



Small School. Big Hearts. Big Ambitions

Dry Drayton C of E Primary School

School Improvement Plan

2019-2020

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 smaller schools in Cambridgeshire with currently 41 children on the register. There are 3 classes: A KS1 and Reception class, and 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 Acting Head is new to role this September, but has benefitted from thorough preparation provided by the excellent temporary leadership team from October 2018. Changes to the schools funding formula and a decline in pupil numbers locally necessitated a staffing review at Easter and Governors now agree that the current model and staffing structure is sustainable for a few years, but there is a need to campaign for more pupils to ensure this continues into the foreseeable future..

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 sufficient opportunities to develop their 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 verbally and in written form**
- **Books will evidence regular opportunities to develop reasoning skills**

| KEY ACTION | INTENDED IMPACT |
|---|--|
| CPD is delivered with a focus on reasoning in staff meetings | Teacher confidence improved |
| 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 |
| 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 |
|---|--|
| Staff training on non-fiction writing from 'The Lazy Teacher' in September | Teachers will be more confident to teach writing across the curriculum |
| New curriculum overviews in place and varied non-fiction text types used across the curriculum. | Children will be able to use and apply their writing skills across the curriculum |
| Moderation within CB23 schools for the foundation subjects | 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: 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 develop a progression of knowledge and skills curriculum 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 | That LCs and SC (if appropriate) clearly state knowledge and skills to be learnt |

Key priority 4: Teachers use assessment information to plan work that is sufficiently challenging in all subjects and meets the needs of pupils in mixed-age classes.

Overall success criteria:

- **To produce an assessment routine which teachers are able to use to plan effectively, with 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 |
|--|--|
| Agree upon a robust, simple yet effective assessment procedure which can be used half termly and monitored | A robust and effective assessment procedure is established and used regularly. |
| Assessment is used to aid planning | That effective and challenging lessons are delivered across the curriculum to meet the needs of all children |
| 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 5: 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 AHT 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 6: 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 Gobs | To share priorities and ensure they are informed for their visits |
| Regular visits from key governors | To monitor and gather evidence of key priorities in action |
| Governor feedback to FGB | To provide report on visits to whole Gov body |
| AHT shares monitoring, assessment and data from across the curriculum | To inform the FGB of assessment and achievement in the school |

Key priority 7: To establish an assessment and review system (including baseline assessment) for EYFS for the whole year which engages parents and carers in their children’s learning both at school and home.

To create a highly stimulating environment with a curriculum which provides rich, varied and imaginative experiences

Overall success criteria:

- To have an assessment and review system which is used effectively and improves provision.
- For all parents to be subscribed to the online learning logs – Tapestry, Seesaw and Class Dojo
- To provide a stimulating environment both inside and outside of the classroom.

| KEY ACTION | INTENDED IMPACT |
|---|---|
| To implement an assessment system (Target Tracker) to be used throughout the year. | To monitor, record and assess children’s learning using Tapestry/Target Tracker /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 |

Key priority 8: To provide Forest Schooling for all children at Dry Drayton.

Overall success criteria:

- For Fiona Sweetnam to complete her Level 3 training
- To develop a dedicated area for Forest School lessons
- For all children to have at least one Forest School session per half term

| KEY ACTION | INTENDED IMPACT |
|--|---|
| Fiona Sweetnam to attend the Level 3 training course | So we are able to run Forest School sessions at Dry Drayton |
| Outdoor area to fenced off, trees planted and a bog pond created in the corner of the field | To provide a Forest School area in our grounds |
| To provide at least one Forest School lesson a half term for every child and embed an outdoor learning culture in the school | To give every child an outdoor experience and education |