



Danbury Park Community Primary School Summary of the COVID-19 Recovery and School Improvement Plan 2021-22

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 again very different from previous years as our primary aim is to recover from the enforced closures and partial re-openings of school that happened from March to July 2020 and January to March 2021. During these periods, pupils missed a significant amount of time in school and whilst remote learning with parents and carers 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 2021-22 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 wider 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. The views of parents, carers and pupils are important to us and we will continue to seek 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 and to continuing its growth, development and improvement.



Key Priorities for 2021-22

What are we trying to improve?	How will we know when we've got there?
<p>The Quality of Education including Behaviour and Personal Development</p> <p>For most pupils in all year groups to catch up on academic achievement in reading by the end of the academic year</p> <p>For most pupils in all year groups to catch up on academic achievement in writing by the end of the academic year</p> <p>For most pupils in all year groups to catch up on academic achievement in Maths by the end of the academic year</p>	<p>Pupil attainment, as measured at the 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. Pupils, who are defined as disadvantaged, make accelerated progress from their starting points.</p>
<p>For teaching and learning to be further improved by developing pupils' memory and retrieval skills.</p>	<p>Teaching makes links to prior learning from not just this academic year but also previous years. Pupils explain how their learning fits into the sequence of lessons and also make links with lessons taught in previous classes.</p>
<p>For the school curriculum to continue to be broad and ambitious and <i>Our World, Our Future</i> (sustainability and environment issues) is embedded into the curriculum</p>	<p>The full school curriculum is delivered (with necessary adjustments for COVID-19). Pupils talk confidently about <i>Our World, Our Future</i> and make links with the topics covered last year. Our experience and resources are shared with the wider community and other schools.</p>
<p>For pupils to continue to be fully supported in their emotional health and well-being</p>	<p>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>
<p>The School Environment</p> <p>For the school to have a dedicated and appropriate space for well-being work.</p> <p>For the pupils to be encouraged to be physically active at playtimes to improve their general health and well-being</p>	<p>The DT room is fully converted into a well-being room with a nurturing and welcoming environment. Pupils feel that the room is a safe space.</p> <p>An outdoor gym is in place and is used by all classes in PE lessons and by 80% KS2 pupils during the break and lunchtimes. Pupils' feedback is positive.</p>
<p>Leadership and Management Structures and Systems</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.</p> <p>For succession planning and training 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; Where possible workload is reduced; staff are consulted on new initiatives and projects; 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 is part of FGB practice and continued training improves 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>