



## Danbury Park Community Primary School Summary of the School Improvement Plan 2023-24

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 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 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 end of Year 2 and the Year 6 statutory 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
- 3.5% 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 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 2023-24

What are we trying to improve?	How will we know when we've got there?
<p><b>The Quality of Education including Behaviour and Personal Development</b></p> <p>For most pupils across all groups and in all year groups, but with a specific focus on Years 5 and 6, 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, but with a specific focus on Years 3, 5 and 6, 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, but with a specific focus on Years 3 and 6 to catch up on academic achievement in Maths by the end of the academic year.</p> <p>For most pupils in EYFS and Year 1 to reach age related expectations 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.</p> <p>Pupils, who are significantly below starting points in September, make rapid progress throughout the year.</p> <p>Pupils, who are on the SEND register or defined as disadvantaged, make good or accelerated progress from their starting points.</p>
<p>For pupils 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>For pupils to be fully supported in their emotional health and well-being through adult understanding of Trauma Perceptive Practice (TPP)</p>	<p>All staff at Danbury Park School are trained in TPP. The values of TPP are put into practice by all staff and this is evident throughout the school.</p>
<p><b>The School Environment</b> For the school to work towards being carbon neutral by 2030</p>	<p>A long-term action plan is in place. The lighting in the school is replaced by energy efficient and environmentally friendly units (budget permitting).</p>
<p>For the school to be a purposeful and well-cared for environment</p>	<p>Plans are in place to refurbish the Key Stage 2 toilets.</p>
<p><b>Leadership and Management Structures and Systems</b></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>Feedback from surveys, parents, pupils and staff and other governing bodies inform us.</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>