



Small School. Big Hearts. Big Ambitions

**Dry Drayton C of E Primary School
School Improvement Plan
2020-2021**

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.

The school is one of the smallest schools in Cambridgeshire with currently 59 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. It has been through a period of significant change and upheaval. There had been many changes to the leadership team and difficulties in recruiting a substantive head teacher prior to the 2019 inspection and it is now on an even keel with a full and experienced teaching team with different expertise. The Head was new to role September 2019. Changes to the schools funding formula and a decline in pupil numbers over the last few years necessitated a staffing review at Easter 2019. The current model and staffing structure has been very effective but will need to be reviewed at the end of this academic year due to a rise in numbers. The campaign for more pupils had been very successful with 12 Reception children joining in September and additional pupils to other year groups; a total increase of 53% from last year.

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: All pupils have further opportunities to develop their oral and written reasoning skills in mathematics.

Overall success criteria:

- **Observations/learning walks will evidence that reasoning skills are being taught confidently using effective questioning**
- **Children will be confident to reason both orally and in written form**
- **Books will evidence regular opportunities to record reasoning activities using appropriate mathematical language**

KEY ACTION	INTENDED IMPACT
Reasoning CPD in staff meetings	Review pedagogy used last year, share new/updated ideas to improve teacher confidence
To develop a monitoring format for reasoning in maths	To have high quality teaching and learning
Ensure the quality of teaching and learning is consistently good if not better through observations and feedback to staff	Quality of teaching will be consistently good if not better
Whole school focus through the estimation station and in an assembly with a reasoning theme	Raised pupil engagement in reasoning skills
To monitor books	To ensure sufficient opportunities for reasoning are evident and children are more confident to reason clearly both orally and written
Governors to attend learning walk and review impact of teaching focus	Governors have a clear understanding of the improved teaching of reasoning

Key priority 2: Ensure opportunities for pupils to apply 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 writing across the curriculum**
- **Books will evidence sufficient opportunities to develop writing skills**

KEY ACTION	INTENDED IMPACT
CPD and support from EA for EL	EL confident to support staff and lead English
Staff CPD from EL and EA in staff meeting	Staff confident in pedagogy for teaching writing in English and then across the curriculum
Moderation within CB23 schools writing across the curriculum including English	Secure judgements are being made by teachers
Half termly book monitoring	To ensure sufficient opportunities for extended writing are evident across the curriculum.
Governors to attend learning walk and review evidence of writing	Governors have evidence that opportunities have been provided for extended writing

Key priority 3: To develop a whole school positive approach to reading for learning and pleasure.

Overall success criteria:

- Observations/learning walks will evidence the higher profile of reading for learning and pleasure
- Teachers are confident in using a range of strategies to teach reading and comprehension skills
- Use of Accelerated Reader will evidence improved reading comprehension skills

KEY ACTION	INTENDED IMPACT
Encourage the use of the library for browsing and have reading displays to promote the joys and benefits of reading	All children understand the purpose and value of learning to be a fluent reader
CPD in ensure Guided reading sessions are meaningful and focussed	To help children to understand the texts they read, to glean information and make inferences and predictions
To start a Reading club which is inclusive of all abilities	To share enjoyment of reading
To use Accelerated Reader and phonics screening (for Yr1,2,3,4 as necessary) as part of the reading assessment and progress monitoring by all staff	To improve the progress and attainment of reading
Governors to attend learning walk and review evidence of reading	Governors have evidence that opportunities have been provided to improve reading progress and attainment

Key priority 4: The design of the curriculum supports pupils' continuous progression in knowledge, skills and understanding across all foundation subjects.

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 and assessment guide for each of the foundation subjects including teaching at greater depth	The progression in knowledge and skills for the foundation subjects is clear for each year group
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
To help the children to be good learners by reinforcing the 5Rs of being resilient, resourceful, reasoner, reflective and responsible to develop good learning skills	The children are able to apply the knowledge learned and improve their learning habits
Termly book look Moderation Music concerts and FS assemblies	That LCs clearly state knowledge and skills to be learnt

Key priority 5: Teachers use assessment information to plan work that is both filling any gaps from missed schooling and is sufficiently challenging in all subjects.

Overall success criteria:

- **To revise our assessment routine for teachers to use to plan effectively, with provision for gap filling and challenge for all in their class.**
- **Children can explain how they feel challenged.**
- **Books will evidence the challenge and spread of appropriate work across the age groups.**

KEY ACTION	INTENDED IMPACT
Review our assessment procedure which can be used half termly and monitored	A robust and effective assessment procedure is embedded and used regularly.
Assessment is used to identify gaps and aid planning	That effective and challenging lessons are delivered across the curriculum to meet the needs of all children, with consideration and provision for any gaps in learning
Frequent book looks of single subject across the school	To show progression across the school which is differentiated for each year group/s and scaffolded within year group
To use efficient and effective regular assessment of work during lessons	To provide opportunities for feedback during lessons to extend pupils
Governors to attend learning walk and review evidence of challenge	Governors have evidence that opportunities have been provided for challenge for all in lessons

Key priority 6: 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 term and also as required.**
- **Books will evidence opportunities to improve learning.**

KEY ACTION	INTENDED IMPACT
Regular (weekly, then fortnightly after Aut 1to Spr1) drop-ins to all lessons	To monitor quality of T&L
Half termly book looks	To review effective marking and use of next steps
Half termly assessments reviewed by CT then overall by HT to inform action plan/planning	Assessments lead to improved planning and other actions taken.
Effective deployment of TA in lessons	To have maximum impact with focus group/individual
Governors to attend learning walk to review evidence that T&L is 'Good'	Governors have evidence that T&L is 'Good'

Key priority 7: Ensuring that the new 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 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 Govs and agree subject Links	To connect Link Gov and SL. To share priorities and ensure they are informed for their visits
Regular visits from Link governors	To monitor and gather evidence of key priorities in action
Governor feedback to FG	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 8: 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.**

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 Tapestry/Seesaw /Learning Journeys.
To plan various challenges across the curriculum both inside and outside the classroom	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