



## **Pupil School Improvement Plan 2018-2019**

*(Written by the School Council)*

We will continue to plan together all aspects of our school, to ensure that the learning, behaviour and safety of every member of our Bowerham Family continue to be 'Outstanding'.

The children of the School Council, along with the teaching staff, have looked at everything we have achieved and decided how we can continue to reach our full potential next year.

### **The 2018-2019 four lead areas were:**

- **To give all our children the opportunity to try new things and have new experiences that will give them real life skills; we will work together with all family members to make this happen.**
- **To develop our outdoor areas to allow us to learn outside more and help us to understand the real world.**
- **To increase the confidence of children in maths by over-coming their barriers by working with them and their families using every-day real-life maths and making sure maths displays and words are noticed everywhere around our school.**
- **To be even more physically and mentally fit – by getting really active both in and out of school doing lots of different things and keep on making sure our staff and children are happy, fit and healthy.**

**The Pupil Senior Leadership Team have met with and surveyed children across school in order to evaluate each of the four lead areas. Below each key area are their findings, as written by them.**

## Evaluation:

- **To give all our children the opportunity to try new things and have new experiences that will give them real life skills; we will work together with all family members to make this happen.**
1. **In Year 1, the general opinion was that they were given the opportunity to experience new things.**
  2. **In Year 2, the opinion was that they think the skills they were being taught in the classroom would go towards the things they were going to do in the future. They have had several fun experiences during their time in Year 2 including getting a special visit from a Brazilian lady whilst they were learning about Brazil and its culture.**
  3. **In Year 3, the common feeling was that yes, they were given opportunities to experience and learn new things that would help them in the future. They went on a trip to the Crook of Lune during their learning about the River Lune and they said they had a “horribly good time!” They also took part in an exhilarating sports tournament where they played Bench Ball. They also thoroughly enjoyed participating in after-school clubs now that they were old enough for certain ones.**
  4. **In Year 4, they said that yes, they went on lots of trips and get to do lots of “new stuff”. Lots of people remarked on the opportunities Year 4 were given and all the great experiences and times they had spent together. The Dewa Experience and trekking up Warton Crag are only a few of the marvellous exploits they have been given the opportunity to do by their teachers. Year four is very appreciative of what they have been able to do. They also took part in the tournament formerly mentioned in the Year Three section.**
  5. **In Year 5, the children said that yes, they’re given many opportunities including their swimming sessions with Carlos. They partook in a sports contest with Year 6 where Gaunt emerged victorious. However, the year 5’s did not show as much elation as the other years when they commented that they would like to see an increase in the amount of after-school clubs run by teachers and visitors.**
  6. **In Year 6, a positive reaction was the first thing we noticed; children upon children were telling us that yes, we get to go outdoors, we get to explore many things as a year group. We were given the thrilling opportunity to go to France, we got to go to the Imperial War museum, and some children went to the miraculous Young Voices concert (the largest Children’s Concert series in the world.) A few parties, however, disagreed with the positive reactions of their fellow Year 6 pupils. One Year 6 girl went as far as to say that other than our residential trip to France, there was absolutely nothing that we had done. Despite this negative opinion, we think that the general feel in Year 6 was more than positive.**

- **To develop our outdoor areas to allow us to learn outside more and help us to understand the real world.**

**This year, we have been improving our outdoor areas. Along with the eco team the school has earned the green flag award. This is one of the things the school has done to be greener and improve the outside area. In order to prevent the schools amount of plastic waste, here are some of the outside things that we've done: a litter pick in school, mending the bottle greenhouse (we still need lots more 2 litre plastic bottles), giving every child a water bottle, planting new plants, making bird boxes and information points and growing flowers in plastic bottles. Bob (our caretaker) installed a solar panelled fountain. On the field, we have built a multi games area along with some new steps up the banking to help us access and play outside. On the playground we have a few new changes these include the wall facing the field being knocked down, the friendship bench being painted and new clocks.**

- **To increase the confidence of children in maths by over-coming their barriers by working with them and their families using every-day real-life maths and making sure maths displays and words are noticed everywhere around our school.**

**According to our studies, the majority of the school enjoy My Maths. Overwhelmingly, most of the school population think well of arithmetic/CLIC/SAFE tests and enjoy the average maths lesson. Four out of six years believe that maths on the whole has improved in the past year. On the basis of real-life maths, we discovered that most years (excluding year 2 and 6) have been learning about measuring perimeter and measuring weight; however, year 2 are learning about money and year 6 looking at reasoning problems and visualising in real life. Furthermore, we noticed that there is a decorated, colourful maths working wall in every classroom, resources that all children can get to in each room; there are also a few features that indicate maths in the KS1 corridor. More or less the entire school agree on one thing: they have become more confident at maths, over the past year.**

- **To be even more physically and mentally fit – by getting really active both in and out of school doing lots of different things and keep on making sure our staff and children are happy, fit and healthy.**

**After speaking to the children around school, it is obvious that they all really enjoy being active. They have PE afternoons where they can learn up to four sports at a time. They enjoy being in a team and like that teachers are now in teams too. Something that the children particularly have enjoyed and learnt a lot from is the inter-phase**

tournaments held at least termly. Children are excited about the new MUGA and can't wait to use it for sports throughout the day. They much prefer having sports equipment out at playtimes and lunchtimes now and have had time to practise skills taught. Across KS2 there were lots of children that spoke about going to tournaments and sporting events. They were proud to be wearing the new kit and starting to win more medals and trophies. Every child we spoke to was doing at least 30 mins of daily exercise and they enjoyed doing Just Dance breaks in the day and a daily workout at the end of playtime. This was all extra to last year, where they still enjoy the Well-being Fridays, Time to Talk and Core practice. All of the children felt they were fitter this year than last year.