



Small School. Big Hearts. Big Ambitions

**Dry Drayton C of E Primary School
School Improvement Plan
2021-2022**

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 57 children on the register. There are 3 classes: A KS1 and Reception class, 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: Ensure opportunities for pupils to apply good quality writing skills across the wider curriculum are further developed and embedded.

Overall success criteria:

- **Observations/learning walks will evidence that pupils are applying extended writing skills across the curriculum**
- **Teachers are confident in using a range of strategies to teach good quality writing across the curriculum and expect high standards from the pupils**

Books will evidence sufficient opportunities for good quality extended writing, which is well presented and uses age appropriate grammar and vocabulary.

KEY ACTION	INTENDED IMPACT
Continued CPD and support from EA for EL	EL confident to support staff, monitor teaching and learning and lead English
Staff CPD from EL and EA in staff meetings	Staff confident in pedagogy for teaching writing in English and then across the curriculum. Their planning is well sequenced and builds on skills.
Moderation within CB23 schools writing across the curriculum including English	Secure judgements are being made by teachers
Termly book monitoring	To ensure sufficient opportunities for good quality extended writing are evident across the curriculum. Writing expectations evident and corrected if required.
Governors to attend learning walk and review evidence of writing	Governors have evidence that opportunities have been provided for extended writing

Key priority 2: The design of the curriculum supports pupils' continuous progression in knowledge, skills and understanding across all foundation subjects and across all years.

Developing the curriculum so that pupils have sufficient learning time to develop their knowledge, skills and understanding more effectively in all subjects.

Overall success criteria:

- Curriculum overviews for foundation subjects show progression in knowledge and skills
- Book monitoring will evidence knowledge and skills progression across the year groups
- Moderation will evidence that pupils have sufficient time to develop their knowledge and skills in foundation subjects

KEY ACTION	INTENDED IMPACT
To embed the new progressions of knowledge and skills for all subjects including teaching at greater depth	The progression in knowledge and skills for the foundation subjects is clear for each year group in plans and in lessons
A robust monitoring schedule is in place	Subject Leaders are confident to lead assessment, monitoring and record keeping of their curriculum area
To develop robust, effective and efficient assessments for all subjects	teachers know what the children know and are able to plan for the next stage
Use other opportunities to teach knowledge and skills eg in outdoor learning and music	To embed the knowledge and skills taught in different learning environments
Provide children with the opportunity to show the knowledge they have learned	The children are able to share their learning through written or oral reports

**Key priority 3: Ensuring that the quality of teaching, learning and assessment is consistently good or better.
Continuing to monitor, closely evaluate and promptly respond to the impact of the actions taken to improve teaching and learning.**

Overall success criteria:

- **That lessons observed are deemed at least good.**
- **Robust assessment takes place every half or full term term and also as required, these are recorded and used for effective planning.**
- **Books will evidence opportunities to improve learning and that there is challenge in lessons**

KEY ACTION	INTENDED IMPACT
Regular (fortnightly) drop-ins to a range of lessons by HT/subject leads	To monitor quality of T&L and to ensure learning behaviour is good
Half termly book looks	To review effective marking and use of next steps. To ensure children are having time to respond to these. To see their learning moving on.
Half termly assessments reviewed by CT then overall by HT to inform action plan/planning	Assessments lead to gap filling, improved planning and other actions taken.
Effective deployment of TA in lessons	To have maximum impact with focus group/individual. To engage in effective marking and feedback for both children and teacher
Governors to attend learning walk to review evidence that T&L is 'Good'	Governors have evidence that T&L is 'Good'

Key priority 4: Ensuring that the governing body continues to establish clear systems of checking standards across the whole curriculum and holds leaders to account for the quality of education provided.

Overall success criteria:

- **Governors attend training to support monitoring of standards in school**
- **Governors regularly challenge leadership about the systems in place for checking standards**
- **Governors are able to monitor and question during regular visits to gather necessary information**

Governors feel confident to hold leaders to account for the quality of education provided

KEY ACTION	INTENDED IMPACT
CPD for Gobs on supporting subject leads	To connect Link Gov and SL. To share priorities and ensure they are informed for their visits
Termly monitoring visits or virtual meetings between subject leads and governors	To monitor and gather evidence of key priorities in action
Governor feedback to FGB	To provide report on visits to whole Gov body
HT shares monitoring, assessment and data from across the curriculum	To inform the FGB of assessment and achievement in the school

Key priority 5: To create a highly stimulating environment with a curriculum which provides rich, varied and imaginative experiences for Reception children

Overall success criteria:

- **To use effectively, a system to record achievements and progress**
- **To provide a stimulating environment both inside and outside of the classroom**

To embed the new phonics scheme and EY curriculum

KEY ACTION	INTENDED IMPACT
To use, effectively, an assessment system (Seesaw) to record progress and achievement	To monitor, record and assess children's learning using Seesaw /Learning Journeys.
To plan various challenges in extended provision across the curriculum both inside and outside the classroom to imbed the new curriculum	The children find and respond to the various challenges to move their learning on.
To invite all parents to subscribe to the online learning logs	For parents to feel engaged with their child's learning and better equipped to support them
To ensure the environment is accessible and stimulating to provide opportunities for questioning and debate	These opportunities are provided on a daily basis to challenge and allow for critical thinking