

Durley CE Primary School
School Improvement Plan 2021-2024 – Long Term Priorities

Vision and Values

We show **love** for one another, **respect** each others differences and **forgiveness** towards others and ourselves.

We are a Church of England Primary school deeply committed to our children, parents and the village community we serve. Our Christian values of **love, respect and forgiveness** are rooted at the heart of everything we do, and contribute to the well-being and spiritual development of the school community. This is evident in all our relationships and work throughout the school where all are welcomed equally irrespective of their own personal beliefs.

We want our children to discover a love of learning within an inclusive environment where everyone aspires to achieve the highest standards. Our Christian values underpin our curriculum and we embrace our children’s spiritual, moral, social and cultural development encouraging our children to make positive and informed choices.

Priority 1 Quality of Education	Priority 2 Behaviour and Attitudes	Priority 3 Personal Development	Priority 4 Leadership and Management
Set out a curriculum which provides a wide range of opportunities for pupils to acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.	For pupils to consistently have highly positive attitudes and commitment to their education. To be highly motivated, resilient and make a positive contribution to the life of the school and/or the wider community. They actively support the well-being of other pupils	Develop pupils’ confidence, resilience and knowledge so that they can keep themselves mentally healthy. Promote an inclusive environment that meets the needs of all pupils.	School leaders are aware of the strengths and weaknesses across the school and have appropriate systems in place to ensure areas of strength continue and improve any areas of weakness.

Durley CE Primary School
School Improvement Plan 2022 – Short Term Priorities

Priority 1 Quality of Education	Priority 2 Behaviour and Attitudes	Priority 3 Personal Development	Priority 4 Leadership and Management
<p>1.1 English National Studies and school data show that the Pandemic has had a negative impact on children’s writing. It is the school’s intention to raise standards in children’s writing across the school both in terms of children’s creativity and technical ability. Give all children a solid base in learning synthetic phonics upon which to build as they progress through school.</p> <p>1.2 Maths Improve pupil’s maths fluency and speed of recall across the school. Improve reading and understanding of maths vocabulary, particularly for lower ability readers to support problem solving.</p> <p>1.3 Computing Update school’s Computing units to ensure the schemes of work and progression matched to Chromebook hardware/software across the school. Facilitate change in software/programs used to ensure they are current, varied and challenging.</p>	<p>2.1 All pupils to feel they are able to participate, contribute and have influence within Durley School through the further development of Pupil Voice.</p> <p>2.2 Embed the school’s core learning and Christian Vision and Values alongside the review of Living Difference 1V and revision of the RE curriculum.</p>	<p>3.1. Monitor the implement of the new framework for PSHE and SRE education across the school.</p> <p>3.2 Develop a pupil wellbeing and a recovery curriculum following COVID 19 lockdown. Pupils to have access to high quality wellbeing support, PSHE and outdoor learning to support their health and wellbeing.</p>	<p>4.1 To ensure that staff workload is manageable and that staff wellbeing is made a priority</p> <p>4.2 Track pupil progress particularly where there has been support and interventions in place to enable pupils to make more rapid progress. Analysis of whole school data to reflect on the accuracy of teacher assessment.</p> <p>4.3 Continue to ensure governors are holding school leaders to account with a full and realistic picture of the impact of the school improvement priorities using an increased range of monitoring processes.</p>

Priority 1: Quality of Education

<p>Background Information (Why?)</p> <p>Following the revised Ofsted framework of September 2019, the school reviewed the curriculum under the recommended three 'i's'.</p> <p>Intention: Ensure the subject curriculum matches and exceeds the breadth of the National Curriculum.</p> <p>Implementation: The subject curriculum is planned and sequenced so new knowledge and skills build on what has previously been taught. Prior learning supports subsequent learning.</p> <p>Impact: Children have acquired key knowledge within their long term memory.</p> <p>As a result of children's absence from face to face teaching over the past two years due to COVID-19 school closure, key subjects English, Maths, Science need to be reviewed in relation to lost learning for pupils.</p>
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<p>INTENT</p> <p>1.1 National Studies and school data show that the Pandemic has had a negative impact on children's writing. It is the school's intention to raise standards in children's writing across the school both in terms of children's creativity and technical ability.</p> <p>Give all children a solid base in learning synthetic phonics upon which to build as they progress through school.</p>				
Milestones	IMPLEMENTATION	WHO	MONITORING	IMPACT
<p>Spring 2022</p>	<ul style="list-style-type: none"> Assess current stamina for writing across all year groups. Identify existing strategies for independent self-checking and proof-reading of writing across all year groups. Termly writing moderation across the school to review progress and identify targets for improvement. Update English Long Term Plan for writing across the school including all text drivers to be used. 	<p>PM JC</p> <p>PM</p> <p>All Staff</p>	<p>English Governor monitoring visit.</p> <p>Pupil Interviews.</p> <p>Observations.</p> <p>Staff meeting.</p>	<p>Pupils referring to personalised spelling dictionaries (KS1) and classroom displays (working wall/key words) in both KS1 and 2. Adult led feedback in KS1 and some small group dictation to ensure accuracy. Year 6 using Chromebooks and writing learning journeys lasting longer to ensure quality of outcome. Handwriting rewards used in Y4/5 to boost presentation in order for self proof-reading to become clearer. Similar strategy in Y3/4 with larger lines/writing on handwriting lined paper. Majority of pupils heavily reliant on adult prompting at this stage for reflecting on their writing including non-negotiables. Some KS2 pupils are using highlighters and target stickers to become more independent with reflecting upon their writing. KS1 pupils when prompted are able to check their writing. KS2 staff are giving children time to reflect on their writing and there are signs of improvement.</p>

	<ul style="list-style-type: none"> Purchase additional resource for reading following book audit and complete phonics phase coding for use across Key Stage 1 		<p>Staff Meeting and use of Literacy Shed as text drivers.</p> <p>New resources in use.</p>	<p>Moderated small sample of Pupil Premium writers – consistent findings regarding presentation, grammar and stamina. Supported less at home during lockdown and this is slowly building back up.</p> <p>Text drivers and purpose for writing captured for this year’s cycle across KS1 and KS2.</p> <p>New books grouped by Phonics stage and added to existing supply. Books being issued as home reading and guided reading books across KS1.</p>
Summer 2022	<ul style="list-style-type: none"> Complete Phonics audit. Create action plan based on audit outcomes. Make decision on which Validated Phonics scheme the school will follow. Termly writing moderation across the school to review progress and identify targets for improvement. Review subscription of Literacy Shed. Additional support put in place for potential moderated Year groups (2/6) 	<p>PM DC</p> <p>All Staff</p> <p>PM</p>	<p>Use of HIAS Phonics audit to identify strengths and areas of development with current Phonics programme. Visit English Hub and discuss options e.g. Little Wandle with other cluster schools and HIAS.</p> <p>Staff meeting.</p> <p>Pupil conferences and workshops to support evidence gathering for potential moderation.</p>	
Autumn 2022	<ul style="list-style-type: none"> Investigate Writing Skills Booklets as a tool for use to aid independent proof-reading in KS2. 	<p>PM</p>	<p>Develop booklets with staff and monitor their use during independent and supported writing</p>	

	<ul style="list-style-type: none"> Begin action plan influenced by outcomes of Phonics audit and selected Phonics Scheme. 	PM/DC	to reinforce non-negotiables and age related expectations.	
	<ul style="list-style-type: none"> Phonics/Reading Meeting arranged for new parents. 	PM/DC	Observations and feedback from Phonics sessions with Class Teachers and support staff. Parent surveys and follow-up support offered via Google Classroom/Dojo.	

INTENT				
1.2 Maths Improve pupil's maths fluency and speed of recall across the school. Improve reading and understanding of maths vocabulary, particularly for lower ability readers to support problem solving.				
Milestones	IMPLEMENTATION	WHO	MONITORING	IMPACT
Spring 2022	<ul style="list-style-type: none"> Focus on speed of recall of calculation facts e.g. number bonds, multiplication by 10,100,1000 times tables etc. Identify the children who are in most need of catch up in maths across the school and ensure they are supported by a maths intervention program to close the gaps in their learning and understanding. 	JM JM	Staff meeting to discuss Teachers asked to identify the children who have the biggest gaps in their learning and put interventions in place. Book moderation during staff meeting	Pupils completing daily speed checks for multiplication facts – e.g flashback 4. Maths moderation in staff meetings and support in place for pupils who have been identified as falling behind or have gaps in their learning.

	<ul style="list-style-type: none"> Review the use of White Rose Maths and long term planning – are we all happy with it? Are we effectively using additional recommended resources we have subscribed to e.g. classroom secrets, target your maths, I see reasoning, I see problem solving. Maths work sampling, class observations and moderating. 	Staff mtg	Provision session by Gareth Metcalf on the use of I See Reasoning materials. Review in staff meeting	
Autumn 2022	<ul style="list-style-type: none"> Maths work sampling, class observations and moderating. NFER maths assessment at the end of the Autumn Term to track pupil progress and gaps in learning . 	Class teachers & JM	All children to be assessed regularly and interventions implemented.	

INTENT				
<p>1.3 Computing Update school’s Computing units to ensure the schemes of work and progression matched to Chromebook hardware/software across the school. Facilitate change in software/programs used to ensure they are current, varied and challenging.</p>				
Milestones	IMPLEMENTATION	WHO	MONITORING	IMPACT
Spring 2022	<ul style="list-style-type: none"> Investigate updated versions of Switched on Computing Units. 	JD	Investigate/Purchase resources for each topic as necessary to support the Computing schemes of work devised for KS1 & KS2 and review of LTP.	Discussed current coverage at Staff meeting and gaps. All staff happy to proceed with purchase of updated units to ensure a better progression. Key Stage 1 to trial teaching

	<ul style="list-style-type: none"> Investigate programs and Apps available for Chromebooks to match computing units taught. 	All Staff JD	Spend time sharing Apps which can be used in classes to create exciting learning opportunities. Staff training on specific skills needed including support staff.	Computing in separate Year Groups as opposed to whole class. JD to contact Switched On Computing to check that new units are Chromebook compatible. Further staff training on Apps to be planned and delivered.
Summer 2022	<ul style="list-style-type: none"> Confirm programs to be used in next year's cycle and update LTP with units. Facilitate the training of Digital Leaders in both Key Stages. Update hardware list and requirements. 	All staff JD JD Harrap KB JD	Review current hardware and software resources for whole school development. Staff training on specific skills needed including support staff. Pupil training and feedback from staff. Update IT hardware to Chrome Books which can be used across the whole school. Monitor booking sheets to assess ongoing usage.	
Autumn 2022	<ul style="list-style-type: none"> Ensure that planned Computing schemes of work provide continuity and progression. Investigate AFL and assessment opportunities for Computing units including evidence of learning. Digital leaders training update. 	JD JD JD	Evaluate impact of updated units for Autumn term. Observations. Pupil/staff interviews. Explore how units are currently assessed and evidenced. Use of The Key 'Deep Dive' materials/speak to local schools. Pupil training and feedback from staff.	

Priority 2: Behaviour and Attitudes

Background Information (Why?)
During a period of online learning children despite the best efforts of regular virtual meeting with class teachers, children have undoubtedly felt disconnected from their school and friendships. Throughout this period over the past year, not all children have had the same opportunities for engaging with online learning due to resources e.g. a dedicated place to study, 1-1 learning support due to many parents working from home, a laptop or tablet to use. Not all children were used to working outside

the school environment. Research proves that during times of school lockdown, educational inequalities worsen particularly for primary age pupils. Children need to feel part of the whole school team and that education and the school ethos, vision and values are important to their lives. Absence from school due to Covid-19 has made friendships and team work particularly difficult for children.

INTENT				
2.1. All pupils to feel they are able to participate, contribute and have influence within Durley School through the further development of Pupil Voice				
Milestones	IMPLEMENTATION	WHO	MONITORING	IMPACT
Spring 2022	<ul style="list-style-type: none"> • School Council continue to develop the link with Home Park Nursing Home. • School Council meet regularly, reporting to classes and feeling as if their views are taken into account. 	PM PM	Election of SC Minutes of SC meetings	Link with Home Park this term is still remote through sending pictures, letter writing etc due to Covid.
Summer 2022	<ul style="list-style-type: none"> • To review and then develop playtime provision for pupils • School council given time within the school week to report to their class and develop school initiatives. • School council work towards supporting the school summer Fayre. • Further development of awards policy and Class Dojo throughout the school 	All teachers	Pupil interviews reflect an improvement in playtime provision Minutes of meetings and reports from staff/pupils	
Autumn 2022	<ul style="list-style-type: none"> • To develop play provision in line with findings Spring and Summer 	KB	Pupil interviews reflect an improvement in playtime provision	.

INTENT				
2.2 Embed the school's core learning and Christian Vision and Values alongside the review of Living Difference 1V and revision of the RE curriculum.				
Milestones	IMPLEMENTATION	WHO	MONITORING	IMPACT
Spring 2022	<ul style="list-style-type: none"> • Agree with staff and Governors any changes to core vision and values statements. • Link three school Christian values to bible readings and bible stories. • School focus within worship of schools' Christian values. 	KB KB KB	Governor's curriculum meeting Worship areas within classes reflect school's Christian Values Worship planning and observation	Agreed that core vision and values are still relevant to us. Worship reinforces the three school Christian values with our linked bible stories.
Summer 2022	<ul style="list-style-type: none"> • Ensure every class displays three core Christian values and all pupils are aware of the linked bible stories. Build up a bank of evidence to show the school is living its Christian values. • Review Living difference 1V and RE curriculum following subject manager training. • Children given opportunities to lead worship in school. 	All staff All teachers	Worship areas within classes reflect school's Christian Values Monitoring worship	
Autumn 2022	<ul style="list-style-type: none"> • Ensure the website reflects the schools' Christian core vision and values. 	Gov Curric	Gov. Curriculum committee reports back to FGB	

Priority 3: Personal Development

Background Information (Why?)

Following the implementation of the new PSHE/ RSE curriculum in summer of 2021, ensure that it is fully implemented. The new curriculum has been integrated within the school PSHE curriculum to include teaching pupils' age-appropriate understanding of healthy relationships through appropriate relationships and sex education.

The school is also promoting an equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique. We wish to promote an inclusive environment, which meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation.

INTENT

3.1. Monitor the implement of the new framework for PSHE and SRE education across the school.				
Milestones	IMPLEMENTATION	WHO	MONITORING	IMPACT
Spring 2022	<ul style="list-style-type: none"> Monitoring PSHE, Relationship and Sex Education Policy and Framework. Monitoring SCARF teaching session 	Gov. Curric	Curriculum committee review whole school planning framework, policy. Governors observe SCARF teaching	PSHE curriculum delivered across the school. Governors monitored the SCARF lessons in Years R, 1, 2 and 6 and fed back to the curriculum committee. Class teacher felt that the EYFS session (Y1) was not interactive enough.
Summer 2022	<ul style="list-style-type: none"> Continue to Implement PSHE, Relationship and Sex Education Framework. 	KB	Classroom observations of quality of teaching new framework. Gov interview pupils	
Autumn 2022	<ul style="list-style-type: none"> Review and monitor the effectiveness of the curriculum resources and materials being used for PSHE. 	Gov	Gov curriculum meeting to review classwork.	

INTENT				
3.2 Develop a pupil wellbeing and a recovery curriculum following COVID 19 lockdown. Pupils to have access to high quality wellbeing support, PSHE and outdoor learning to support their health and wellbeing.				
Milestones	IMPLEMENTATION	WHO	MONITORING	IMPACT
Spring 2022	<ul style="list-style-type: none"> Continue to put support material for children's health and wellbeing onto Google Classroom and set up a section 	All staff	HT and Assistant HT	

	<p>on the school website for parental support.</p> <ul style="list-style-type: none"> • Continue to ensure use of outside areas within lessons • Set up after school physical activity for Key Stage 1 and 2. • Encourage all children to take part in at least one competitive sporting opportunity either within school or against another school to encourage higher level activity, resilience and confidence. • Support children to understand about risks online and offline through Safer Internet Day 	<p>KB</p> <p>PE lead</p> <p>PE lead</p> <p>Computing lead</p>	<p>Curriculum planning encourages outdoor learning</p> <p>Planning for use of outdoor learning within the curriculum.</p> <p>Tracking of pupils attending competitive opportunities.</p> <p>Monitoring of the impact of Safer Internet day</p>	<p>Outside areas being used successfully across the school throughout the day for learning. Clearly set out within the planning.</p> <p>KS1 and 2 sport and dance clubs fully subscribed.</p> <p>Majority of KS2 pupils have had the opportunity to take part in at least one sporting competition.</p> <p>Safer Internet Day very successfully led by pupils in Year 5.</p>
<p>Summer 2022</p>	<ul style="list-style-type: none"> • Set aside additional Teaching Assistant support time as needed as a time to listen to pupils. • Review the school mental health and wellbeing policy. • Hold a wellbeing and physical health week for whole school as part of walk to school week. • Children to have an understanding of 'service for others' as part of the work for the Queen's Jubilee. 	<p>All support staff</p> <p>All staff and Gov Curric</p> <p>KB</p> <p>All teaching staff</p> <p>All KS2 staff</p>	<p>Monitor outcome of support time –how much? When?</p> <p>Gov. Curriculum mtg</p> <p>Review data on participation</p> <p>Review outcome of children's understanding of the importance of service</p>	

	<ul style="list-style-type: none"> Residential visits for all pupils at Key Stage 2 to provide a broader development beyond the academic and support pupil confidence, resilience and independence, as well as strength of character Set up a careers day encouraging parents to come into school and talk about their careers in order to give children a sense of purpose, personal direction and enthusiasm for their learning. 	Teaching Staff	<p>Analysis of the success of the residential and participation rate.</p> <p>Governors and staff review the impact of the careers day through pupil interviews.</p>	
Autumn 2022	<ul style="list-style-type: none"> Encourage a strong up-take from pupils of the additional opportunities on offer across the school, particularly disadvantaged pupils. Re-vitalise the group room used for ELSA support to make it a welcoming space for children. 	All staff KB	An analysis of pupils taking part in additional opportunities on offer in school.	

Priority 4: Leadership and Management

<p>Background Information (Why?)</p> <p>As a result of the Covid-19 virus, the work of the school has been paused and teaching has had to be significantly re-organised with online lessons. The school has faced considerable challenges of having to act swiftly and decisively in response to Government directives e.g social distancing, intensive cleaning, and the careful orchestration of all movement around the school, as well as facing issues from the community and media questioning the safety for children.</p> <p>We are uncertain as to the long term effect of this on children, parents and staff however issues are likely to be for staff around workload and wellbeing introducing online learning and the pressures of pupil 'catch up', and for pupils that of academic progress and wellbeing due to periods of isolation and home learning.</p> <p>In order to maintain the ongoing high standards within the school, leadership and management need to ensure that staff and pupils are well supported in these unprecedented times to enable a continuation of the high standards and pupil progress that are central to the work of Durley School.</p>

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INTENT				
4.1 To ensure that staff workload is manageable and that staff wellbeing is made a priority				
Milestones	IMPLEMENTATION	WHO	MONITORING	IMPACT
Spring 2022	<ul style="list-style-type: none"> Link Governor to visit staff meeting termly to offer support to staff and an opportunity to discuss any issues. 	Gov All staff	Regular discussions with Link Governor and an awareness of strains on work-life balance.	To be carried over to the summer term.
Summer 2022	<ul style="list-style-type: none"> Staff meetings are restricted to one hour and include an agenda item on staff wellbeing half termly. Encourage staff to use an outside space for breaks away from children – not just the staff room. (e.g. Memorial Garden?) Review marking and feedback policy to ensure that it is manageable Review wellbeing policy and send out staff questionnaire for the before and after analysis. Staff involvement in the policy. 	KB KB/PM	Review of meeting minutes Review marking and feedback Workload to appear more manageable to staff	
Autumn 2022	<ul style="list-style-type: none"> Improved and timely communication preferably within work hours. 	All staff Gov.	Planning Staff questionnaires show that staff feel valued and have a manageable workload.	

INTENT

4.2 Track pupil progress particularly where there has been support and interventions in place to enable pupils to make more rapid progress. Analysis of **whole school data** to reflect on the accuracy of teacher assessment.

Milestones	IMPLEMENTATION	WHO	MONITORING	IMPACT
Spring 2022	<ul style="list-style-type: none"> Greater focus in EYFS on prime areas of learning - addressing gaps in language, early reading and mathematics, In the final week of term, formally assess all pupils with NFER maths testing. Identify gaps in learning maths across the class and for individuals. Meeting to discuss changes to annual report to parents. Monitor progress made with curriculum INTENT for geography and History. Review RE curriculum to be implemented in September 2022 Review predictions of end of year assessments. 	All teachers	<p>Analyse data from reading tests across the school and present data to Governors.</p> <p>Staff meeting to review annual report and discuss changes wish to make to the proforma and information for parents</p> <p>Present Geography and History planning review to Gov. Curriculum Committee</p>	<p>Training of EYFS teacher for changes to the provision and reduction in assessment. More focus on child initiated learning.</p> <p>Maths testing to be completed and results analysed.</p> <p>Pat Hannah (HIAS History) training with History lead. Feed back during staff meeting and discussion regarding resourses.</p>
Summer 2022	<ul style="list-style-type: none"> Annual report to parents redesigned and ready for use. Complete all National testing and review data. End of KS1 and 2 SAT's, Y4 multiplication tests, Y2 phonics (not passed in December 2021) and Y1 phonics. Review transition policy. Ensure excellent transition arrangements and discussions between staff for pupils across the school, for September intake and transition to secondary school. 	<p>KB</p> <p>All teachers</p> <p>Gov. Curric.</p>	Data analysis shared at Governor Curriculum committee.	

Autumn 2022	<ul style="list-style-type: none"> Review assessment policy and tracking documentation. 	KB/PM	Interview pupils about transition to new class. Staff meeting to review policy and procedure for assessing and tracking pupil progress.	

INTENT				
4.3 Continue to ensure governors are holding school leaders to account with a full and realistic picture of the impact of the school improvement priorities using an increased range of monitoring processes.				
Milestones	IMPLEMENTATION	WHO	MONITORING	IMPACT
Spring 2022	<ul style="list-style-type: none"> Curriculum Committee to review PHSE and SRE Policy. Governors continue to review any COVID risk assessments necessary, in line with Government Guidelines Complete Financial audit (SFVS) 	Gov	<p>Minutes of curriculum meetings and Governor monitoring report</p> <p>School letters and newsletters as well as visits to school to review safety procedures.</p>	<p>Policy and planning reviewed and no changes made.</p> <p>Premises committee continue to review Covid outbreak management plan as needed.</p>

	<ul style="list-style-type: none"> • School risk assessments to be uploaded to a single shared drive. • Half termly checks of SCR by Safeguarding Governor • Whole Governing Body training for Outstanding Governance. 		<p>SFVS completed and sent to county following FGB mtg. SCR checked and signed with action points were necessary.</p> <p>FGB evaluation sheets and follow up discussion.</p>	<p>SFVS reviewed by Finance committee and agreed by FGB. Actions for 2022 set out.</p> <p>SCR check completed.</p> <p>FGB training on outstanding Governance completed and action points agreed.</p>
Summer 2022	<ul style="list-style-type: none"> • Review of safeguarding policy and practice across the school. • Curriculum committee undertake termly visits linked to school focus on quality of teaching and learning, analysis of attendance data and internal data drop with particular focus on vulnerable groups (PP, SEND etc) • Finance committee to set new budget to present to FGB by 31 May 2022 • Governing Body self-evaluation in the light of new Governors joining the committee • Premises committee to complete termly Health and Safety inspection and complete Premises Maintenance Plan 	All Gov. Comm s	<p>Safeguarding Governor visit to school</p> <p>Report to FGB on committee monitoring through data analysis, pupil interviews, health and safety inspections etc.</p> <p>FGB minutes and discussion and Finance meeting</p> <p>Health and Safety termly premises inspection.</p>	
Autumn 2022	<ul style="list-style-type: none"> • Whole Governing Body complete safeguarding audit. • Finance committee to complete budget revision by 30 Nov 2022 • Audit of safeguarding and Health and Safety • All committees to review monitoring plans • 	Gov	<p>Safeguarding audit completed, Governors sign Gov. Hub and complete questionnaire as proof.</p> <p>Budget revision sent to county.</p> <p>Monitoring plans in place for Governors committees.</p>	

