

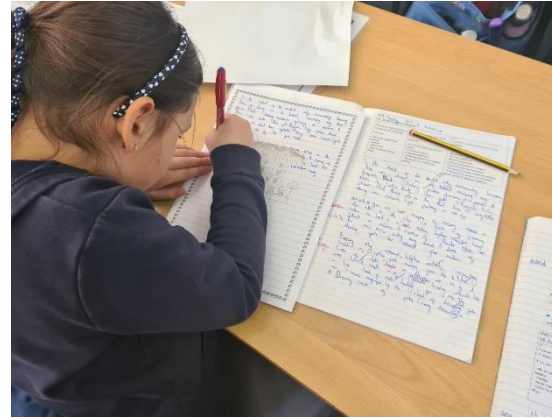


AKPS SIP Review

Ashton Keynes CE Primary School

Team AK





Reflection

A Year in pictures

2020 2021





Reflection

A Year in pictures
2020 2021





VIRTUAL LEADERSHIP QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR ASHTON KEYNES CHURCH OF ENGLAND PRIMARY SCHOOL

Name of School:	Ashton Keynes Church of England Primary School
Headteacher/Principal:	Samantha Saville
Hub:	Royal Wootton Bassett
School phase:	Primary
MAT (if applicable):	N/A

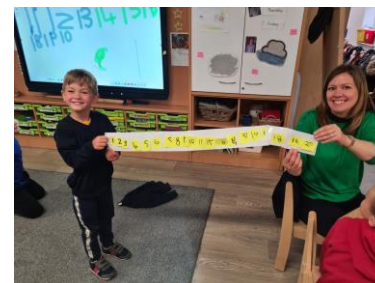
Overall Peer Evaluation Estimate at this virtual Leadership Quality Assurance Review:	Leading
Date of this Review:	03/02/2021
Overall Estimate at last QA Review	Leading
Date of last QA Review	03/02/2020
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	04/07/2017



Reflection

A Year in pictures
2020 2021

AK Sports morning!





AKPS 11 by 11 Experiences for children at our school

- Experience of a different culture (religion/ Global awareness week)
- Leading a club
- Experience a theatre show
- Business opportunity (Enterprise)
- Gardening including Malvern show/ forest school/ celebrity gardener
- Outdoor adventurous activity e.g. Caving, abseiling and canoeing
- Cook a meal for your family
- Taking up a new sport e.g. curling/ skateboarding/ scootering- sports week
- Carry out a responsible job (Buddy system, running the office, lunch leaders)
- Be an advocate of change- (Global advocacy- courageous advocacy)
- Learning a wellbeing practice to apply in their own lives manage their wellbeing beyond school

Outcomes- excellent in/remote provision

- Phonics 97% in Year 2 and Year 1 92% at this point (28/31)
- Y4 Mathematics multiplication check excellent 26/31 got full marks, 97% 22/ 25 or more
- Excellent attendance since March 8th return 98%+
- Excellent emotional support and care holistic approach- finger on pulse
- ‘Power of 10’ leadership- middle leader development- whole shine curriculum
- All classes back on it and moving in the right direction- children are HAPPY! Skipping to school!

This cohort (numbers) All pupils: 32 PP: 1 SEN Support: 3 EHCP: 2 EAL: 0	End of KS2 2021								
	All Pupils		Pupils eligible for PP (1)		Pupils not eligible for PP (31)		SEN Sup(3)	EHCP (2)	EAL 0
	National 2019	School 2021	National 2019	School 2021	National 2019	School 2021	School 2021	School 2021	School 2021
Meeting ARE or above in reading, writing and maths	65%	28 (87.5%)	51%	1 (100%)	71%	27 (87%)	1 (33%)	0 (0%)	N/A
Meeting ARE or above in reading	73%	30 (94%)		1 (100%)		29 (94%)	3 (100%)	0 (0%)	N/A
Meeting ARE or above in writing	78%	29 (91%)		1 (100%)		27 (87%)	2 (66%)	0 (0%)	N/A
Meeting ARE or above in maths	79%	28 (87.5%)		1 (100%)		27 (87%)	1 (33%)	0 (0%)	N/A

END OF KS2 32 pupils	% Achieving Expected Standard or better		% Achieving Greater Depth	
2 EHCP				
1 PP 3 SED support				
Projection for End of Year	AK 2021	National 2019	AK 2021	National 2019
Reading	94%	73%	53%	27%
	100% without 2 EHCP			
Writing	91%	78%	34%	20%
	94% without 2 EHCP			
Maths	87.5%	79%	59%	27%
	94% without 2 EHCP			

challenging, sharing,
compassion, patience,
shining, family
and humour,
mentoring,
talking guiding,
reaching drive,
listening,
coaching, adapting,
ethos, passion,
consistency,

Vision: 'Shine bright, reach for the stars'

- Vision contains the 'reach' to set the expectation of challenge through all we do.
- Shine recognising what we do well and celebrating on all levels
- Christian vision: "Towards life in all its fullness"



Our school: TEAM AK



1. Developing Courageous Advocacy through Global Advocacy at AKPS (Religious Education Education)

To further develop courageous advocacy across the school through Global Advocacy.

To achieve a national school award and have this as a golden strand at the heart of our 'Shine' curriculum.



Develop pupil awareness and understanding of:

- *Themselves, others and the wider world through spiritual development,*
- *global issues resulting in imbalance and unfairness in world*
- *their role in being advocates of change and how to positively have an impact on themselves, those around them and in the world.*
- *how the school community can support Global change*

Continued work during lockdown



Spirituality Fortnight September 2020

During Lockdown, Class 5 have been working on a Global Advocacy Project on Fast Fashion. Take a look at these vlogs created at home by the children to help combat fast fashion. The children completed their research, wrote their scripts and recorded themselves as part of an independent Home Learning Project!

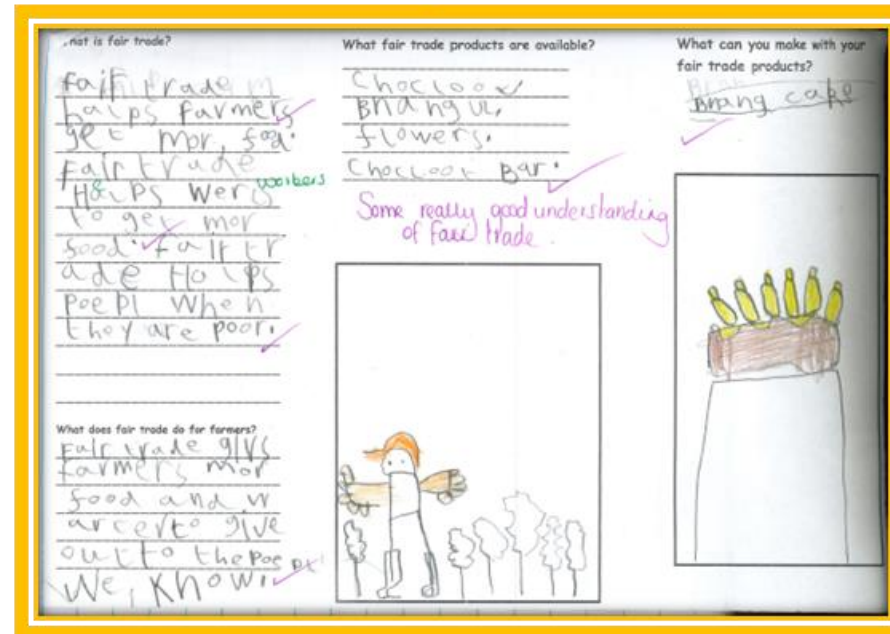
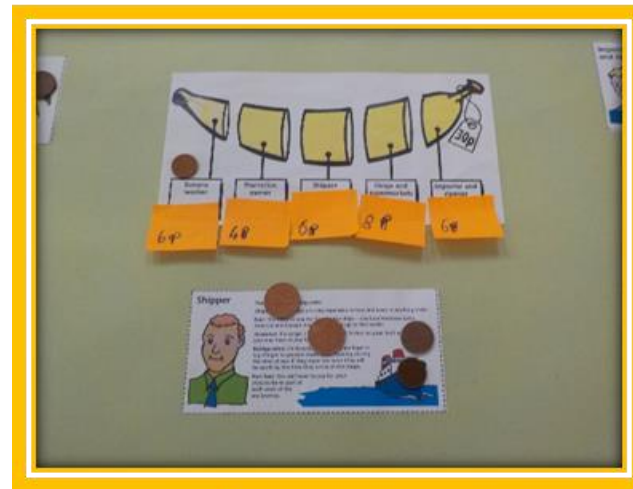
<http://www.akps.org.uk/classes/class-5/>



Name: _____		Date: _____	
What are the 'ten ways to look after clothes better' you will include in your vlog? 1. Wash them less often 2. Clean them more than 1 time if I am home 3. Fold them away neatly 4. DON'T STAIN THEM 5. Don't purposely rip them 6. Choose clothes you will wear 7. Buy suitable clothes for the weather 8. Don't use the floor as a dustbin 9. Respect your clothes 10. If you put on clean clothes, make sure your clothes are clean 11. Don't put them in the wash if they are clean.		What is the title of your vlog? Fast Fashion!	
What equipment will you need for your vlog? Camera & Clothes Computer		Where will you film your vlog? What will the background look like? In my room - I will have my bed and desk in the background.	
What information about the fast fashion industry will you include? That they are trying to inspire people to help them not what they do.		Who is your audience? Evie, Miss Thomas	
<small>Use the back of your sheet to draw out a storyboard for your video. You don't have to record it all in one shot. You may like to film short shots and edit them together.</small>			

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In class one we spent a day learning all about Fairtrade. The morning started with tasting some fair trade foods including banana, chocolate and honey, the favourite was the chocolate! We had a discussion outlining what Fairtrade is and why it is so important to spend time learning about it. We participated in an activity where we looked at how much money Fairtrade farmers actually get and how much we feel they should be paid. We were very shocked with our findings. We identified where in the world a variety of Fairtrade products come from and created our own world map. We created a Fairtrade leaflet to provide other children (and adults) with all they need to know about Fairtrade. We really enjoyed all the activities we participated in and hope to buy more Fairtrade products in the future.



We spent time looking at how schooling is similar and different in other countries, it was really interesting to see a school in Uganda where Miss Francis had worked previously. We then looked at equality and the idea of things being fair. We played a game where everyone had different family, friends, and home and food cards. Those who had harder more difficult lives had to do more challenges, like jumping on the spot 20 times, before being allowed to move onto the next one.

Water Aid

5000 children
in the world
are ~~travelling~~
right know to
get some water

It will help so
many people if you
donate some money
to Water Aid.
£10 £50 £30 £20

money
2p 10p can
change there
lives



imagine you going
to get some
water and having
a very very heavy
bucket on your
head.

even aged
6, 7, 8, 9, 10, 11, 12, 13
are going to get
some water
for their families.

Kids half to
walk miles
for some
dirty water.

They can't
wast a drop
water.

Water Aid
are here
to help.



78.5 million people
don't have access
to clean water.



So many
people even
grown ups
half to get
water.

Water Aid



5000 children
have to walk miles
every day just to
collect dirty water
that can make them
ill.



About 78.5 million people don't
have access to have clean water.



When people need
to go to the toilet
they have no water
to flush the toilet
and no water to
wash their hands.



Many Many Many people
die because of the dirty
water that they have drunk.



Some children miss school
because they take a long
time getting water for their
family.



DO YOU think it's fair?

♥ donate money for Wateraid ♥



People have to
go miles
every day for dirty
water so
Please help



give people
a hand
help people
live.

Children die
every day!
Please donate
at least £1.

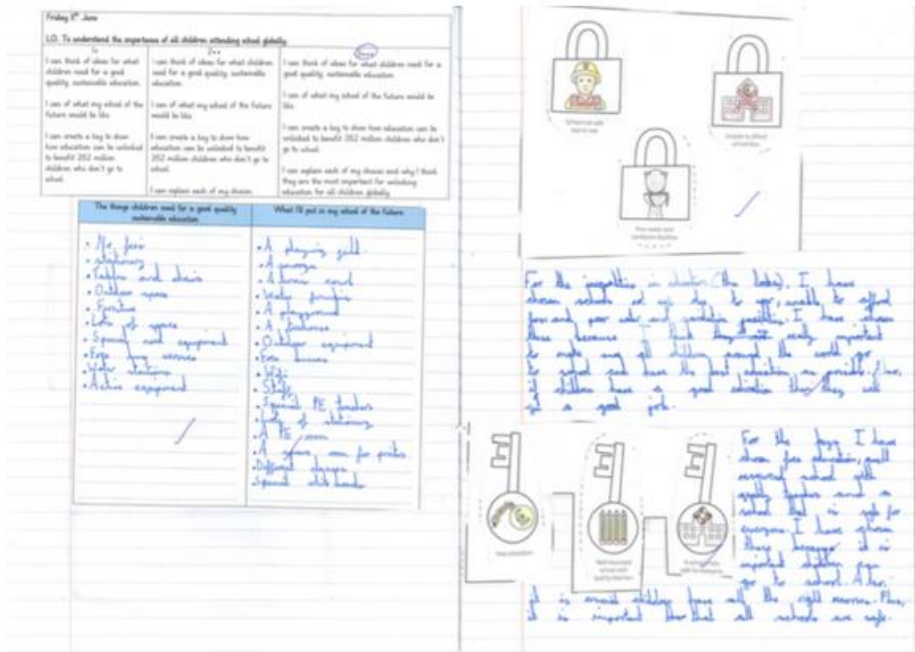
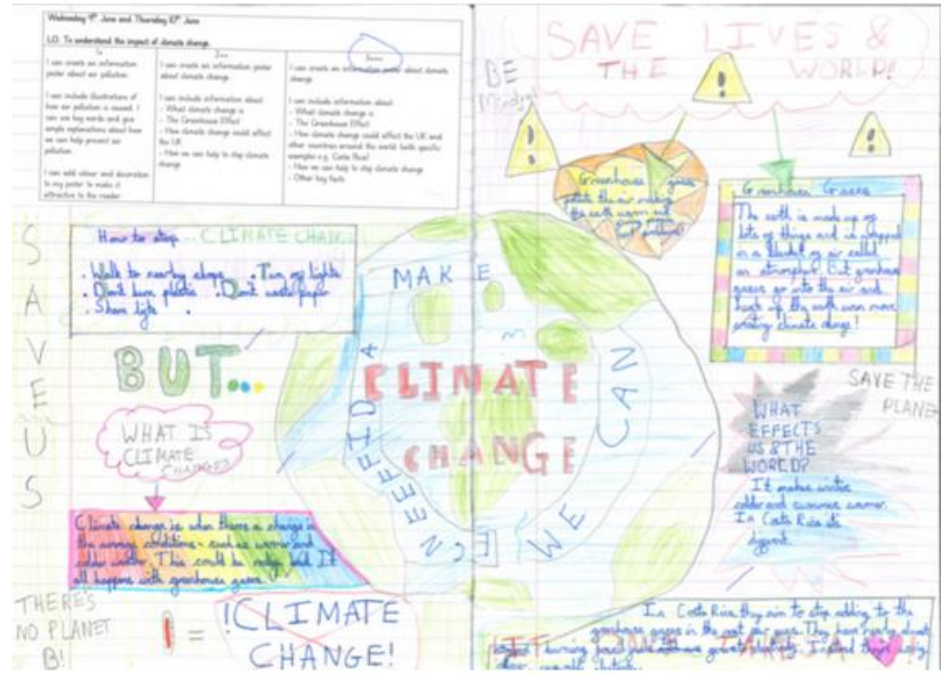
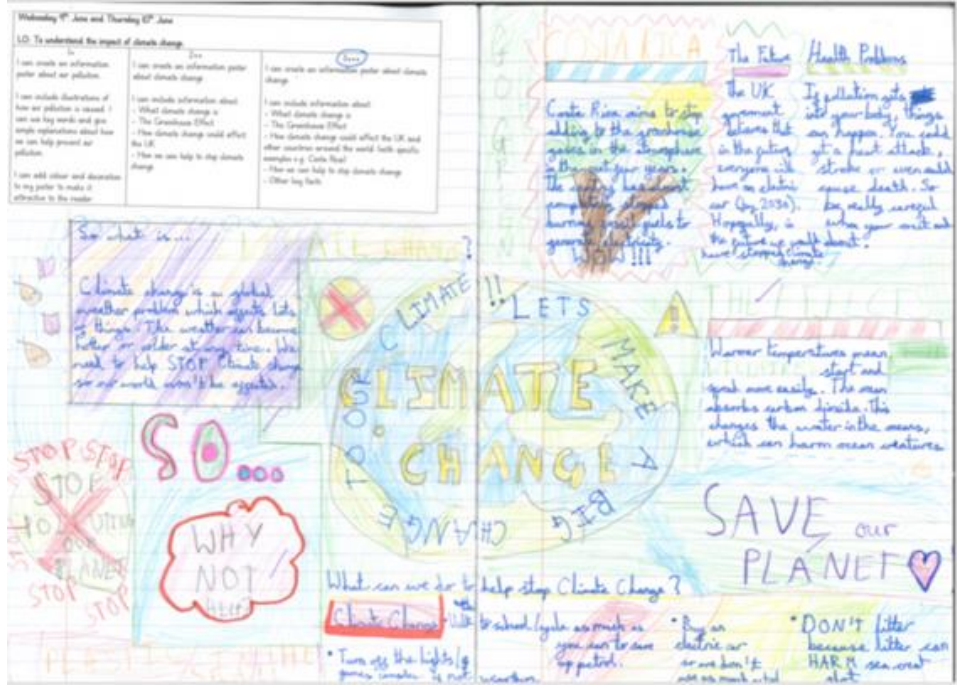
5000 people
die every day
so please
help.

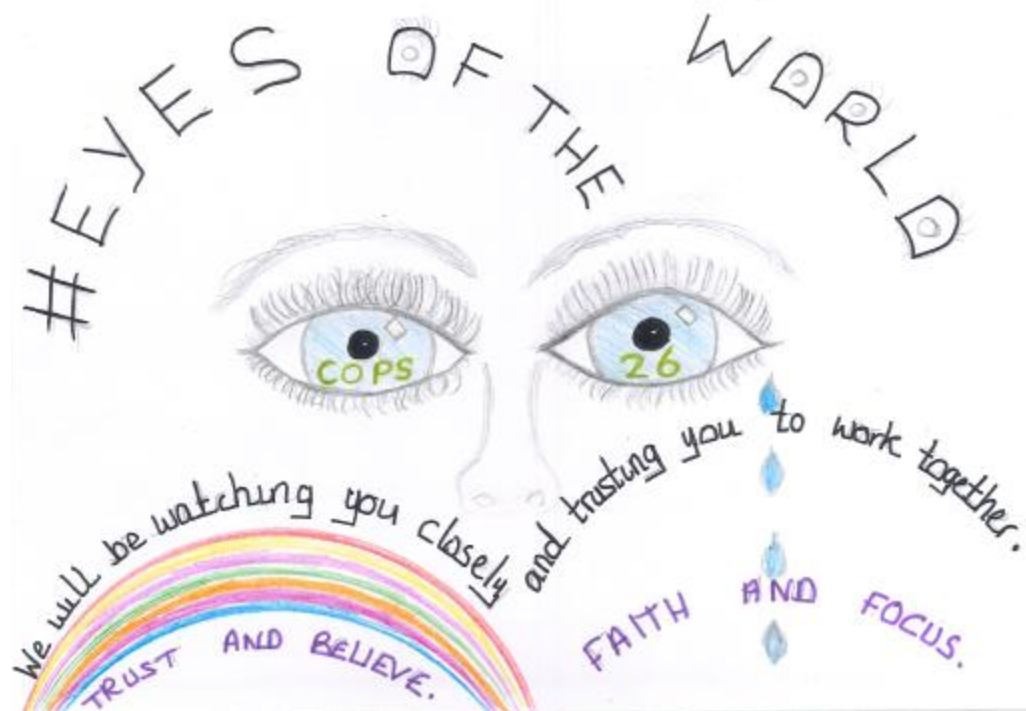
Please
donate
for a
new tap

78.5 million
people don't
have clean
water and
die.

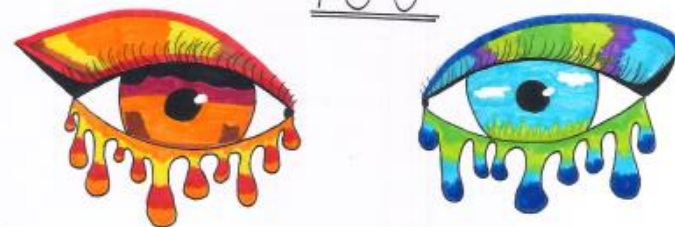


Class 4 have thoroughly enjoyed Global Advocacy Week! We have been thinking about homes around the world and what home means to each of us. We have been learning about climate change and air pollution and what we can do to help – have a look at some of our double page spreads! Finally, we have been learning about global issues with children not attending school; have a look at some of our work where we have thought carefully about how we can help to unlock education for all.





The EYES of the WORLD
are watching
YOU

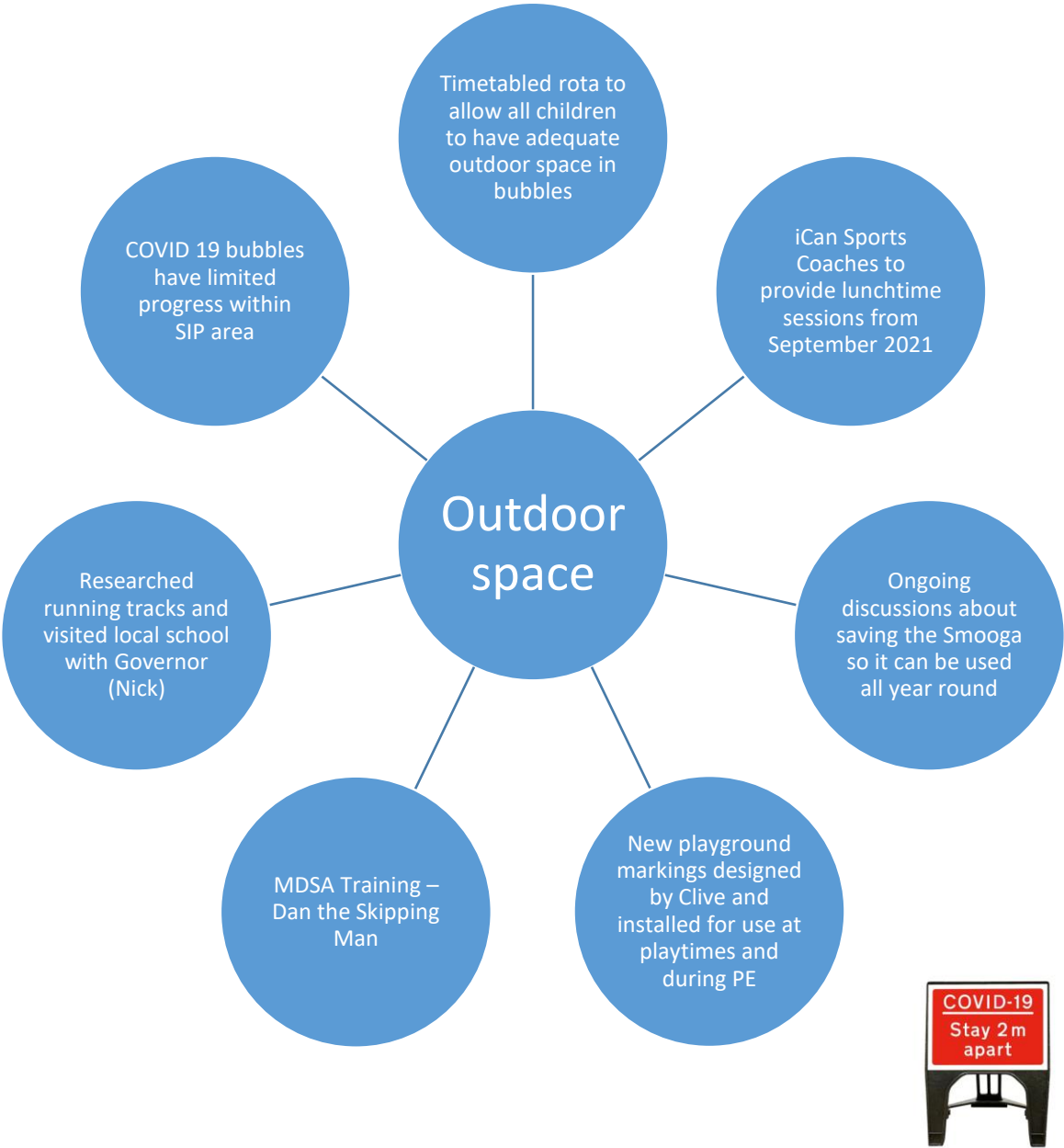


Next steps for GA

- To achieve the gold standard for the Global Neighbours award
- To develop a link with a school abroad
- To develop a group of core texts for the school which promote diversity, global awareness and global issues.
- To finish the GA area on the school website
- To continue developing our GA curriculum showing progression through year groups

Area 2. Develop outdoor learning space to improve lunch and playtime experiences for all children.

To create zones within the outside space to extend outdoor learning opportunities for all pupils and maximise pupil leadership development.



To improve lunch and playtime experiences to support children’s physical, emotional, spiritual and social development further.



Next steps for Outdoor space

- Installation of running track for as soon as possible
- Cotswold stone track which start and end on the playground and will follow the perimeter of the field
- Will allow children (and staff) to use on a daily basis to promote active play times
- All weather surface to be used all year round
- Currently awaiting final quotation before decision is made by Governors



Next steps for Outdoor space

- Smooga to be used 4 x per week during lunch times for 30 mins for sports (iCan Sports Coaches will be paid to lead activities) – high intensity, fun activities to engage children in active lunch times (similar to those ran by The Sports Project in June 2021)
- Playground area for game plain courts- mini football etc (using playground markings)
- Free play outside the hall – including use of the outdoor screen with dance etc.
- A designated scrap store 'play pod' for creative play using recycled items (including training for staff and pupils).
- Refurbished spiritual area for reflection and calm time.



Next steps for Outdoor space

- Story telling in the willow area (weather dependent!) – 2 lunches per week with appointed TA (Kate Hunt) and Ros on other days
- Use of outdoor classroom for pupil lead clubs 12.45-1.10 daily/reading/drawing
- Possible continued use of outdoor area of old reception mobile for EYFS/Y1 only
- Football zone using goals on the field
- Occasional yoga sessions during lunch times with Sharon
- Pupil leaders appointed to look after the areas including calm dining hall , MDSAs and sports coaches and reading TA to support too.

So what? Changes will all lead to varied but exciting lunchtimes to support with behaviour, friendships and active lives.



SIP Area 3

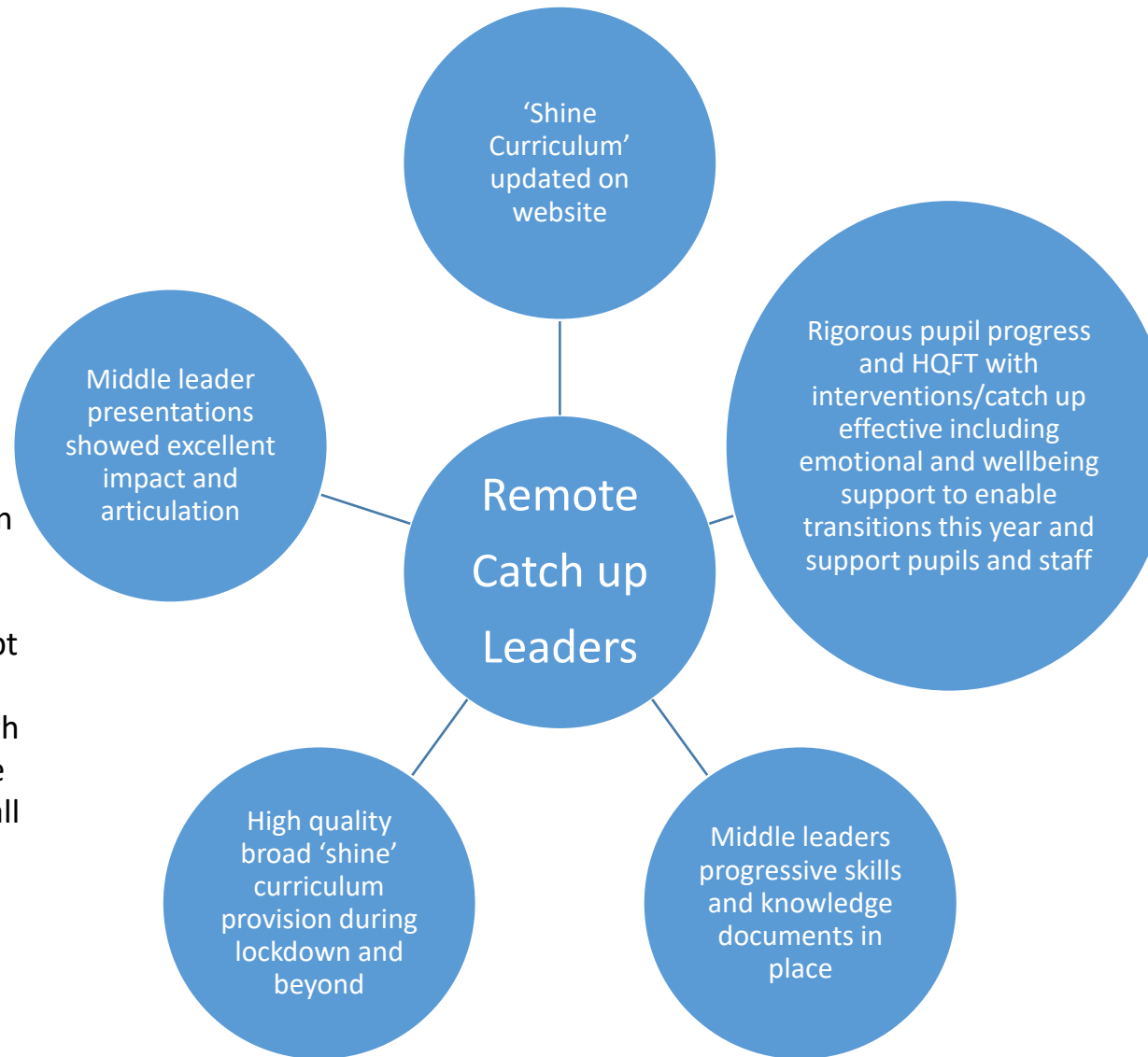
To offer an enriching Shine Curriculum which ensures progress for all pupils. (All Subjects)

1.To offer an enriching and developmentally appropriate Shine Curriculum which develops positive learning attitudes, confidence and progress for all pupils.

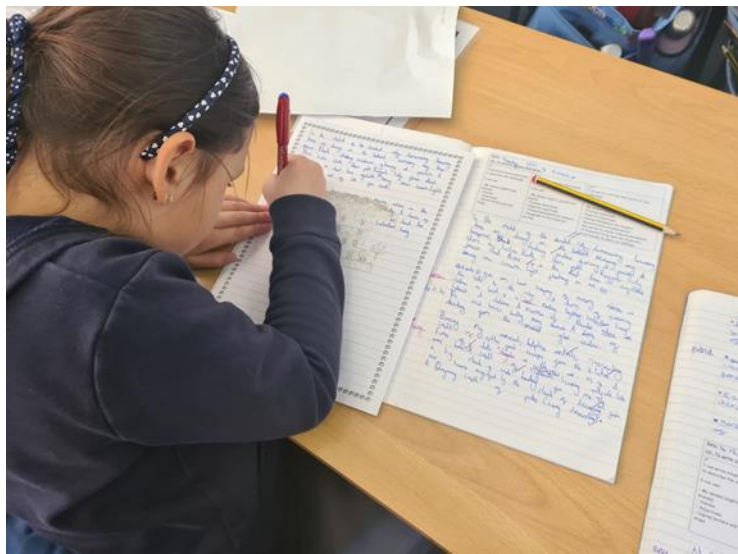
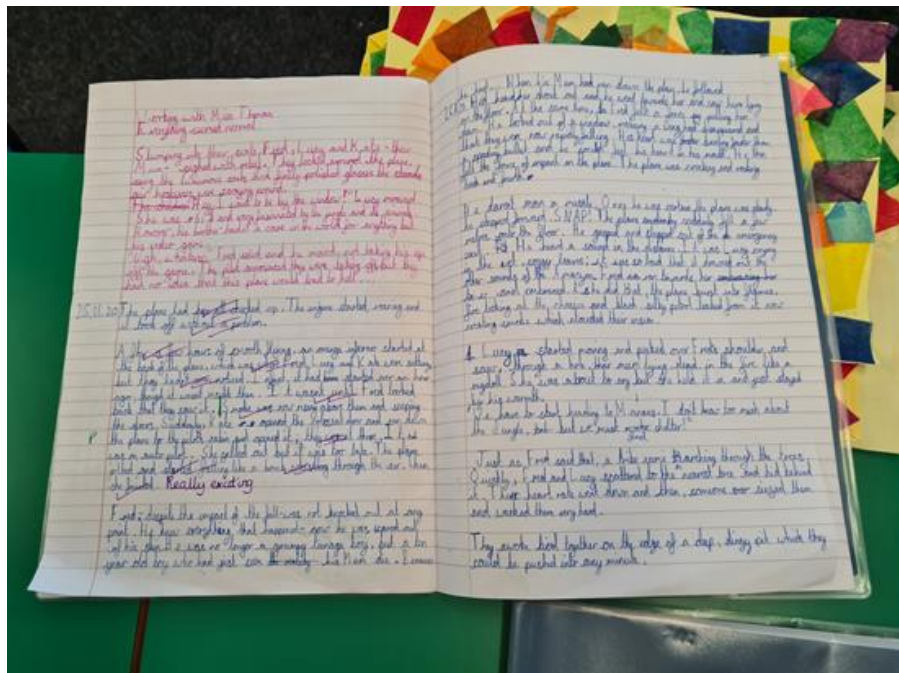
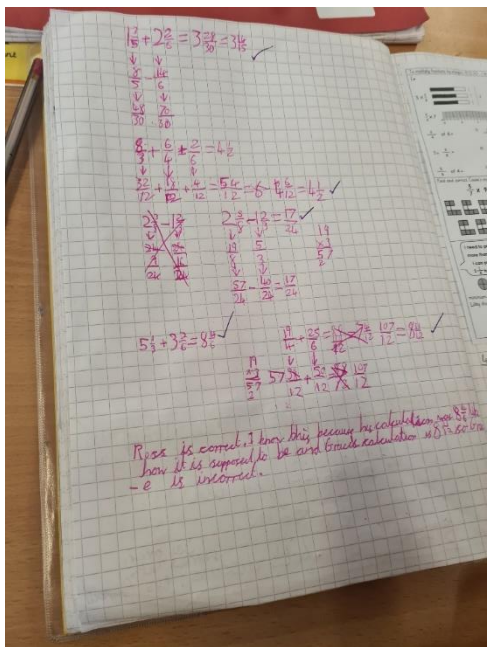
1a To develop the impact of Subject leaders so they ensure high quality curriculum provision, supported by appropriate teaching and learning strategies which enable every child to flourish in their learning at home and in school.

1b. To use robust AfL strategies to adapt the curriculum provision and approaches in the core subjects through 'recovery approach' in order to provide high-quality personalised learning for all pupils.

1c. To develop pupils leadership skills through the forum of 'pupils as subject leaders'.



To ensure our 'Shine Curriculum' is effective and all leaders are fully aware of the intent, implication and impact of their leadership and subject area (power of 10). For the high-quality teaching and learning at AKPS through the 'Shine Curriculum' to provide excellent 'finger on the pulse' catch up for pupils after baseline in September 2020 to show gaps as a result of COVID 19.



Our 'Shine Curriculum'

Because our Shine Curriculum is tailored to the children and the contextual needs, the environment enables quality interactions from skilled practitioners and their peers to challenge and effectively and aspirationally move learning forward – making every minute count. We see every staff member as a leader and every pupil as a leader.

Relentless learning opportunities that offer children the chance to access challenge at all levels – from high-quality vocabulary development to the big questions which deepen the pupils' learning whilst enabling them to move their learning on independently.

Opportunities are provided for the children to challenge themselves and others beyond what they might have originally thought possible. This challenge extends beyond the classroom and school e.g. Forest School, children planning and leading community worship etc. A further example of this can be seen through pupil leadership at all levels across our school e.g. Subject leaders, leaders of responsibility, eco-leaders, worship council and global advocates.

Shine
bright,
reach for
the stars

11 by 11

Specific examples of impact can be seen where SEND pupils have experienced tailored opportunities of challenge, planning and leading clubs which has had a positive impact on their attitudes and their learning.

Pupil
Leadership

Core
Christian values
for life

Global
Advocacy

Enjoyment
of learning

With rich experiences and
creative/inspirational
opportunities

Star
Challenge

The chance to excel in all
curriculum subjects and
become responsible
learners

Skills for life

Through learning beyond
the classroom

Wellbeing



The most important thing about our **Shine Curriculum** is our bespoke, seven-year journey

We creatively enrich every individual

We instil a love of learning

We love and respect one another

We inspire and create compassionate, responsible global citizens

And we celebrate life in all its fullness

But the most important thing about our **Shine Curriculum** is our bespoke, seven-year journey

Impact of AKPS beyond our school 2020 2021

Head mentor support

Diocese Katy

SALT team

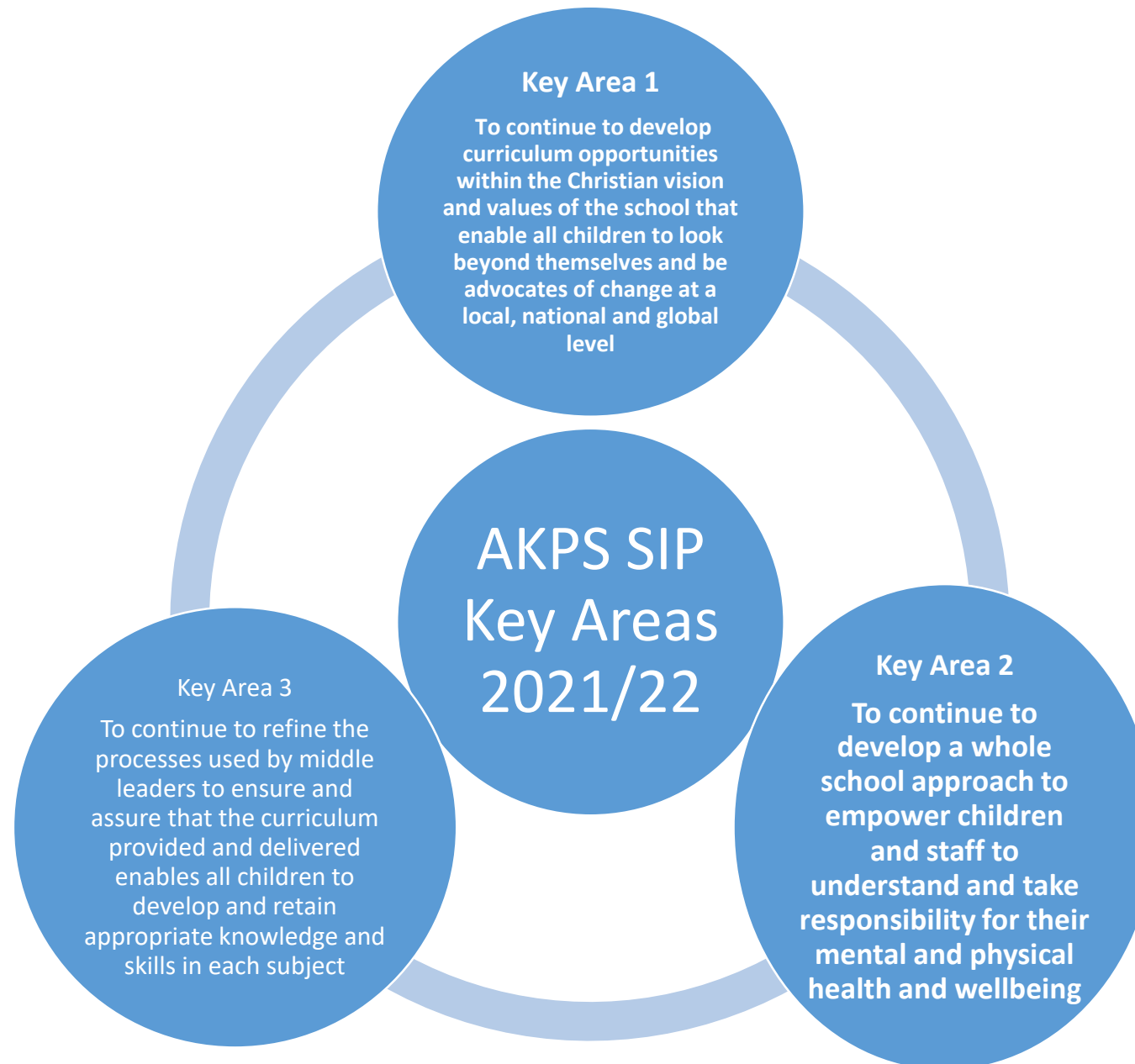
Leadership national presentation

Work with Wiltshire as PP partners

EYFS- Sandra

NPQEL

Challenge Partners



BeanOlogy



A few tasters for 2021 2022



Beyond the SIP

- Outdoor development- Dan Sports and outdoor activity
- Reading lower 20%- eng action plan and lang
- Catch up- language development opportunity
- revisiting metacognition and self regulation (Area 3) everything
- SEND and PP agenda- build into staff meetings annually 3 times- CPD
- Shine Party- community
- Happiness award
- Achieve 'Leading' in CP
- Achieve 'outstanding' in SIAMS
OFSTED good with letter for outstanding

Key messages to take into your summer and beyond...



The BEST mindset
in the world!!!

The 2% MINDSET

2% of the population

Going for your dreams



EXPLORING
NEW THINGS

Choosing
happiness

Confidence

Fulfillment



98% of the population

Being like
everyone else

Insecure

FEAR

A DULL life

Settling for less

REGRET

Procrastination

Play it safe

Just getting by

Surviving



YOUR COMFORT
ZONE

Embracing the unknown



Excitement



liking change

Living without

Limits

ABUNDANCE

ACT in spite of fear

Getting the MOST out of Life





Pause, reflect- any questions?

