



Danbury Park Community Primary School Summary of the School Improvement Plan 2018/19

A school's success relies on the staff and governors having a clear idea of what the school does well and what it needs to develop. An integral part of our work is evaluating, monitoring and reviewing what we do and questioning the impact on our children's learning.

The School Development Plan outlines how the school will continue to grow over the coming three years. This is then broken down further into the School Improvement Plan, which gives detailed information on what we want to achieve, how we are going to achieve it and how we will measure our success. It also informs the financial priorities for the school.

Each year we set targets for pupil attainment and achievement at the end of Early Years, Key Stages 1 and 2. These are agreed by staff and governors and are based on the prior attainment, performance and potential of each individual pupil. This means that targets will fluctuate from year to year dependent on the make-up of the cohort but they are always challenging and help us improve teaching and learning over time. Below is a summary of the main targets against which we will measure our success at the end of the year.

End of Key Stage 1 (current Year 2)

	Pupils working towards the expected standard		Pupils working at the expected standard and above		Pupils working at greater depth within the expected standard	
	No of pupils	% cohort	No of pupils	% cohort	No of pupils	% cohort
Reading	4	11%	33	89%	13	46%
Writing	6	16%	31	84%	13	35%
Mathematics	7	19%	30	81%	9	24%
RWM	7	19%	30	81%	10	24%
Science	4	11%	33	89%		

Number of pupil in cohort = 37;
One pupil represents 2.7%

EYFS

	No of pupils	% cohort
Good level of Development	30	83%

Number of pupil in cohort = 36;
One pupil represents 2.7%

End of Key Stage 2 (current Year 6)

	Pupils working towards the expected standard		Pupils working at the expected standard and above		Pupils working at greater depth within the expected standard	
	No of pupils	% cohort	No of pupils	% cohort	No of pupils	% cohort
Reading	5	14%	32	86%	17	46%
Writing	6	16%	31	84%	14	38%
GPS	6	16%	31	84%	14	38%
Mathematics	4	11%	33	89%	12	32%
RWM	6	16%	31	84%	10	27%
Science	6	16%	31	84%		

Number of pupil in cohort = 37;
One pupil represents 2.7%

Year 1 Phonics Screening

	No of pupils	% cohort
Meeting expected level	29	81%

Number of pupil in cohort = 36;
One pupil represents 2.7%

The governors and staff are committed to taking Danbury Park Community Primary School forward, to continued improvement and maintaining its status as an outstanding school.



Key Priorities for 2018-19

What are we trying to improve?	How will we know when we've got there?
For pupil achievement in writing across the school to be raised with a focus on pupils at risk of not achieving the expected levels	<ul style="list-style-type: none"> • Pupils' attainment as measured at EYFS, end of KS1 and KS2 is in line with school standards in reading; • Pupils' attainment as measured at EYFS, end of KS1 and KS2 is better than national and Essex.
For pupil achievement in Maths to improve with a focus on pupils at risk of not achieving the expected levels	<ul style="list-style-type: none"> • Pupils' attainment as measured at EYFS, end of KS1 and KS2 is in line with school standards in English; • Pupils' attainment as measured at EYFS, end of KS1 and KS2 better than national and Essex.
For standards across the curriculum in subjects other than English and Maths to continue to rise	<ul style="list-style-type: none"> • Pupils are aware of and can articulate what they are learning and can self-evaluate; • Pupil attainment and progress is recorded termly using school format in all subjects; • Subject leaders can discuss standards within their subject
For the number of pupils achieving GLD in EYFS to rise	<ul style="list-style-type: none"> • The number of pupils achieving GLD is better than national and Essex. • There is no significant difference in achievement between the different aspect/areas.
For pupils with specific behavioural difficulties to be fully supported	<ul style="list-style-type: none"> • Pupils' needs are identified and met using "quality first teaching"; • Pupils' needs are met within the classroom; • Pupils' behavioural difficulties do not impact adversely on academic achievement.
<p>The school environment For the school to be an attractive, fit-for-purpose learning environment</p> <p>For the school to enhance its budget</p>	<ul style="list-style-type: none"> • The school kitchen is refurbished (ceiling, floor, tiles); • The external appearance of the school is improved (fascia board); • Storage facilities are improved; • Class D and ICT suite is remodelled and refurbished; • Ventilation is improved in the ICT suite and Class C. • Additional sources of funding are sought.
<p>Leadership and Management Structures and Systems For leadership to be distributed throughout the teaching staff</p> <p>For the learning support team to impact positively on standards</p> <p>For communication to continue to improve with all stakeholders and partnerships</p> <p>For governor competencies and accountability to be developed</p> <p>For governor monitoring to be embedded in practice and to include pupil perception gathering in maths, English, EYFS:</p>	<ul style="list-style-type: none"> • Middle Leaders take active responsibility for their subject area and are aware of and can explain the standards pupils are achieving within their subject areas throughout the school. • New LSAs are fully inducted and effective in their roles; • The HLTA team are effective within their roles. • Feedback from surveys, parents and staff and other governing bodies; • By the end of the academic year new governing criteria are incorporated into governor work and thinking through training and monitoring; • All monitoring visits are in accordance with Governor Visits Policy and each governor with a responsibility submits a report to the full governing body and appropriate committee after agreed visit; • The list of visits made is updated termly; the list is reviewed at the beginning of the academic year 2019-20.

Excellent schools are by their nature critical of everything they do and Danbury Park is no exception. We will continue to monitor, evaluate and review our provision and practice, including many aspects that are too numerous to mention, throughout the course of the year.

Your views are important to us and we will continue to seek your opinions through informal chats as well as more formal methods such as surveys and questionnaires.