



Danbury Park Community Primary School

Summary of the COVID-19 Recovery and School Improvement Plan 2022-23

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 in the current academic year. It also informs the financial priorities for the school.

This year we continue our primary aim, which 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 set targets for pupil attendance as well as 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. Because the children have experienced unprecedented disruption to their schooling, our targets this year reflect this but are still aspirational and build on the success of last year.

Our targets, which include those for the statutory end of Year 2 and Year 6 assessments, are:

- 80% pupils in EYFS achieving a good level of development.
- 95% pupils in Year 1 achieving the expected standard in the Phonics Screening.
- 80% pupils in all year groups achieving the expected standard separately in reading, writing and Maths.
- 80% pupils in all year groups achieving the expected standard combined in reading, writing and Maths.
- 2.8% absence; 0% persistent absence; 0% suspensions and exclusions.

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 2022-23

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 across all groups and in all year groups to catch up on academic achievement in reading by the end of the academic year.</p> <p>For most pupils across all groups and in all year groups to catch up on academic achievement in writing by the end of the academic year.</p> <p>For most pupils across all groups and in all year groups to catch up on academic achievement in Maths by the end of the academic year.</p>	<p>Targets for pupil attainment, as measured at the end of the academic year:</p> <ul style="list-style-type: none"> • 80% pupils in EYFS achieving a good level of development. • 95% pupils in Year 1 achieving the expected standard in the Phonics Screening. • 80% pupils in all year groups achieving the expected standard separately in reading, writing and Maths. • 80% pupils in all year groups achieving the expected standard combined in reading, writing and Maths. <p>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. They can explain how this learning will help in their understanding of the world and future career choices.</p>
<p>For the new Local Authority RE Syllabus to be developed and introduced.</p>	<p>The syllabus is gradually introduced throughout 2022-23 and is fully in place for September 2023. Our experience and resources are shared with our partnership schools.</p>
<p>For pupils to be fully supported in their emotional health and well-being at break and lunchtimes.</p> <p>For pupils to be fully supported in their emotional health and well-being through adult understanding of Trauma Perceptive Practice (TPP).</p>	<p>Support is readily available at break and lunchtimes and pupils know where and to whom they can go, if in need of adult support. The TPP approach is used by all staff and is evident around the school. Pupils report that they feel safe and supported. Behaviour records show reducing levels of anxiety at break and lunchtimes over the year.</p>
<p>The School Environment</p> <p>For the school to be a purposeful and well-cared for environment.</p>	<p>Pupils are consulted on the refurbishment plans. Plans are in place for the refurbishment of the KS2 toilets. NB: this objective is budget dependent.</p>
<p>Leadership and Management Structures and Systems</p> <p>For the leadership of the school to continue to have due regard for staff's mental health and well-being.</p> <p>For communication to continue to improve with all stakeholders.</p> <p>For governor monitoring to be embedded in practice and methodology enhanced to follow best practice.</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>Communication is extended to the wider group of stakeholders including the local community. Termly meetings are established between the DPSA and Revenue Generation Working Group to co-ordinate fund raising efforts. A wider take-up of parental surveys is established.</p> <p>All termly 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 the agreed visit.</p>