance reflective practice and adapt provision. Increase staff confidence/WB	
Staff support/attitude/behaviour having a positive impact on pupil/family situation.	Enhance provision as part of MH pathway	Bespoke CPD on attachment and emotion coaching (October inset Sept 26 <sup>th</sup> and Oct 10 <sup>th</sup> 3.45-5pm)	Notes in red CPD files and build up activities with children linked to emotional literacy. Parental feedback Govs invited	Parental engagement improved	
All staff develop skills in enhancing provision for pupils with ASD.	Bespoke 1:1 support plan enables all pupils to make progress	Working within the Cluster to enhance ASD by taking part in the Advocate for Autism programme which will be part of half termly staff CPD	Feedback to staff and Govs Pupil discussion linked to CPD Parental participation. Pupil voice	All pupils happy to learn	
Staff develop whole school provision	Pupils and parents report positively on provision across the curriculum including PE and out of school events	Staff, ELSA, PForum work together to ensure provision reflects understanding and revised knowledge/skills	PForum feedback Pupil voice report to Govs Govs meet pupils	Linked provision	

### 3. Through **effective leadership**, develop **inclusive curriculum** provision and focus on closing gaps.

Targets	Success criteria	Actions	Monitoring Govs / Headteacher/ staff/ pupil/ external	Impact on learning	Review
Ensure equitable support and challenge for effective learning	Pupils know expectations	Ensure all pupils receive a high quality experience through agreed 'non negotiables' 1. Clear lesson objectives in every lesson 2. Small steps 2 success for writing (specific menu if appropriate) 3. Displays to show key questions and vocab 4. praise and feedback for using disciplinary vocab 5. Plan short term catch up targets for lowest 20% pupils Use data effectively as a tool to review learning	Pupil voice Parental voice Book scrutiny – feedback to Govs	Focus more on taking learning forward as a result of routine and predictable activity such as recall 'memory minute' tasks	
Specific support and interventions for the least able 20% / SEND pupils	Pupil progress measures	See IEPs/support plans	Progress of individuals Progress of cohort as a result of effective support Pupil voice Parental feedback	All pupils make progress	
Leaders are coached to monitor learning (MC, recall and skills) through planning review, observation, pupil voice.	Curriculum Leadership helps to support and strengthen curriculum effectiveness	As curriculum leaders staff to review current provision: 1 Agree lesson expectations - vocab support prompts, daily lesson recall to recap learning through modelling. 2 Leaders monitor small steps within a topic and activities match to expectations of analysis. Carry out learning walk to observe this 3 Use pupil voice / book scrutiny to review learning synthesis: agreed Qns	Leaders summary statements in feedback to staff and HT Pupil voice i) What did you know before the topic? ii) What skills have you been learning? iii) How have the skills helped you learn more? iv) How else do you build on previous knowledge? v) Tell me about something you learnt last year? vi) Did you use it this topic?	Improved staff skills to enhance learning and progress across the school. Attainment / pupil confidence in using MC improves Peer Coaching has positive impact on learning	

			vii)What is your favourite part of this topic and why viii) how does your teacher help you learn (recall, non negs, activities have a WALT, review, analyse, synthesis)		
Improve progress in maths and pupil application and recall	Make small steps in learning	Buy WR work books Y1-6 Use WR teaching plans including PPs Track maths skills progress through mini tests Identify gaps in learning	Review assessments and give feedback – poss set up gap fill tasks to include homework Maths lead Feedback to Govs	Parents aware of progress All pupils make good progress	