



## STRATEGIC SCHOOL SELF EVALUATION AND IMPROVEMENT PLAN PRIORITIES 2023-24

**WE ASPIRE TO MOVE FROM GOOD TO GREAT!!**

### **Mission statement**

*'Growing and learning together to be the best that we can be, in an environment based on Christian Values'*

### **Our Christian Vision**

Dunnington C E Primary School is a place where we encourage children to develop enquiring minds, a lifelong love of learning and a respect for one another and the world in which they live.

It is rooted theologically in Proverbs 22:6, *'Start children off in the way they should go and even when they are old, they will not turn from it.'* and 1 Peter 3:8 *'Be sympathetic, love one another, be compassionate and humble.'*

**Our School Values** based on R.E.S.P.E.C.T- Responsibility, Enjoyment, Security, Politeness, Effort, Care, Tolerance

### **Strategic Statement**

*Whilst high levels of academic achievement are expected, we are concerned with all aspects of children's development. It is our intention to provide, within a caring environment, a wide range of balanced learning opportunities which develop and extend the subject skills, key skills, thinking skills and achievements of all our children- a curriculum for the 21<sup>st</sup> century- a curriculum which will help our pupils to grow up to be knowledgeable, independent, adaptable and responsible people and prepare them for a world in which the only constant is change.*

### **The school aims to develop a strong learning culture and good conditions for learning through:**

- Providing a safe, secure environment for work and recreation.
- Educating pupils intellectually, socially, morally, aesthetically, physically, culturally and spiritually within a school firmly based on Christian Principles.
- Providing a variety of teaching strategies which develop and extend children's key skills, thinking skills, and achievements and raise standards.
- Monitoring individual attainment to see whether targets set have been achieved and progress maintained.
- Working in partnership with parents, guardians, local church and community to enhance the quality of education.
- Developing a positive sense of identity and self-esteem.
- Developing in the children an understanding of how to regulate their own behaviour, both in and out of school, sharing and working with others effectively and developing skills of conflict resolution.
- Stimulating interest and respect for local and wider environments.
- Valuing truth and justice and the development of skills leading to honest and caring citizens of their local, national and wider world.
- Valuing and recognising diversity within societies, our own and others.
- Promoting an interest in the arts, through clubs, performances and visits to and from theatre companies.

- Supporting staff development at all levels, linking personal, school and Trust needs, as identified through the school improvement plan, classroom monitoring and performance management.
- Ensuring that a robust system of self-evaluation is in place that will identify the strengths and weaknesses of the school's curriculum, planning and provision.
- Providing vision and direction to ensure that the curriculum matches the aims of the school and Trust and meets the needs of the children in our school, preparing them for a successful future.
- Encouraging a climate that allows for creativity, experimentation and enrichment in learning and teaching
- Linking our improvement plans with allocation and monitoring of available resources
- Putting in place a system to monitor and evaluate the impact on the quality of learning and teaching resulting from changes made to curriculum planning and provision

### How we produced this plan.

This SIP was created using contributions from the following sources of self-review:

- Ofsted inspection framework and inspection outcomes,
- SIAMS toolkit and inspection outcomes,
- Trust monitoring
- School Improvement Partner advisory visits
- Diocesan Link Advisor visits
- Senior Leadership Team meetings
- School Council
- Appraisal
- Curriculum Co-ordinator Reviews
- Governor/Staff Improvement Planning days
- Staff/Parent /Pupil surveys.

Our school is currently judged by Ofsted (July 2022) to be a good school.

We achieved outstanding judgments in all areas of our Statutory Anglican and Methodist School Inspection (February 2018).

The way in which Ofsted and SIAMs inspect and evaluate schools is continually changing. We are mindful of these changes and continue to strive for excellence reflecting on our practice and identifying areas for improvement or further refinement.

With this in mind, the staff and governors have identified key priorities for development during 2023/24. The emphasis of school improvement work will be in these areas during the next academic year. A number of additional areas for development have also been identified for the next year. Whilst these may not be priorities, they must feature in order to ensure continuity in practice and provision. These take account of on-going work from previous development plans, new government initiatives, a maintenance programme and local issues relevant to our school.

**Priority 1: QUALITY OF EDUCATION**

AREA FOR DEVELOPMENT	REASONS FOR IDENTIFICATION
<p><b><u>Refining our Curriculum</u></b></p> <p><b>Ensure adaptive teaching strategies inform planning and delivery of lessons across all curriculum areas.</b></p> <p><i>Adaptive teaching is an approach a teacher will use to continually assess the strengths and needs of learners and adapt their teaching accordingly to ensure all learners can meet expectations.</i></p> <p><i>Through utilising adaptive teaching techniques, teachers will:</i></p> <ul style="list-style-type: none"> <li>● <i>Adapt lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations.</i></li> <li>● <i>Balance input of new content so that pupils master important concepts.</i></li> <li>● <i>Making effective use of teaching assistants.</i></li> </ul>	<p><b>So far...</b></p> <p>Subject leaders, with staff, have clearly identified end points for all year groups in all subject areas.</p> <p>Adaptive Teaching training attended by SENDCO and an initial briefing provided for staff regarding moving from differentiation to adaptive teaching. Staff able to more confidently identify and plan for anticipated barriers and challenges within Core Subjects</p> <p><b>Next steps...</b></p> <p>Subject leaders to support staff in identifying appropriate adaptive teaching and learning strategies to <b>support and stretch</b> all learners in their curriculum area so that all learners have the opportunity to meet expectations.</p>
<p><b>Ensure disadvantaged children and children with SEND are being supported to make expected progress in maths.</b></p>	<p><b>So far...</b></p> <p>Pupils attending Dunnington CE Primary School continue to achieve highly in all areas.</p> <p>Whilst progress scores were positive in reading and writing (1.31 and 0.17 respectively), progress in maths was negative (-1.52).</p> <p>Analysis shows that disadvantaged children and those children with SEND are making less progress than expected.</p> <p><b>Next steps...</b></p> <p>Raise the profile of disadvantaged/SEND learners in school to ensure that their progress is tracked, lessons are adapted as appropriate and that timely, appropriate and effective maths interventions are put in place.</p>

**Priority 2: BEHAVIOUR AND ATTITUDES**

<b>AREA FOR DEVELOPMENT</b>	<b>REASONS FOR IDENTIFICATION</b>
Review and implement the school policy for behaviour regulation.	<p><b>So far...</b> Lots of work has been spent reviewing and trialling different behaviour regulation techniques over the last 12 months. Staff training led by Rob Pye led to agreement to focus on everyone's right to learn, everyone's right to feel safe and everyone's right to be respected. This now needs to be reflected in the school's policy.</p> <p><b>Next steps...</b> Finalise policy and create visuals for every classroom to show rewards and sanctions to ensure consistent implementation throughout school that is appropriate for ALL pupils and is representative of our school ethos and values.</p>
Develop strategies to maintain a positive learning environment which supports staff and pupils to manage self-regulation, respect and readiness for learning.	<p><b>So far...</b> Observed changes in pupil presentations, particularly since Covid. Many possible contributing factors. Emotionally-Based School Avoidance is more prevalent, impacting on attendance, punctuality and lesson engagement. To improve staff well-being (work-related stress (managing behaviour), work-life balance (recording behaviour and communication with parents). Increase in families seeking support from school. A variety of different strategies have been trialled (such as recognition boards) to support positive behaviour choices.</p> <p><b>Next steps...</b> Introduce Zones of Regulation across the school, ensuring that all pupils and members of staff are able to use the Zones of Regulation vocabulary to support emotional regulation.</p>

**Priority 3: PERSONAL DEVELOPMENT**

<b>AREA FOR DEVELOPMENT</b>	<b>REASONS FOR IDENTIFICATION</b>
<p>Evaluate, refine and adapt our outdoor curriculum to impact positively on engagement, emotional health and well-being.</p>	<p><b>So far...</b> As above. Observed changes in pupil presentation, particularly since Covid. Many possible contributing factors. Emotionally-Based School Avoidance is more prevalent, impacting on attendance, punctuality and lesson engagement. Increase in families seeking support from school.</p> <p><b>Next steps...</b> Improve staff well-being (work-related stress, work-life balance) Improve pupil wellbeing and physical health through increased outdoor and active learning opportunities. Make full and effective use of our school grounds and local community. Support children who find learning in the classroom difficult to develop regulatory strategies. Increased enjoyment of learning and continued enrichment of our curriculum.</p>

#### Priority 4: LEADERSHIP AND MANAGEMENT

AREA FOR DEVELOPMENT	REASONS FOR IDENTIFICATION
<p>Evaluation and continued development of practice against the SIAMs framework.</p> <p><i>Whilst Dunnington is not in the window for inspection for academic year 2023-24, it is anticipated that we will be for the next academic year.</i></p>	<p>Ensure all stakeholders feel confident and well-prepared for the school's SIAMs inspection given recent changes in personnel.</p> <p><b>So far...</b> SIAMS Coordinator has completed the SIAMS inspection training bundle, and engaged with the local RE networks and local advisor support visits. In June 2023, visit from Diocesan Advisor included an RE monitoring visit, with lesson observations, a learning walk and a book scrutiny. SIAMS &amp; RE Coordinator has delivered training to staff on school's Christian vision (including biblical rooting), and rolled out the Understanding Christianity teaching units for the RE Curriculum.</p> <p><b>Next steps...</b> SIAMS Self-Evaluation Framework (SEF) is in process of being brought up to date with the most recent evidence, by SIAMS Coordinator and SLT. SIAMS Coordinator to carry out evidence-gathering activities as appropriate, to support completion of SEF and Summary SEF. Development of reflection areas in each classroom. Ensure all steps in place so that the school is fully prepared for a SIAMs inspection by the end of this academic year.</p>

**Priority 5: QUALITY OF EARLY YEARS EDUCATION**

<b>AREA FOR DEVELOPMENT</b>	<b>REASONS FOR IDENTIFICATION</b>
Continue journey to achieving ELKLAN accreditation as a Communication Friendly School	<p><b>So far...</b> School has completed Step 1 of the Early Talk for York (an approach to improve speech, communication and language of children 0 to 5 years) by implementing Welcomm as a language screening tool on entry.</p> <p><b>Next steps...</b> To continue with Step 2 and Step 3 of the Early Talk for York Roadmap to achieve 'Communication Friendly School' status. Currently there is a long waiting list for Speech and Language Therapy following referral. Need for speech and language support for a small number of pupils; therefore desire to upskill staff to ensure we can offer in-house help in a timely manner. By working towards accreditation and gaining Step 3 of the programme, school would be able to access:</p> <ul style="list-style-type: none"><li>- high quality, accredited training for the whole team</li><li>- ongoing personalised support for our team from speech and language therapists and other experts</li><li>- a formal network of providers working on the same programme</li></ul>