



## Danbury Park Community Primary School Summary of the School Improvement Plan 2019-20

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 and Year 1 Phonics. 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	7	19%	29	81%	14	39%
Writing	6	17%	30	83%	10	28%
Mathematics	8	22%	28	78%	11	31%
RWM	9	25%	27	75%	10	24%
Science	5	14%	31	86%		

Number of pupil in cohort = 36;

One pupil represents 2.8%

### EYFS

	No of pupils	% cohort
Good level of Development	32	86%

Number of pupil in cohort = 37;

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	7	19%	30	81%	14	38%
Writing	8	22%	29	78%	10	27%
GPS	8	22%	29	78%	12	32%
Mathematics	8	19%	30	81%	12	32%
RWM	10	27%	27	73%	11	30%
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	33	89%

Number of pupil in cohort = 37;

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 2019-20

What are we trying to improve?	How will we know when we've got there?
For the number of pupils making expected or better progress in writing from end of KS1 to end of KS2 to rise.	Pupils' attainment as measured at the end of Years 3, 4, 5 and 6 <ul style="list-style-type: none"> <li>• Shows accelerated progress from end of summer 2019 (catch-up);</li> <li>• Shows expected progress from end of KS1 assessments (keep-up);</li> <li>• Is more in line with reading.</li> </ul>
For the number of pupils achieving the expected standard in writing at end of Year 1 to rise	Pupils' attainment as measured at end of Year 1 <ul style="list-style-type: none"> <li>• Shows sustained progress from end of EYFS assessments;</li> <li>• Is more in line with reading.</li> </ul>
For pupil achievement in Maths to continue to rise with a focus on pupils at risk of not achieving expected progress	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 and end of KS1 is better than national and Essex; Pupils' progress as measured from end of KS1 to end of KS2 is better than national.
For the new curriculum for the teaching and learning of Personal Social and Health Education including Relationships and Sex Education to be fully in place	The school's curriculum map is in place; PSHE and RSE is effectively taught throughout the school i.e. no lesson is less than good; Assessments are in place; Policies are updated and reflect practice.
For pupils with specific behavioural difficulties to be fully supported at lunchtimes	Incidents requiring SLT intervention at lunchtime are reduced; MDAs feel confident dealing with the challenging behaviour of specific pupils; The identified group of pupils report that they are able to enjoy lunchtimes.
<b>The school environment</b> For the school to be an attractive, fit-for-purpose learning environment	The school kitchen is refurbished (ceiling, floor, tiles); The school engages in the ECC Waste Management Project; The external appearance of the school is improved (on-going maintenance of fascia board); Plans are in place for Class D and ICT suite to be remodelled and refurbished; Plans are in place for the ventilation to be improved in the ICT suite and Class C.
For the school to enhance his budget	Additional sources of funding are sought.
<b>Leadership and Management Structures and Systems</b> For teachers new to the school to be effective and have a positive impact on learning	Senior Leaders ensure new teachers are fully inducted and supported into the school and their roles.
For the leadership of the school to have due regard for staff's mental health and well-being	Staff feel supported and valued and staff morale is good; Staff are consulted on new initiatives and project and where possible workload is reduced.
For governor communication to continue to improve with all stakeholders and partnerships For succession planning and risk management to be part of, and improve, the working of the governing body. For governor monitoring to be embedded in practice and extended to pupil monitoring of EYFS, English and Maths.	Feedback from surveys, parents and staff (from events) and other governing bodies inform us.  By the end of the academic year succession planning and risk management are part of FGB practice.  All monitoring visits are in accordance with the Governor Visits Policy and each governor with a responsibility submits a report to the full governing body and appropriate committee after the agreed visit.

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.