



Small School. Big Hearts. Big Ambitions

**Dry Drayton C of E Primary School
School Improvement Plan
2022-2023**

Context

Dry Drayton Primary School is a small, rural Church of England Primary School some 8 miles from Cambridge. It is a vibrant and happy place with great ambition to provide a varied, challenging and exciting learning experience every day for every pupil, based on strong Christian values of kindness and respect.

The school is one of the smallest schools in Cambridgeshire with currently 64 children on roll. There are three classes: A KS1 and Reception class (which is split R and 1&2), a Year 3 and 4 class and a Year 5 and 6 class. The Head was new to role September 2019 as were most of the current staff team. This has grown over the last two years due to bringing everything in house – delicious dinners, music, all PE and there are many after school clubs and music lessons each week.

Key Targets from Previous OFSTED

The school was last inspected in June 2019 following its previous inspection December 2016. On both occasions, it was identified as requiring improvement in all areas, except in 'Personal development, behaviour and welfare' which was graded as 'Good' in 2019.

OFSTED in 2019 identified the following areas for improvement:

Improve outcomes for pupils by making sure that:

- the design of the curriculum supports pupils' continuous progression in skills, knowledge and understanding across all foundation subjects
- all pupils have sufficient opportunities to develop their reasoning skills in mathematics
- teachers use assessment information to plan work that is sufficiently challenging in all subjects and meets the needs of pupils in mixed-age classes
- opportunities for pupils to apply writing skills across the wider curriculum are further developed and embedded.

Improve the effectiveness of leadership by:

- ensuring that the quality of teaching, learning and assessment is consistently good or better
- developing the curriculum so that pupils have sufficient learning time to develop their skills, knowledge and understanding more effectively in all subjects
- continuing to monitor, closely evaluate and promptly respond to the impact of the actions taken to improve teaching and learning
- ensuring that the new governing body continues to establish clear systems of checking standards across the whole curriculum and hold leaders to account for the quality of education provided.

Key priority 1: To create a highly stimulating environment with a curriculum which provides rich, varied and imaginative experiences for Reception children to prepare them for Year 1

Overall success criteria:

- To use effectively, systems to record achievements and progress and engage parents in their child's development
- To provide a stimulating environment both inside and outside of the classroom
- To embed the new phonics scheme
- Children are well prepared for the rigours of Year 1

Key Action	Intended Impact
To use, effectively, assessment system (Seesaw and floor books) to record progress and achievement	Knowledge of each child's progress and achievement is accurate and used to plan next steps.
To engage parents in their child's progress and achievement using Seesaw	Parents are engaged in their child's development and can contribute achievements from home. Parents can support their child as required.
To plan various stimulating challenges in extended provision across the curriculum both inside and outside the classroom	Children gain a wide experience of learning environments and development independent learning skills to move their learning on. They develop communication skills to enable them to think critically and to question and debate
To embed the new phonics scheme for EY	All EY staff are confident to deliver the new scheme. Children respond and progress in their phonics
To teach early writing using print	Children form letters correctly in preparation for writing in cursive script in KS1
To include suitable provision for SEND children and those working above ARE. To monitor progress of PP children too	Provision is accessible to SEND children and challenging for those working above ARE. PP children are making equal progress to non-PP
To liaise with the governing body to keep them informed of EY progress	A link governor is confident in progress and development in EY and reports to FGB regularly

Key priority 2: Embed the new phonics scheme, Little Wandle, and ensure all staff are trained to deliver the material to a high standard.

Overall success criteria:

- The resources are complete and organised to be most effectively deployed in classrooms
- All staff are trained and confident to deliver Little Wandle Phonics at a level appropriate to the needs of their class
- Progress is recorded and monitored and used in next step planning
- Children make excellent progress
- 5/6 children pass their phonics screening check

Key Action	Intended Impact
Prepare resources ready for September	The scheme is ready to use to gain maximum impact
Train all staff in the use of Little Wandle	Staff understand the rationale and pedagogy of the SSP, are confident to deliver the programme, know how to access all the resources and deliver to maximum effect
Record and monitor progress, achievements and use of keep up material	Scheme is being used effectively and children are making appropriate progress
Review impact of new scheme	Staff and children are enjoying using the new scheme. Children are making excellent progress. 100% phonics screening test results
To include suitable provision for SEND children and those working above ARE. To monitor progress of PP children too	Provision is accessible to SEND children and challenging for those working above ARE. PP children are making equal progress to non-PP
To liaise with the governing body to keep them informed of progress with the new scheme	A link governor is confident in progress and development in phonics and reports to FGB regularly

Key priority 3: The whole school engages in improving reading and in reading for pleasure

Overall success criteria:

- Reading is clearly a priority in school
- Teachers are confident in using a range of strategies to teach good quality reading across the curriculum and expect high standards from the pupils
- Children engage and show a love of reading
- Reading ages are at least 1 year above chronological age for 80% of the school
- Observations/learning walks will evidence that pupils are using skills and knowledge gained through reading in their work

Key Action	Intended Impact
Promote reading through DD 100 book reading challenge, reading spine and daily class reader	Children engage in and show a love of reading through exposure to a variety of good quality texts
Audit books in library	Children have the opportunity to read a wide variety of books
Evaluate current provision of guided reading/teaching of reading beyond the SSP	Consistent approach to the teaching of reading throughout the school
Celebrate reading successes	Children are suitably rewarded for their successes in reading
Books looks/LW to review impact of teaching of reading	Children speak enthusiastically about reading and their reading ages make accelerated progress and are >1 yr above CA
To include suitable provision for SEND children and those working above ARE. To monitor progress of PP children too	Provision is accessible to SEND children and challenging for those working above ARE. PP children are making equal progress to non-PP
To liaise with the governing body to keep them informed of progress in reading	A link governor is confident in progress and development in reading and reports to FGB regularly

Key priority 4: Ensure opportunities for pupils to apply good quality writing skills across the wider curriculum are further developed and embedded.

Overall success criteria:

- Teachers are confident in using a range of strategies to teach good quality writing across the curriculum and they expect high standards from the pupils
- English books will evidence excellent teaching of writing using three phase approach to immerse, imitate and innovate writing skills
- Books/observations/learning walks from across the curriculum will evidence sufficient opportunities for good quality extended writing, which is well presented and uses age-appropriate grammar and vocabulary

Key Action	Intended Impact
CPD use of three phases	Units of work are well planned, and sequenced, building on skills taught
Review resources	Quality materials and books used to support the teaching of writing
Revise writing expectations used across the curriculum	Children are familiar with the expectations and demonstrate this in all of their writing
Monitor the teaching of spelling and opportunities for extending vocabulary across the curriculum	Children's spelling is improved and there is evidence of a wide variety of appropriate vocabulary in use throughout the school and across the curriculum .
Book looks to evidence good quality writing	Children are proud of their writing both in presentation and content
Book looks/LW to evidence extending writing opportunities of quality across the school	Excellent writing skills are demonstrated across the curriculum and children write with confidence using subject specific vocabulary
To include suitable provision for SEND children and those working above ARE. To monitor progress of PP children too	Provision is accessible to SEND children and challenging for those working above ARE. PP children are making equal progress to non-PP
To liaise with the governing body to keep them informed of progress in writing	A link governor is confident in progress and development in writing and reports to FGB regularly

Key priority 5: Children work confidently in reasoning and problem solving in maths using mastery skills learnt in fluency lessons

Overall success criteria:

- Children use stem sentences to structure their answers
- Children use full sentences to answer reasoning problems
- Children are confident to use trial and error to solve problems
- Children choose the most suitable manipulative to help them solve a problem
- Ensure differentiation is evident and that there is suitable challenge for the more able

Key Action	Intended Impact
Improve the teaching of tables and related facts	All children to score 100% in the MTC and are more confident to use their tables and related knowledge in maths lessons
To introduce regular maths homework	Year 1 2- Mental recall of facts – White Rose app/Sumdog Year 3 4 – Focus on multiplication tables – Sumdog Year 5 6 – Weekly maths homework linked to current teaching
Using specific resources, extend and challenge all children in problem solving but particularly those who are working above ARE	The more able have opportunities to apply their maths and extend their understanding. Embed the use of stem sentences to support problem solving and reasoning skills.
Introduce the use of Stem sentences for use in all maths lessons	Deepen pupils understanding of maths Extend use of specific mathematical vocabulary
Revise and share the calculation policy	To align with the new WRM scheme To inform parents of specific strategies so they can support their children
Participate in mastery readiness workgroup and roll out the practice to the whole school	Staff feel more confident to teach maths Children gain a deeper understanding of basic skills. Children are more confident in their maths lessons
To include suitable provision for SEND children and those working above ARE. To monitor progress of PP children too	Provision is accessible to SEND children and challenging for those working above ARE. PP children are making equal progress to non-PP
To liaise with the governing body to keep them informed of progress in maths	A link governor is confident in progress and development in maths and reports to FGB regularly

Key priority 6: There is strong, confident and knowledgeable subject leadership across the curriculum and leaders ensure there is good coverage, effective assessment and monitoring

Overall success criteria:

- Share with HT as part of overall monitoring of quality of teaching, learning and assessment across the school
- The quality of teaching, learning and assessment across the school is consistently good or better and effective
- Sticky knowledge is in place for all subjects and is used in planning
- Each subject is showcased around the school

Key action	Intended Impact
All subject leaders have a detailed action plan for the year including time for monitoring, assessment and CPD	Subject leaders have a clear picture of the quality of teaching in their subject, can evidence progress within year groups and across the school. Vulnerable groups have equal access to the curriculum and are making good progress
Sticky knowledge and vocabulary are agreed for each subject	Key and subject specific vocabulary is evident in all classrooms and is used by the children in their work
Displays around school reflect all subjects in the curriculum	Excellent work is displayed for each subject including key vocabulary and examples of questioning and challenge
To include suitable provision for SEND children and those working above ARE. To monitor progress of PP children too	Provision is accessible to SEND children and challenging for those working above ARE. PP children are making equal progress to non-PP
Support the governing body to monitor the curriculum and progress more effectively	A link governor is confident in progress and development in a subject area and reports to FGB regularly To see evidence of good subject leadership, and to challenge and support the subject lead. Expectation is to evidence: coverage and progression within year groups and across the school, opportunities once a term for extended writing, use of appropriate subject specific vocabulary and a suitable display Staff present to FGB