

# ONE FORM 1 OVERVIEW OF SCHOOL

## OVERVIEW

### **School Vision: What are we about?**

**'Life in all its fullness'**

**-for us this means people who are flourishing**

- **people who have the wherewithal to shape their own life well;**
- **people who take a delight in learning;**
- **people who are compassionate, who appreciate the value and preciousness of each and every person and all life on earth;**
- **-hence people who help to make the world a better place.**

*DGAT Vision:*

- *We aspire to be the best we can be in an ever-changing environment - providing opportunities for all to flourish*
- *Within our DGAT family we cherish everyone as individuals; appreciating and celebrating diversity*
- *We act with integrity; we are open to challenge and we are reflective about our practice*
- *We treat everyone with dignity and respect*
- *Through collaboration, in a nurturing community, we grow, learn and achieve*

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### **Vision impact: What are we most proud of?**

- Relationships and ethos defined by compassion, trust and interest in people.
- A proper appreciation of our differences and a more level playing field for those not so school sure.
- Adult conversation in school reflects pre-occupation/ fascination with children's needs and strengths and how we can help.
- Pupils who are encouraged to know themselves, to appreciate their strengths and not to compare.
- A curriculum designed to encourage botheredness and philosophical engagement and acting on knowledge eg eco-activism
- Pedagogy that is flexible and responsive.
- Creativity in our policy and practice, holding to our vision despite many external pressures.

*'Governors were impressed by the confidence, openness, and ready humour of all the pupils they met and appreciated their willingness to talk so easily with an adult they had not met before. This is a very positive reflection on the ethos of the school.'*  
*Gov Evaluation Day 22*

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### **Core challenges:**

#### **What are the key barriers at this school?**

- **Very significant disparity in confidence/levels of engagement between a school sure majority and a not so school sure minority. Progress of this latter group (generally SEN as well as on FSM and/or pastoral concerns) is an ongoing priority for school. (see all red)**
- **SEN profile has risen sharply and rapidly in the last year. School has had to contend with unprecedented and very challenging levels of dysregulated behaviour. School has had to adapt fast to this new reality and improve provision for SEN.**
- **Mental health needs have also risen sharply - number of pupils emotionally dysregulated meaning school v diff place from pre-Covid. Significant % connected to SEN esp ASD & ADHD, much of it undiagnosed and unfunded.**

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## Current strengths

- Our capacity to adapt our practice to accommodate emotional dysregulation
  - An exciting curriculum full of heart
  - Community work- eg Minchkins, MAPS, E-safety working party, community action group
  - Pastoral offer- including strong mental health awareness and 3 therapists at present
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## Context:

- Large village church school: 320 pupils. **19% SEND; 12.5% PP**
  - **Spirituality: SEE page 8** The foundation of our vision and our curriculum threads is a broadly spiritual one. Context: we are a church school. Thinking: we want to imbue in our children an appreciation/ fascination with others, a reverence for life and learning and a determination to help make the world a better place.
  - Threads being developed to run through the taught curriculum are context driven:-
    1. **Sense of community:** Context: School in a strong, supportive community and the locality a rich resource for learning. Thinking: We recognise the positive impact on mental health of individuals' sense of community/ sense of belonging.  
*'JW explained how both subjects are enriched by the engagement of the wider school community and by reaching out... an example of this is how the school bought expertise from outside, including parents, into support the recent Upcycling Fashion Show.'* Gov Eval day 22
    2. **Appreciation of Difference:** Context: Predominantly mono-cultural community; **SEND levels rising sharply; disparity in life chances between socio- economic groups;** imminent influx of refugees Thinking: appreciation of difference critical to all feeling valued.
    3. **Environmental Activism:** Context: we are all concerned about the environment. Thinking: if there is one thing we all need to be 'bothered' about it is the environment- this botheredness also v good for learning.
    4. **Creativity and the Appreciation of Beauty:** Context: Community includes many 'creatives.' Thinking: To ensure we appreciate the value and preciousness of each and every person and all life on earth, we first need to appreciate the wonder of creation.
  - Threads running through the hidden curriculum also context driven:
    1. **Focus on strengths and interests:** Context: **Community characterised by polarised socio-economics. Rural poverty issue given disconnect from services.** Thinking: **for the good of all everyone in the school community must feel accepted and valued.**
    2. **Wellbeing:** Context: mental health a growing concern for young people in the modern world, especially post Covid. Thinking: we must do our very best to support them/ protect them and prepare them.
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## **Lines of enquiry: long term:** –

**What 2 things do we most need to improve in the long term?**

- What are we doing to ensure we provide an education that benefits us all; to close the gap in wellbeing, engagement and outcomes between not so school sure and the rest? - (see all the red)

Long term focus 1: Improve wellbeing/ engagement/ sureness of the not so school sure

Long term focus 2: Improve SEN/ PP progress

- How do we ensure our school community become as numerate as they are literate?

Long term focus 3: Improve Maths progress

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### **Short term Lines Of Enquiry**

**What areas would Ofsted be most likely to focus on right now?**

**What is the school's narrative regarding these areas?**

Line of Enquiry Reports available re:-

Curriculum development,  
Attendance,  
Behaviour,  
SEND change of profile,  
Pupil Premium,  
Staff Wellbeing,  
CPD,

### **SIAMS**

Example report here: -

### **Line of enquiry 1:**

#### **Curriculum:**

##### Key questions:

- Vision is a good one but does the curriculum build knowledge effectively and for all pupils?
- Commitment to oral outcomes is admirable but is there enough written evidence to be able to judge outcomes?

##### **Vision/ intent**

- We saw the renewed focus on curriculum as an important opportunity and the evolution of our curriculum as something to be committed to on an ongoing basis. We have thought carefully about 'intent'- our vision has been informed by extensive reading and discussion and we have devoted many hours to planning (including co-creating the eco-curriculum- see Ministry of Eco-education).
- We have engineered a hugely improved learning experience for the children. Learning experiences are purposeful and often lead to children bothered by the knowledge they gain. 'Botheredness' is central to our vision- we aim for the links across the curriculum to be ones

that induce botheredness because we recognise learning as both a functional and an emotional experience. Botheredness aims for the children to not just enjoy building knowledge and 'cultural capital' but also to have 'concern' for the knowledge they gain, a concern that leads them to apply it in a purposeful/ moral way. We see this kind of knowledge as powerful. We view powerful knowledge as:-

- 1) substantive knowledge which can be applied purposefully, preferably driven by a moral imperative or by emotional engagement, knowledge that induces 'botheredness' in the learner.
- 2) disciplinary knowledge that opens up disciplines or 'fields' of learning to the learner. We prioritise the teaching of threshold or critical concepts that are transformational for the learner's understanding of a subject discipline. We look to space teaching of these through units of work.
- *'Teacher: JW (teacher) aims to ensure all Y6 pupils leave understanding what it is to be a young geographer, and historian.*
- *KS2 pupils: The pupils gave a clear understanding of a fair test and understanding of the variable.*
- *KS1 pupil: When asked how you find something out. The response was 'I could do an experiment, but it depends on the problem I am try to solve. We need to think about what information I need. Like explore it's in math's....in some tests you need to use the same thing and then change something else.'* Gov eval day 22
- To induce botheredness we do two things:-
- we aim to go narrow and deep wherever we can. examples include Tutankamun, pin hole cameras.
- we link the curriculum through threads  
*'the approach provides an opportunity to dive deeply into a topic and provide space for pupils to develop a sense of 'botheredness' and philosophical engagement with the subject and topic. There are four cross-cutting 'threads' of learning that all subjects look to engage with.'* Gov Eval day 22
- Curriculum threads we are developing include - eco-activism, appreciating difference, sense of community and appreciation of beauty - these to run through our taught curriculum. Two other threads- strengths and wellbeing - come through more overtly in our hidden curriculum. These provide the curriculum with its moral backbone and help link knowledge over time and between subjects. The development of these threads is laid out in a whole school topic planning document.

#### **Knowledge building as demonstrated in the planned curriculum**

- We have taken on board the importance of building knowledge into LT memory and recognise a curriculum must be progressive and linked. We also recognise learning needs revisiting if it is to be recalled.
- We have created KO's for all subjects- these as reference for teachers (not pupils) because we see it as the teachers' job to get knowledge into heads.
- KO's constitute a coherent/ progressive curriculum:-
- -Value rich links are being made through the threads - this is still in development - [see eco activism](#) as most developed. Links for eco-activism based on progression in thinking skills in Blooms taxonomy. **With reference to threads role in linking knowledge, we are presently working on how to better articulate progression through these threads- see threads progression document being developed. At present we are using Blooms Taxonomy to define this progression - as in the devpt of the thread involves a devpt of thinking skills through to an ever more creative approach as well as a devpt in attitudes.**
  - There is a clear progression of disciplinary knowledge and especially what we term 'critical concepts (actually threshold concepts) which, as they are mastered, transform the pupil understanding of that subject- eg fair testing in science
  - There is a clear progression in vocabulary because we see vocab as one of the most useful 'hangers' for knowledge.
- We are presently creating whole school subject maps which show in one place and more readily the progress through these KO's. So far on the website you can find art, history, science.

### **Knowledge building as demonstrated in the taught curriculum**

- At the outset of new topics/ units; as these are introduced to the children, staff take the time to explicitly link back to previous learning, wherever this is relevant and helpful for building conceptual understanding/ substantive knowledge.
- Also at the outset of new science, history, geography topics/ units, pupils complete progressively more sophisticated elicitations about what they know- these include eliciting of their knowledge of key vocabulary/ concepts/ knowledge- eg placing history topic on timeline eg placing new area of geographical study on a world map.
- Teachers look to space out the visiting of critical concepts (threshold concepts associated with a subject discipline) across units- eg fair testing- to ensure they are firmly grasped by pupils.
- Teachers look to work in strategies aimed at encouraging retrieval in daily lessons for example through questioning/ making links across subjects/ vocab retrieval at outset of each lesson/ ongoing orally/ displays.
- Vulnerable pupils???
- **fun ways supporting vulnerable learners**
- Reflection Thursdays are used for pupils to reflect on their learning on an ongoing basis – reflections recorded in Reflection journals or on report formats- see below
- Elicitations are then revisited at the close of a topic so the children can track what new knowledge they have gained. *'There is an expectation that all learning at the school starts with an 'elicitation'.*
- Staff use low stakes quizzes in Geog, Hist and Science at the end of topics as a fun way of revisiting/ recalling knowledge learnt during the topic. They will repeat quizzes later in the year either stand alone or brought together with other quizzes – these administered as far as possible at the point of pupil forgetting knowledge.  
*Staff use Target Tracker to map progress in the subjects against criteria drawn from the generic National Curriculum to those specific to our school's approach to learning. Design of Geog/Hist developed by whole school. A recently introduced strategy is to assess regularly through low stakes quizzes and tests. All staff are developing bank of quizzes.*
- Pupils write sections on their own reports, reflecting on

### **Written evidence**

- Early on we sought to open the lid on learning, to make pupils more 'bothered'; this partly through an increased focus on oracy (including giving pupils opportunities to speak their truth- eg sustainable fashion event). To achieve this, we made a considered decision to record less. We took the opinion that recording for the sake of 'evidence' would not always best deliver on the learning and we only committed to 1x piece of quality work at end of topic units to demonstrate the learning achieved as well as quizzes etc to get learning into LT memory.  
*'Not all work is recorded in books as this helps to have more time to explore the subject and a mix of write ups and exploration are used and a good balance presented.'* Gov Eval day 22- interview of KS2 child  
However, we became concerned that the quality of pupil recording suffered under the above approach; that pupils taking pride in their work was equally an important learning attitude. We have therefore raised expectations in Summer 22 to ensure ongoing written outcomes ask more of the pupils and are higher quality in terms of accuracy, presentation and depth (and a more reliable evidence base) – *'All pupils keep notes in topic folders and there will be a quality piece of work produced at the end of the topic, that acts as a celebration of the journey. This may take different forms, for example the Upcycling Fashion Show. The headteacher ensures he attends these events. Attention is being paid to the folders pupils keep to ensure notes and work that mark the learning journey are dated and that presentation is good.'* -Gov Eval Day 22

### **Curriculum: Curriculum 21-22: impact of Covid-**

- Given concerns about attainment data across the school post Covid, we chose to operate a slimmer curriculum in the 21 22 year. Music was given a lighter touch and French. Year 2's

data was especially hard hit and one class lost their teacher in January- so we have had to keep the focus on Engl and maths in Yr 2.

- Writing- Covid impacted stamina and resilience in writing in KS1. Not only did the lockdowns represent a significant amount of time away from the thorough practice of writing (writing proved much harder for parents to support with) but emotionally upon their return they have found it more difficult to focus.