



## **Danbury Park Community Primary School Summary of the COVID-19 Recovery and School Improvement Plan 2020-21**

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.

This year is very different from previous years as our primary aim is to recover from the enforced closure and partial re-opening of school that happened from March to July 2020. During this period, pupils missed a significant amount of time in school and whilst remote learning with parents was in place, we accept that this can in no way replace face-to-face learning with a teacher and classmates.

Each year we usually set targets for pupil attainment and achievement at the end of Early Years, Key Stages 1 and 2 and Year 1 Phonics. Because the children have experienced unprecedented disruption to their schooling, we are unable to predict what the impact on their academic progress has been or may be, should there be further disruption this year.

At Danbury Park Community Primary School we want every child to make the best academic progress so that they can achieve the highest personal standards. Our primary focus is to ensure that teaching covers missed learning, gaps are filled and strong foundations re-established so that progress can continue. At this point, we feel that we cannot apply numerical targets to the ever-changing and evolving situation.

For 2020-21 the school has a COVID-19 Recovery Plan which aims to bring as many pupils as possible up to the expected standards for their year group by the end of the academic year. It also aims to support pupils emotionally and personally in dealing with and coping with this difficult situation.

That being said we are never complacent so we also have some school improvement projects that we would like to achieve this year.

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.

**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 2020-21

<b>What are we trying to improve?</b>	<b>How will we know when we've got there?</b>
For pupils in all year groups to catch up on academic achievement in reading by the end of the academic year	Pupil attainment, as measured at end of the academic year, is in line with end of year expectations. Pupils, who are significantly below starting points in September, make rapid progress throughout the year.
For pupils in all year groups to catch up on academic achievement in writing by the end of the academic year	Pupil attainment, as measured at end of the academic year, is in line with end of year expectations. Pupils, who are significantly below starting points in September, make rapid progress throughout the year.
For pupils in all year groups to catch up on academic achievement in Maths by the end of the academic year	Pupil attainment, as measured at end of the academic year, is in line with end of year expectations. Pupils, who are significantly below starting points in September, make rapid progress throughout the year.
For the school curriculum to continue to be broad and ambitious and include elements of sustainability and environmental issues	The full school curriculum is delivered (with necessary adjustments for COVID-19) by the end of the year. Sustainability and environmental aspects are introduced into the curriculum in conjunction with the ECC Waste Management Project
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	PSHE and RSE is effectively taught throughout the school i.e. no lesson is less than good; Assessments are in place; Policies reflect practice; Pupils in Year 5 are taught RSE content missed in summer 2020.
For pupils to be fully supported in their emotional health and well-being	Pupils in need of support are identified early; Support is put in place through school well-being mentors; Specialist support is sought where applicable; Pupils report that they feel safe and supported.
<p><b>The School Environment</b></p> <p>For the school to be an attractive, fit-for-purpose learning environment</p> <p>For the school to enhance his budget</p>	<p>Solar panels are installed;</p> <p>EYFS outdoor area improvement plan is fully implemented;</p> <p>Ventilation is improved in the ICT suite and Class C;</p> <p>The external appearance of the school is improved (fascia board);</p> <p>Remedial work to the roof of the building is carried out (ECC).</p> <p>Additional sources of funding are sought.</p>
<p><b>Leadership and Management Structures and Systems</b></p> <p>For the leadership of the school to have due regard for staff's mental health and well-being</p> <p>For governor communication to continue to improve with all stakeholders and partnerships</p> <p>For succession planning and risk management to be part of, and improve, the working of the governing body.</p> <p>For governor monitoring to be embedded in practice and extended to pupil monitoring of EYFS, English and Maths.</p>	<p>Staff feel supported and valued; staff morale is good;</p> <p>Where possible workload is reduced; staff are consulted on new initiatives and projects;</p> <p>The senior leadership team evaluate new initiatives and projects for impact on workload.</p> <p>Feedback from surveys, parents, pupils and staff and other governing bodies inform us.</p> <p>By the end of the academic year succession planning and risk management are part of FGB practice.</p> <p>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.</p>