

Eyam C of E School Improvement Plan

2022-23

September 2022 Derbyshire Priorities: October Staff: Nov Govs meeting plus staff ofsted CPD:



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

We learn as a TEAM because Together Everyone Achieves More.

OFSTED COMMENTS

- High proportions of current pupils are on track to attain the level expected of them for their age in reading and writing. This is because of your continued strong focus on maintaining high-quality teaching and accurate teachers' assessment of pupils' learning in these two subjects. You have rightly identified that a key priority for your school is to ensure that greater numbers of pupils now attain the higher standard in these two subjects.
- No pupils attained the higher standard in mathematics in 2017. You were quick to look at the reasons why this was the case, despite the fact that this was the first year that this had occurred. You rightly identified that pupils were not fully secure in their use of the different mathematical functions when responding to problem-solving questions. 2018: 15% 2019 : 38% (prediction that in 2021 this would have been amazing 60%)
- 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.**
- Pupils receive wide-ranging opportunities to learn about different religions and cultures. Pupils visit different places of religious worship and, through their links with a school in Burkina Faso, consider the plight of children who are less fortunate than they are. Pupils respond well to these opportunities, and are fully aware that people have different opinions and beliefs and live different lives to them. In learning about these differences, your pupils understand the need to respect all people. As one pupil said to me, 'We welcome everyone, equally.' These opportunities to learn about people's differences ensure that your pupils are well prepared for life in modern Britain.

SIAM Report

- The school has a clear and effective vision which is shared and valued by the whole community and is lived out each day.
- The vision has enabled pupils to explore injustice and inequality and pupils show concern for others and want to make a difference
- Spiritual development is evident and children are encouraged to reflect, however there is not a whole school understanding of spirituality

- School and church are supportive of one another and work together to forge partnerships which reflect ethical and global issues in line with the school vision
- RE lessons are predominantly enquiry based and pupils have developed critical and analytical skills. However, pupils are not fully challenged through this approach in all areas of RE

OFSTED ACTION POINTS

Leaders should ensure that they further develop the quality of teaching so that greater proportions of pupils across all year groups, particularly pupils of average ability and the most able, attain the higher standard in reading, writing and mathematics.

SIAMS ACTION POINTS

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

DATA ANALYSIS

Total cohort	Y6	Read WA%/GD%	Write 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 targets	9	78%	78%		78%	78%

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	Number on roll	SEND Support	ASD/ADHD	EHC Plan	EAL	Disadvantage
				GRIP/TAPS		
Year R	16/ 6	4/0		1/0		1/0
Year 1	6/ 16	2/4	/2	(1)/1		0/2+1
Year 2	10/ 6	3/1	2+1/0	2(1waiting)/0		1/0
Year 3	9-8/11	2/6	0/3+1?	0/3+1		0/2+1
Year 4	7/ 8	0/2	0/0	0/0		2/0+1
Year 5	9/ 7	2/2	1/0	1/0		1/3
Year 6	14-13 /9	6/2	2/1	2/1		2/1+1
Total	69/64	17 = 25%/30%				

Action from School priority document Schools Net: based on data

- LM - Track attendance of most pupils (taking out the 3 flexi/part time pupils) 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 - Current y1 had low GLD in 2022 53% (4/7 were self-regulation and 7/7 non achievers were linked to literacy)
- T&L LM ECT SE support - Y3 monitor maths provision, planned interventions and embedding of number skills. **There are significant needs in this cohort**
- Curriculum development – Science through school to develop continuity and raise expectations and links to STEM/DT/IT
- TL/Asses – aim for more pupils to work towards GD in Y5/6
- Writing targets should be used effectively to increase individual quality
- Phonic CPD, resources and attainment in KS1 remains a focus
- Staff in addition to supporting the least able, are striving to challenge children to work towards Greater Depth/secure WA and increase the APS.

2022-2023 Targets

Improving reading as a key skill in learning (developing high quality reading skills and using reading to learn)

Targets	Success criteria	Actions	Monitoring Govs /Headteacher /staff / pupil /external	Impact on learning	Review
All EYFS and KS1 pupils can use phonics effectively in their reading.	Reading pace and accuracy improves All pupils are reading books which reinforce learning and they have a sense of success	East Midlands English Hub audit/support for phonics In school Twinkl CPD Modelling coaching within teaching Buying new reading books Sorting current books and re-labelling all early reading (scheme) books Creating new resources to reinforce learning such as games/Twinkl	Audit complete Resources organised/ available to all and used effectively Money spent on resources, CPD, support for teaching, coaching input is reflected in quality of teaching/learning 1:1 tracking to feed back into teaching Weekly spelling results improve	Scores increase in ongoing tracking showing Phonemes used correctly and graphemes used in spelling new words	
Effective communications with families: Parents understand the school approach to using phonics to help with learning to read	Parents support children in using phonic patterns	Children take books home regularly and read at home. Parents attend workshop in early Autumn 22 Website has a link 'how to help your child use phonics in their reading' Aim to ensure they understand revised reading strategies – model how these are taught and practised in book study lessons.	Impact on Parents: report they understand how to use phonics. Impact on spellings: Parents support pupils to learn their spellings Impact on Children: feel more confident in using phonics	Parents can support their children's learning more effectively and efficiently Good learning relationships are established	
Y5/6 increase confidence in reading – comprehension scores improve during Sats prep	Reading improves – pupils more confident	KS2/3 Collaborative Project - Reading HVC. Study of study skills and reading to learn / enjoy strategies?	Attendance at CPD Staff aware of overview of the project Impact on learning: all Y5/6 improve their reading	Children enjoy reading and can use reading across all areas of learning	
Improve library provision / book range and use by pupils	Library looks attractive and is being used by pupils	New library: reorganise existing books including Non Fiction/ Guided reading / some Fiction bks Seek pupil views on use Display books Purchase topic related quality books	Pupil voice	Children enjoy using non-fiction books Children feel relaxed about reading a range of books	

Individual pupil gaps are identified and time created to support learning	Gaps are narrowed	Keep up programme through smaller phonics groups and 1:1 keep up support during the week Catch up programmes for individuals are effective phonics Parents are made aware of programme and support use of and learning of HFwords/ phonic patterns	Support plan for Y1 – TA Thu/Tue Y1 Y3 Y5 Y6 TA plan see tt Impact on reading confidence and Suffolk/1:1 reading tests and reading level, phonics tracking score improvement	Gaps are narrowed and pupils make rapid progress	
---	-------------------	--	--	--	--

Metacognitive thinking is embedded as a learning strategy

Targets	Success criteria	Actions	Monitoring Gobs / Headteacher/ staff/ pupil/ external	Impact on learning	Review
Staff are more aware of the power of being able to verbalise metacognition: Staff model this in their teaching		Staff agree how to include MCT within teaching Staff model metacognitive thinking, sentence stems, particularly through problem solving and how this facilitates active learning, making connections.	PV, observe in learning walk	Pupil confidence when solving problems and making links in learning	
Pupils are introduced to and can use quality vocabulary	Vocabulary is used effectively in explaining meta thinking across the whole curriculum	Staff model good vocabulary and praise pupils for verbal use Display vocab and praise use in writing	Book scrutiny, Learning walk, PV	Vocabulary improves in writing Confidence to use new words verbally	
Pupils can make connections in their learning based on previous teaching Pupils 'understand more and remember more'	Pupils can recap and recall confidently	Staff develop a range of systems for recall and recap: quiz, lesson review, mini plenary, end of block review, PV. Staff plan questions to enable pupils to demonstrate linked learning and make effective use of incidental learning Staff, agree the end points of each area of the Curriculum and explore ways to assess learning against these	PV questions within learning book scrutiny – end of topic Whole staff review mid year of successful strategies	Pupils build their own schema of understanding about their world.	

Pupils show respect, responsibility and resilience in behaviour and work	Pupils can talk about the links between school ethos/values and progress	Staff show/remind pupils where these values can be found/ seen and the impact this has on their learning. Pupils actively look for evidence and are proud of their work, know how to behave and are resilient learners	PV: positive outcomes, growth mindset and the wider curriculum offer PV equality/ transition/ friendships	3 Rs Attain Sports Platinum, maintain Green Flag and fairtrade Achiever Award Achieve School of Sanctuary	
Pupils develop subject specific disciplinary skills	Pupils understand how to be a Scientist/artist/musician/historian/author/editor/designer/	Disciplinary knowledge /skills are regularly included as objectives and pupils are encouraged to talk about how they are using these skills	apply core skills/disciplinary knowledge within lessons PV Book scrutiny		
Pupils can demonstrate maths mastery techniques through effective implementation	fluency, variance, representation, coherence, reasoning, problem solving are shown in work	Staff understand these areas They actively discuss these skills with the children Resources are purchased to encourage staff confidence in recognising a range of techniques make the most effective learning	end of topic assessments WR PV		

Improving opportunity through closing gaps and supporting mental wellbeing

Targets	Success criteria	Actions	Monitoring Gobs / Headteacher/ staff/ pupil/ external	Impact on learning	Review
Pupils are more able to work with peers and enjoy reading / using basic maths skills	Tracking shows gaps are narrowed in phonics, reading and number fluency	Keep up support for those needing more support within classroom learning: Teacher and TA interventions through in-class support, smaller phonics groups, extra reading, extra morning work	tracking of pupil progression of small steps	More of the class can work together – more opportunities for joined up learning Progress reflected in data	

Gaps in learning are reduced and pupils develop a more confident approach to learning	More specific tracking shows gaps are narrowed in phonics, reading and number fluency	Catch up interventions for pupils with larger gaps: TA 1:1 support such as Tow x toe, Sound discovery	Progress outcomes, for identified pupils/cohorts, indicates rapid improvement particularly in y1 and y3 where there are a large number of additional needs.	Specific pupils show improvement in core skills – data and PV, attendance and contributions in lessons	
Effective teaching and learning: behaviour, curriculum and enjoyment of learning	Induction and support for ECTs (3 ECT mentors)	Induction and support for 3x ECT staff – embed best practice through using the coaching model and benefit from online learning	Progress on programme and as observed by Mentors	Summative results show progress	
Support staff wellbeing	Staff feel well supported, listened to, understood and appreciated.	Purchase of maths and handwriting workbooks, music scheme. Ensure minimal meetings, open door for daily running of school, staff newsletter. half termly lunch and January walk, thanks including Newsletters to parents, workload discussions regarding assessment of Foundation subjects (all /most /some statements of end points in Science) and Ofsted prep support and time to organise subject resources.	Weekly CPD meetings Gobs 1:1	Staff use PPA effectively and are supported by TAs. Teaching is effective. Pupil progress	
maintaining resilience in pupil's mental health	Pupils are confident about asking for support. Pupils can talk using a growth mindset approach	Targeted support for pupils with additional needs; PSHE planning ensures pupil participation in discussions about mental wellbeing / healthy minds / the importance of keeping fit Provision includes Nurture, ELSA support, Mini Leaders and sports club Focus on GMS weekly in class	PV Parent voice	Pupil confidence and resilience develops	
Staff develop supportive strategies to engage all pupils	All pupils have emotional control	Develop strategies for emotion coaching, Review MHealth provision.	Staff confidence, PV parental review Summer 23		

<p>There are equitable opportunities across the school</p>	<p>All staff teach to promote the protected characteristics and model an accessible curriculum for all pupils and all families</p>	<p>Staff receive specific training regarding PC and develop a system of approach (Open The Door?)</p> <p>Incident record system</p> <p>Invite people to talk with pupils who have PC and wish to broaden our understanding of a life lived with these?</p> <p>Use First and Picture News to develop discussion</p>			
--	---	--	--	--	--

❖ *Governors Priorities 2022-2023*

1. *Communicate the school vision, how its values are embedded in learning and it's learning journey to parents, new staff and new Governors*
2. *Work with local pre-school groups to make best use of the facilities and develop good relationships*
3. *Work pro-actively with other local schools, leaders and the Diocese to promote school links and strengthen our school's future*
4. *Support and challenge the Head with decisions about the continuity of education at Eyam - working with the Academisation agenda*

