**INFANT, JUNIOR AND Primary SCHOOL IMPROVEMENT PRIORITIES 2023/2024**

**Data Summary July 2023 (Emerging National %)**





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| School Name: | Dove Holes CE Voluntary Controlled Primary School | DfE No | **3024** |
| Headteacher: |  | Date: |  |
| Section 175 school safeguarding audit - Date completed: | | |  |
| Which DfE Validated Phonics Programme are you using for 2023/24? | | |  |
| Please state the [length of the school week](https://www.gov.uk/government/publications/length-of-the-school-week-minimum-expectation) from September 2023 | | | hours |

**Data Analysis – Strengths**

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| **Reading** | | | | | | | | |
|  | | **KS2 Reading** | **KS2 Reading high attainers** | **KS2 Reading Progress** | | **KS2 Reading disadvantaged** | | **KS1 Reading disadvantaged** |
| **1.** | | **What could the contributing factors be?**   * Inference training * KS2 Reading Model * Focus on fluency .     **100%** in **2023**  **14.3%**points**rise since** **2022**  **66.7%**points**rise since** **2019** | **40%** in **2023**  **25.7%**points**rise since** **2022**  **31.7%**points**rise since** **2019** |  | | **100.0% o**f your school's Disadvantaged cohort achieved the expected standard in Reading by the end of KS2 | | **100.0%** of your school's Disadvantaged cohort achieved the expected standard in Reading, by the end of KS2 |
|  | |  | **Reading KS2 SEND**  **100.0%** of your school's SEN: Support (K) cohort achieved the expected standard in Reading, this is 55% higher than national | | | | | |
|  | | **MATHS** | | | | | | |
|  | | **KS2 Maths** | **KS2 Maths High attainers** |  | **KS1 DISADVANATGED** | | **KS2 DISADVANTAGED** | |
| **2.** | |  | KS2 Maths |  | **100.0%** of your school's Disadvantaged cohort achieved the expected standard in Maths by the end of KS1 | **100.0%** of your school's Disadvantaged cohort achieved the expected standard in Maths by the end of KS2 | | |
|  | **KS2 SEND**  **66.7%** of your school's SEN: Support (K) cohort achieved the expected standard in Maths, this is 24.4% higher than national. | | | | | |
| **3.** | | **KS2 Grammar Punctuation and Spelling** | | | | | | |
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| **4** | | **KS2 Reading, Writing , Maths combined** | | | | | | |
| KS2 Combined | **KS2 SEND** | | | **KS2 DISADVANATGED** | | |
|  | **SEND Outcomes by the end of KS2 in Reading, Writing and Maths**  **33.3%** of your school's SEN: Support (K) cohort achieved the expected standard in Reading, Writing & Maths,  **Although this is 26.2%** lower than the **national All Pupils** cohort at **59.5%, it is 9.7% higher than the national SEN Support achieving the expected standard in RWM combined by the end of KS2**  **33.3%** of your school's SEN: Support (K) cohort achieved the expected standard in Reading, Writing & Maths,  **pupils** | | | **100.0%** of your school's Disadvantaged cohort achieved the expected standard in Reading, Writing & Maths by the end of KS2 | | |
| 5 | | **Attendance** | | | | | | |
|  | | **Absence**  **Overall absence and persistent absence rates have decreased from Autumn 2021 & Spring 2022 to Autumn 2022 & Spring 2023** | A huge improvement in attendance taking us from the 98/66th percentile to the 72/41th percentile.  **What could the contributing factors be?** No term-time holidays authorised and all unauthorised holidays referred for fines. Red/Amber/Green attendance letters sent out termly to identify and flag with parents any attendance issues early in the year. These procedures have contributed to a culture change in our school community. | | | | | |
| |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  | Non disadvantaged | | | | | Disadvantaged | | | | **Overall** | | |  |  | 2021/22 | Autumn 22/23 | Spring 1 22/23 | Spring 2 22/23 | **Academic year 22/23** | 2021/22 | Autumn 22/23 | Spring 2 22/23 | **Academic year 22/23** | 21/22 | 22/23 | | Absence\*\* |  | 9.01% | 7.7% | 4.34% | 3.84% | 4.2%  Improved from 21/22  Better than national | 9.5% | 10.36% | 7.33% | 9.4%  Improved from 21/22 | 6.8% | 5.7%  Improved from 21/22  Better than national | | Persistent Absence\*\* |  | 13.2% | 19.5% | 10.42% | 8.33% | 6.6%  Improved from 21/22  Better than national | 15.4% | 35.71% | 21.43% | 15.3%  Better than national | 16.6% | 9.3%  Improved from 21/22  Better than national | | National Absence |  |  |  |  |  | 6.2% | 8.2% |  |  |  |  | 6.0%\* | | National Persistent Absence |  |  |  |  |  | 18.2% | 29.4% |  |  |  |  | 18.5%\* | | | | | | | |
| 6 | **Phonics by the end of KS1** - | | | | | | | |
| Although our results in the Y1 Phonics Screening Check are an area for development, we have increased the number of children passing by the end of Y2 compared to 221/22. This demonstrates our continued support and aspirations for our weaker children.  **What could the contributing factors be?** We stream our Phonics lessons to allow for small groups, targeting specific gaps and allowing for individualised support. | | | | |  | | |

**Data Analysis – Areas for development (challenges)**

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| 1. | **KS1 Reading** | **SEND KS1**  **0% of SEND children achieved the expected standard in Reading in KS1** |
| 2. | **Year 1 Phonics** | **SEND Y1**  **0.0%** of your school's Year 1 SEN: Support (K) cohort achieved the expected standard in Phonics, |
| 3. | **KS1 Writing** | **SEND KS1**  **0% of SEND children achieved the expected standard in Writing in KS1** |
| **Writing progress in KS2** |
| **Maths Progress in KS2** |  |
| 4 | **KS1 MATHS** | **0% of SEND children achieved the expected standard in Maths in KS1** |
| 5 | **EYFS** |  |
| 6 | **Attendance**  Although attendace has improved, the school attendance rates for academic year 22/23 is 94.3%. This falls below the school target of at least 96% ( though is 0.3% higher than national)  Attendnace ( 90.6%) for disadvantaged learners at Dove Holes still remaines lower than the national rates (91.8%) | Your school's SEN: Support (K) cohort of 14 enrolments have an **Authorised Absence** of **7.1%**.  This is **2.2%** higher than the **national All Pupils** cohort at **4.9%**  Your SEN: Support (K) cohort's **Authorised Absence** has **increased by 1.6%** from 5.5% in 2021/22, to 7.1% in 2022/23 |

**Note: there is no requirement to have a priority for each section**

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| **Key area** | **SIP provisional priorities 2023/2024** | **Why has this priority been identified?** | **Where will you seek further school improvement support from?** |
| **The quality of education** | **Overarching objective**  **1.To strengthen  curriculum planning,**  **so that more pupils receive increased opportunities to extend their thinking and gain a deeper understanding of the subjects they study.**  **2. To ensure that assessments focus on how well pupils have secured their subject specific knowledge and skills from the taught curriculum,**  **so that  opportunities to extend and consolidate pupils’ learning are not missed**  **With a specific focus on:**  **Reading and Phonics**   * Consistent, high quality teaching of phonics. * Rigorous, high quality teaching of reading in KS1 bridging phonics and comprehension, with a focus on comprehension. * Raising the importance and significance of reading for pleasure across all year groups. * Lowest 20% of readers across the school need to be able to read fluently before leaving Dove Primary School * Precision teaching and intervention for all pupils who fall behind with a focus on disadvantaged and SEND children   **Maths**   * Further Embedding Power Maths and SAFE maths * Fluency with number bonds and calculation (KS1) and multiplication. * Pupils can identify and explore mathematical problems and patterns, transferring their learning into every day life situations. * Pupils feel confident in using a range of strategies and can articulate their reasoning, recognising and addressing misconceptions * Precision teaching and intervention for all pupils who fall behind with a focus on disadvantaged and SEND children   **EYFS**   * The work given to the pupils continues to be demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge * Continue to strengthen EYFS curriculum, assessment and practice to improve outcomes for all children and close the gap for disadvantaged children.   **Embedding the Cornerstones curriculum and EPIC curriculum drivers**   * Implementation and embedding of the new History, Geography, Music, Art , DT, MFL and Computing curriculum   and Consistency of National Curriculum coverage, to a rigorous high standard, developing knowledge, vocabulary and skills. * Retaining and articulating knowledge at the core and linking secondary knowledge across subjects. * Precision teaching and intervention for all pupils who fall behind with a focus on disadvantaged and SEND children   **Writing**   * Development of writing across the whole school focusing on transcription progressing to increasing the stamina of writing for composition |  |  |
| **Behaviour and attitudes** | **1.To nurture and value difference whilst identifying and celebrating  commonalities,**  **so that the curriculum provides children with experiences of the wider world to help them to understand their village, the world they in and their place within it.**   1. **Continue to develop a strong focus on attendance and punctuality and create a culture where children show they have the skills to face difficulties with confidence**  * **The rates of authorised attendance and severely persistently absent reduces and parents/carers are informed more frequently about the benefits of good attendance** * Teaching promotes independence and creativity which empowers children to take greater control of their learning * All staff and pupils understand and follow the high expectations for behaviour, consistently and with transparency with an equitable approach to rewards and sanctions. * Trauma informed practices are followed to support pupil behaviour. * Personalised approaches to behaviour management where needed * Attendance further improves for all groups of children |  |  |
| **Personal development** | 1. **To implement  Philosophy for Children linked with PSHE, FBV, Protected characteristics and the schools curriculum drivers,**   **so that children develop  higher order thinking, questioning and speaking and listening skills across the phases preparing them for life in modern Britain.**   * Teachers and pupils think in a caring, collaborative, creative and critical way (the 4C’s of P4C). * Children become more thoughtful, reflective and reasonable individuals. * Pupils in Y6 are prepared for the contextual challenges within the local area ( county Lines, Drugs, alcohol, mental health)   **2. To further increase the range of enrichment opportunities and pupil leadership**  **So that pupil leadership and innovation enhance children’s wellbeing**   * Extra-curricular physical activity and [curricular]  PE promotes active, healthy lifestyles * Creative and nature based opportunities promote holistic, and spiritual well being |  |  |
| **Leadership & management** | **To embed exceptional leadership and management at all levels including for Governors ensures that staff are well-supported**  **So that high expectations of all pupils are realised**   * Staff are confident in subject areas. * Staff are continually improving in  their pedagogical knowledge, therefore this results in continual improvement for pupils. * Empowering staff to continue their professional learning and are passionate about their knowledge. * To continue to provide more opportunities for access to formal qualification an accreditation routes across all staff groups * Underperformance is challenged * To further well-being for all parts of the school community, including consideration of workload |  |  |

**Link adviser core support 2023/2024**

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| **Provisional link adviser activities identified**  *\*Please complete at least visit 1 (autumn term) as a provisional identified priority link adviser visit*  **\****Please note that a curriculum review is recommended for a school approaching the final year of their Ofsted window.* |
| Visit 1 |
| Visit 2 |
| Visit 3 |

**Leadership Capacity 2023/24 - NPQs**

[National professional qualifications](https://www.gov.uk/government/publications/national-professional-qualifications-npqs/national-professional-qualification-npq-courses) (NPQs) are designed to support the professional development of teachers and leaders. NPQs are available for teachers and leaders who want to develop their knowledge and skills in specialist areas of teaching practice.

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| **Designed with both classroom teachers and leaders in mind, the five specialist NPQs are:**  Leading teacher development  Leading teaching  Leading behaviour and culture  Leading literacy  Leading Primary Mathematics | Do you have staff who are qualified or undertaking the specialist NPQs?  Yes/No | **The five leadership NPQs are:**  Senior leadership  Headship  Executive leadership  Early years leadership  NPQ for SENCOs | Do you have staff who are qualified or undertaking the reformed leadership NPQs?  Yes ( 2 members of staff) |

**Developing your teachers and leaders**

Evidence shows that the challenge of getting enough high-quality teachers into classrooms is growing (NFER, 2022).

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| Does your school host trainee teachers through any of the routes into teaching? | Yes/No |

**Provisional Risk assessment 2023/2024**

Use the self-evaluation guidance below to indicate your low / medium / high provisional risk assessment

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| **Risk assessment** | **Development state of the school** | **The entitlement for a Local Authority maintained school** |
| Low | A school which:   * has a consistent trend of outstanding or good outcomes, *or* * has established a strong upward trajectory and the school leadership team and link adviser agree it is likely to be judged as at least good, based on the evidence from comprehensive self-evaluation activities including joint activities as part of the core support package. * has outcomes in either progress or attainment which are consistently good following a successful curriculum review. * has had an Ofsted judgement of ‘outstanding’ prior to the 4 May 2021 and has had a successful curriculum review.   *And*   * has pupils with SEND whose needs are being met and achieve the best possible outcomes. | Link adviser delivery of the three visits for school improvement support. The visits should be aligned with the priorities in the school improvement plan. Suggested activities include:   * a curriculum review which will either be undertaken as a visit by the link adviser or be supported by the SASI. * a range of joint self-evaluation activities e.g. lesson visits, work scrutiny, learning walks. * a scrutiny of the self-evaluation summary. * focussed EIS activities e.g. catch-up, early years foundation stage (EYFS), assessment, SEND/inclusion. |

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| **Risk assessment** | **Development state of the school** | **The entitlement for a Local Authority maintained school** |
| Medium | A school which:   * has been judged by Ofsted as outstanding or good but outcomes suggest a declining trajectory, *or* * following a section 8 inspection has been advised to address priorities for improvement in readiness for a full section 5 inspection, *or* * has been judged as requiring improvement within the last fouryears or in the coming year the school leadership team and link adviser agree it is likely to be judged as at least requiring improvement for the first time. * was judged outstanding by Ofsted prior to the 4 May 2021, but the curriculum review suggests some concerns, although the published data is good or better. * had leadership and management judged to be Requires Improvement at the last Ofsted inspection. * is deemed to have some concerns regarding just one of the following: * off-site provision * behaviour and attitudes * absence * is deemed to have some concerns about the wider curriculum offer. | Link adviser delivery of the three visits for school improvement support. The school improvement plan should summarise the planned input of the Local Authority.  A joint school curriculum review led by the link adviser for the autumn or spring term is recommended. At the end of this visit, the focus of the next visit should be confirmed. Any remaining visits will be delivered as per the core support package.  In a medium risk school, the senior adviser mid-year progress check will focus on the school improvement plan priorities identified in the summer term 2023/2024 document.  At all visits, the brokering of further school improvement activity must be considered (see sources of support) as well as a potential change to risk designation. |

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| **Risk assessment** | **Development state of the school** | **The entitlement for a Local Authority maintained school** |
| High | A school which:   * requires higher intervention to secure capacity to remove concerns. * has strong evidence which indicates there is ‘gaming’ of attendance data, exclusion data or exam entry. * has strong evidence which suggests off-rolling is taking place and leaders are taking insufficient action to address it. * has leadership and management which was judged Requires Improvement at the last Ofsted inspection and leaders have not addressed the weakness identified in the report. * gives the local authority substantial concerns about the wider curriculum offer (including fundamental British values and spiritual, moral, social and cultural (SMSC). * has pupils with SEND whose needs are not being met and do not achieve the best possible outcomes. * has been or could be judged by Ofsted as: * having serious weaknesses * requiring special measures * at risk of requiring improvement for more than two judgements | Link adviser delivery of the three visits for school improvement support as detailed in termly school progress review meetings. The school improvement plan should summarise the planned input of the Local Authority.  The three link adviser visits to a school judged high risk will follow an early autumn joint link/senior adviser school progress review meeting. This is designed to review the school’s improvement plan and ensure there is an accurate focus on priority areas.  Recommendations for action include:   * consideration whether the school is medium risk or requires a warning letter. * a joint school curriculum review led by the link adviser for the autumn or spring term is recommended. Any remaining visits will be delivered as per the core support package. * termly school progress review meetings with the senior adviser. * brokering of further school improvement (see sources of support). |

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| Please indicate your provisional risk assessment**.** | 2022/23 - | Medium | 2023/24 - | Low |

**The core support package 2023–2024 for all Local Authority maintained schools and academies who purchase education improvement services (EIS).**

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| **Sources of support** |
| **Sources of support**   * Traded activities with the education improvement service led by school improvement advisers, teaching, learning and assessment consultants, early years improvement officers. Details can be found here: [Education Improvement Service | Derbyshire Services for Schools](https://services.derbyshire.gov.uk/Page/30685) * EIS course and conference programme. Details can be found here: [Training & Events | Derbyshire Services for Schools](https://services.derbyshire.gov.uk/Training?Id=3587) * Bespoke support from the EIS teaching and learning consultants. To request support or to find out how the team can help you please email [eis@derbyshire.gov.uk](mailto:eis@derbyshire.gov.uk) * Teaching School Hubs, Maths Hubs, English Hubs, Research Schools, Whole School SEND, Science Learning Partnership, STEM (science, technology, engineering and mathematics), Computing Hubs, Behaviour Hubs. * Wider workforce e.g. NLE, NLG, headteacher, mentors etc. * Wider market: brokerage of partner agencies.   Where to find this information:  The CPD offer from EIS and non-commercial national and regional providers with a footprint in Derbyshire can be found here:  [CPD Opportunities for Schools and Academies | Derbyshire Services for Schools](https://services.derbyshire.gov.uk/Page/28166)  This resource has been produced in collaboration with partners across Derbyshire to help school leaders and teachers alike identify the appropriate professional development to meet their needs. |
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