



Children,  
Families &  
Education  
Directorate



## Embedding the Every Child Matters Agenda

Palace Wood Infants

### CASE STUDY

In April 2005, as part of the process of school self-evaluation, the Headteacher, Denise White, devised a set of forms which staff used to record the activities that they were doing already towards the ECM agenda in the first 4 outcomes. They gathered evidence for ECM 5 (Economic well-being) in the course of a Staff Meeting in September 2005, as that was initially something of a barrier to individual teachers. The Head then collated all this information onto the now familiar whole school format that has been shared as good practice. PEP Talk was able to take this innovative approach into all schools as part of the ECM focus.



*“Fundamental to the school's work is that Every Child Matters.”*

## Extension into Staffing Structure Review

*In December 2005 the school restructured Teaching and Non-Teaching staff teams to reflect the ECM agenda.*

### The key being:

- Enjoy and Achieve Team (ECM 3) covering:
  - Staff Development
  - Management and Organisation
  - Teaching and learning
  - Assessment, Planning and Recording
  - Creativity

### On an equal and lower level are:

- Inclusion Team (ECM 2)
- Communication Team (ECM 4)
- Be Healthy Team (ECM 1)
- Our World and Lifestyles Team (ECM 5)

### What Ofsted May 2006 said:

*“Pupils are extremely well cared for, guided and supported. ... They have an exceptional understanding*



*about keeping safe, being healthy and how learning at school will help them when they are adults.”*

**The features that enabled the school to get a Grade 1 for ‘Personal development and well-being’**

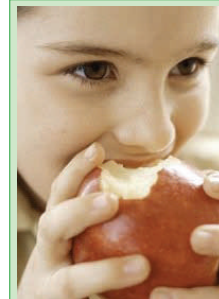
- *“Fundamental to the school’s work is that every child matters.”*
- the very good personal development and well-being
- the good spiritual, moral, social and cultural development shown by the children’s great interest in nature

## “children love coming to school”

- their well developed cultural awareness
- good attendance and behaviour
- children love coming to school
- children are fully involved in the school, contributing to the improvement plan and ideas for playtime resources
- they appreciate good manners and understand that skills in English and Maths will help them in later life.

‘Care, guidance and support’ is also Grade 1 and part of this is reflected in

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the significant improvements in ‘academic guidance and support’.

There are many good aspects supporting this including teaching

and learning (Grade2). There is also the very good leadership of the headteacher and her deputy (Grade2).

No surprise that ‘equality of opportunity and tackling discrimination’ is graded 1. However one noticeable area of strength is the effectiveness of the school’s self-evaluation also graded 1.

### Summary:

The importance of the process as one of evidence gathering for school self-evaluation should not be underestimated.

