

# Pirbright Village Primary School



## Governors' Annual Report to Parents 2023

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Reviewed	Annually
Next Review Date	Summer 2024
Written by the Chair of Governors in consultation with The Head Teacher and Governors.	

My career in education taught me that what children know is important, but how they are able to use what they know is even more important. Of course, our children have to learn facts, skills and information but the heart of a good education is the ability to connect facts, to link ideas and build on what you know to learn something new. Our children must be able to select the most appropriate skill or procedure to solve the problem they are facing. They have to be able to apply what they learned in one context to new situations and to think critically about the information that is presented to them – how reliable is it? When the Ofsted Inspector visited in March, he described the ability to use and apply learning as the Gold Standard of a good education and in Pirbright we see that standard by the bucketful. We see it when children in Year 2 use the skill of writing in a reporting style, which they have learned in English, to explore a Victorian perspective in history. We see it when Year 4 develop a deeper understanding of Italy and the Alps, using their retrieval skills to refer back to earlier learning about mountains. We see it when Year 5 use the statistics they have learned in maths, to solve a science puzzle. We see it when Year 6 bring together all that they have learned in design, maths, geography, natural history and computer skills to design their own country (world leaders in the making!).

The Ofsted Inspection was an important hurdle cleared this year, but it was a reminder that our school is run to meet the requirements of our children, not the requirements of Ofsted. I was in school when the call came, and I was struck by how calmly and confidently staff responded, there was a positive ‘Bring it on!’ atmosphere. ‘You don’t need to do anything different for Ofsted,’ staff were reminded, ‘You know your children, you know what they need, just do it to the best of your ability and you will be fine.’ I think the governors were more anxious about it than the staff, as none of us had experienced Ofsted, before. We were given a pretty tough grilling by the Inspector, and rightly so, to make sure that we are doing our best to hold the school leadership to account. When I met with the Inspector at the end of his two days with us, I’m told my smile just got wider and wider as I heard him describe the school we all love in such glowing terms. Our staff, our school leaders and, most of all, our children did us proud, and received the praise and acknowledgement from Ofsted that they deserved. So I would like to take this opportunity to say a huge thank you to them all, and not just from the Governors but from the whole community.

We always knew you were wonderful and now we have the paperwork to prove it!

## Julia Douetil Chair of Governors

Local Governing Body Constitution: **Pirbright Village Primary School (30/03/2023)**

	Full Name	Start of (Vice) Chairmanship DD/MM/YY	Years as Chair*	Years as Vice-Chair*
Chair	Julia May Douetil	21/05/2018	3.25	
Vice-Chair	Marika Lowe	26/03/2022		0.5

<b>The Governing Body Governors’ Clerk Alison Faulkner</b>
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Constitution by Governor Type (Number)	Full Name	First Term of Office Start Date DD/MM/YY	Current Term of Office Start Date DD/MM/YY	Number of Terms of Office	Current term of Office Ends DD/MM/YY	Full LGB Meeting attendance last academic year	
						#	%
<b>Current Governors</b>							
Headteacher (1)	Gavin Dutton	01/09/2015	01/09/2015	N/A	N/A	7	100
Parent Governors (2)	Eugene Reid	15/07/2019	15/07/2019	1	14/07/2023	6	86
	Charlotte Pilbeam	26/03/2022	26/03/2022	1	25/03/2026	2	100
Community Governors (6)	Craig Hogan	15/07/2019	15/07/2019	1	14/07/2023	6	86
	Marika Lowe	15/07/2019	15/07/2019	1	14/07/2023	7	100
	Julia May Douetil	11/11/2015	11/11/2019	2	10/11/2023	7	100
	Caroline Smither	01/10/2020	01/10/2020	1	30/09/2024	7	100
	Mary Christine Stanley	08/10/2018	08/10/2022	2	07/10/2026	7	100
	Vacancy						
Staff Governor (2)	Rebecca Todd	20/03/2023	20/03/2023	1	19/03/2027	N/A	N/A
	Zoe Cass	20/03/2023	20/03/2023	1	19/03/2027	N/A	N/A
Associate (1)	Chiara Dow	20/09/2015	20/09/2019	2	19/09/2023	6	86
<b>TOTAL (11)</b>						<b>#</b>	
<b>Governors leaving office since the beginning of prior academic year</b>							
<b>Associate</b>	Helana Muller	08/10/2018	08/10/2018	1	14/10/2021	1	50
<b>Parent Governor</b>	Dylan Rhys Hughes	26/03/2018	26/03/2018	1	25/03/2022	4	80
<b>Community Governor</b>	Joseph Read	07/07/2020	07/07/2020	1	16/05/2022	2	40
<b>Co-Opted</b>	Elsbeth (Ellie) Anne Collins	24/05/2021	24/05/2021	1	31/08/2022	6	86
<b>Staff Governor</b>	April Woods	12/10/2020	12/10/2020	1	08/09/2022		(On MAT Leave)
<b>Community Governor</b>	Michael Braithwaite	17/08/2022	22/02/2023	1	22/02/2023	N/A	N/A

\*As of 1<sup>st</sup> September 2022

## **Health & Safety**

Routine reviews to ensure compliance with all necessary Health and Safety policies and standards is a continuous process that is fundamental to the wellbeing of all pupils, staff, and visitors to Pirbright. The impact of health and safety is seen in a wide range of activities that take place in the school, grounds and on external site visits. This year Governor interactions with the activities of the school have included an annual audit of all the Health and Safety systems and premises walk arounds. These walk arounds ensure that all the correct processes have been followed, the necessary checks are undertaken for specific works including the recent roof work. As in previous years the audit covered a wide range of topics and the Health and Safety monitoring systems were found to be well managed, up to date, and well documented.

In addition, support is given to the review of any procedures and processes for the management of safety on educational visits. This covers both in-school and significant external risk assessments. It is clear from all the school processes, as in previous years, that significant planning and effort by staff and thorough preparation ensures any risks are well managed for all pupils. The results of these audits and reviews, give the governing body and the school leadership team confidence that the health and safety at Pirbright is being effectively managed.

In the first half of the academic year, I continued to support the school leadership team and the wider governing body in the preparation for an OFSTED inspection. Following the successful OFSTED visit, I have continued my role aligned to a school improvement team looking at some specific subject areas. This includes completing school walk arounds and spending time with those developing and implementing curriculum material and how areas of improvement are being addressed.

**Caroline Smither**  
**Community Governor**

## **Premises & SEND**

This has once again been a very busy year for the school having to dovetail in building repair and upgrade works to the school premises whilst ensuring the educational continuity of the pupils. As you'll all no doubt be aware the current and most visible building project is the upgrade of the main school building roof. I have been involved in monitoring this MAT run project, due for completion at the end of the summer holiday, to ensure it properly meets the school's needs both now and in the future. It should provide much improved insulation at roof level to the building, and we hope it will significantly even out the extreme temperature changes within the building for staff and pupils alike. It should also provide for the installation of photo voltaic panels at roof level in the future. Both these measures will greatly assist in mitigating the energy costs of heating such a large building.

I have also liaised closely with Mr Brincombe with regards to several smaller scale but no less impactful premises projects such as the repairs to the Year 6 drains, and removal of the two large Eucalyptus trees at the front the school, repair of the school castle (which is probably the pupil's number one item to be repaired), and the general maintenance of the school boundary. The measure of success of all this work is that the school has continued to function normally, if not thrive, whilst all these works have been undertaken.

I have also been working as part of a smaller Governor group liaising with the school SEND team. My visits through the year have shown just how much hard work is put into the education of all the pupils, and ensuring that the approach is inclusive of all abilities and never left to feel isolated. I have witnessed first-hand pupils thriving as a result of this approach. But a further measure of the school SEND approach has been the recent positive and highly praising comments received from this year's Ofsted inspection.

Both the Premises and SEND team have some exciting and proactive strategies lined up for the next academic year proving the school continues to remain agile to meet future need.

**Eugene Reid**  
**Parent Governor**

## **Pupil & School Progress**

The anticipation of an OFSTED inspection is always in the background of any school that strives to be their very best. Taking an active role in the Governance Strategy Group had a positive impact on how I was able to support the school in preparation for their latest inspection. We met regularly as a group

and engaged in conversations that not only enabled a depth of understanding but also gave an opportunity to rigorously question and challenge many aspects of the school's development plan including finance, strategy, curriculum and processes. It was evident in our discussion and, as part of the group's observations through the learning walks, attending assemblies, talking to staff and conversations with The Learning Partners Trust, that the child's entire learning journey throughout their time at Pirbright and the core values of the school remain the central focus as a measure of success. This insight and support has strengthened the communications between ourselves as Governors and the School Leadership team.

Dealing with complaints is inevitable within any organisation. I was involved in the complaints procedure as a Governor this year (including interviewing relevant members of the community alongside observing protocols and following policies in place). I witnessed, and conducted, thorough investigations across all parties - following the school's procedures - it was evident that it is a rigorous process and carried out fairly, without judgment or bias. After my involvement, I am confident that the school has a system that handles complaints objectively, fairly and confidentially.

**Marika Lowe**  
**Community Governor**

### **Finance**

As Finance Governor I have worked closely with the School Business Manager and the Learning Partnership Finance Team to ensure I have a good understanding of the school's current and future financial position including any financial challenges the school may be facing.

I attend termly financial meetings where the school budget is reviewed, and financial investment decisions discussed.

The school has faced many financial challenges over the last year, mainly due to increased utility and staff costs, a reduction in additional income from the nursery and lower than normal pupil numbers in some years. The secondment of Mr Dutton has helped the school immensely from a finance perspective. Despite these challenges, the school has continued to improve learning environments for our pupils and have plans to further improve the school facilities over the summer.

I am confident that the school and Learning Partners Trust are managing the school finances well. Opportunities are thoroughly reviewed, and risks closely monitored.

**Charlotte Pilbeam**  
**Parent Governor**

### **Special Educational Needs & Pupil Premium**

Being a School Governor at Pirbright Village School is an absolute pleasure. Coming into the school to see the pupils enjoy learning, from fantastic productions to school fairs and team competitions, is a wonderful way to see the impact of the staff's hard work. Seeing the challenges put to the children by the dedicated teachers and assistants has been wonderful and to see the delight the children get out of learning is very refreshing.

My visits to see the SEND coordinators Sara Alston and April Wood over the year has shown how much work is put in to helping all the children and making their education all-inclusive and valued by not making any child feel isolated and different. My other responsibility has been to monitor the use of the Pupil Premium budget with Chiara Dow. This has proved that all the funds have been diligently allocated to all the pupils entitled to receive support both from in school and outside activities. An enjoyable year and I am grateful for the opportunity to be involved in school life.

**Mary Stanley**  
**School Community Governor**

### **Safeguarding**

Lockdown and COVID seems a long time ago, this is our first year back to 'normal' and what a year we have had. I have to thank everyone who had a part to play in our OFSTED review. It was such a great achievement and I know that we are all glad it's been completed successfully and we can continue to look to the future. One of the roles I have is as a safeguarding governor and it never goes away, the world may be out of a global health crisis, but there are still things that we need to be aware of and mindful about when it comes to the safety of our pupils and staff.

Safeguarding issues may be less globally influenced and more local compared to last year; however, the complexities are still present and the school and staff have a great handle on what the future may bring with things getting back to where we were a few years ago.

On a different note, from a parent whose children graduated Pirbright Village Primary School and are all at high school now, it's great to see the Pirbright Values staying strong with PVPS children after they leave. It's a testament to the amazing work being done that years after leaving, they all still have fond memories of their time at Pirbright and stand out from their peers who weren't as lucky to get such a great start in life.

**Craig Hogan**  
**School Community Governor**

### **Safeguarding and Looked after Children**

In common with all of the schools in the Learning Partners Trust, our staff received their annual safeguarding update training in September; this year it was provided by Charlotte Harrison from CHN Consultancy. Charlotte also interviewed the school council in March to gather the children's views on the safeguarding issues that affect them. Any staff that joined the school during the academic year received safeguarding training (through the Hays portal) as part of their induction. The Designated Safeguarding Lead (DSL) also produced and distributed a termly bulletin to keep staff informed of any ongoing developments in national safeguarding guidelines or practice.

In order to keep their knowledge and skills up to date, the school's DSLs (Mr Fuller, Mr Dutton, Mrs Dow and Mrs Hinzman) attended termly network meetings and also worked collegiately with colleagues from the MAT. This team continued to meet every week to assess any safeguarding concerns that had been raised by members of staff. They have also closely monitored pupils who had been identified as being particularly vulnerable and reviewed the progress in any ongoing cases. All members of the DSL team have collaborated with those members of staff who are responsible for areas that can sometimes cross over into safeguarding, such as e-safety, behaviour, Young Carers and Looked After Children (LAC and PLAC).

As DSL, Mr Fuller has also monitored changes to the Single Central Record and kept the governing body informed of the school's safeguarding practice by sharing the termly data audits and by meeting with the governors responsible for safeguarding. OFSTED's visit in January put the school's processes and procedures under the microscope and they made the following observations:

*The arrangements for safeguarding are effective. Working in partnership, the trust and school leaders have created a strong culture of safeguarding. Safeguarding is everybody's responsibility. Staff are well trained, knowledgeable and confident in what action to take if they have a concern regarding a pupil's safety. Records are detailed. Any required actions are followed up swiftly. Leaders Inspection report: Pirbright Village Primary School 17 and 18 January 2023 3 are persistent in their contact with outside agencies, making sure that pupils get the help they need. Pupils have a good understanding of how to keep themselves safe. They feel empowered by regular workshops provided by the National Society for the Protection of Cruelty to Children. Pupils have regular lessons on how to stay safe when using the internet.*

Pirbright Village Primary School OFSTED Report, January 2023

All children got involved with Safer Internet Day, arranged by Miss Bartholomew which formed part of the Children's Mental Health Week this term. We also had an Anti-Bullying Week arranged by Mrs Greer. Whilst we address all of these important issues both discretely in the planned curriculum and when they arise amongst the children as secure practice, the designated weeks allow us to shine a greater light on them to support children and their learning.

Mrs Dow continues to work with the Primary Healthcare Board, which is a group of professionals who meet on a monthly basis to discuss ways to improve outcomes for the military community. The liaison of the school with the healthcare professionals and army welfare has been substantial in providing context for key families where we have concerns and a partnership we very much value.

### **Policies**

Throughout the year governors have reviewed, and approved updates where appropriate, on all school policies, on a rolling schedule. The school works closely with the Learning Partners Trust to

ensure MAT policies are shared with all stakeholders and school-based policies are in line with the values & vision of the trust. Governors have ratified all school policies after discussion at half-termly governor meetings where questions are posed and clarification of any points is sought.

### Progress since the last OFSTED inspection – January 2023

The school was inspected in January 2023 and received a grading of GOOD. There was only one recommendation following the inspection. The table below notes the recommendation and the things the school has done to improve on this since the inspection.

<b>OFSTED Recommendation:</b> <i>In some subjects, leaders have not identified precisely enough the sequence of skills and knowledge they would like pupils to learn. As a result, some pupils are not able to build on what they already know and deepen their understanding. Leaders need to make sure that subject leaders identify the explicit knowledge and skills they want pupils to acquire, correctly sequenced.</i>	
✓	Full planning audit of every subject in every year group to ensure everything is up to date for 2023 and can be built upon next year.
✓	Completion of Progression of Knowledge & Skills documents for all curriculum areas (except Maths & English) to track the skills progression across each year group and plot the development of key knowledge points which can be found here <a href="https://pirbrightvillageprimaryschool.secure-primariesite.net/knowledge-skills-progression-by-subject/">https://pirbrightvillageprimaryschool.secure-primariesite.net/knowledge-skills-progression-by-subject/</a>
✓	Continuation of Retrieval Practice focus in staff meetings to ensure staff are upskilled in how to promote links across learning.
✓	Focus for the School Improvement Plan – opportunities planned for 2023-2024 to continue with this work.

### Finances

The School Business Manager regularly liaises with the governors to ensure transparency in the school's finances and these are discussed at Full Governing Body meetings on a half-termly basis. There are no expenses paid to governors.

There were four donations made to the school this year.

Gifter	Amount Donated	Use
John Beane	£1400	Emergency Fund for Children In Need (Trips, Uniform, extras, etc)
Pirbright Relief In Need	£1600	Emergency Fund for Children In Need (Trips, Uniform, extras, etc)
FOPS	£592	Payment for the School Gardener – Autumn
FOPS	£10 000	To be used next term

### Premises

We returned to a very different school in September and were thankful that most of the building work we commissioned over the summer holidays in 2022 had been completed. The need for toilets in The Art Suite to ensure Pirbright Club Class' after school provision was improved, had a host of very positive knock on impacts for the rest of the school. Mrs Alston had her room in the Art Suite turned into toilets and was relocated to the main building in what was the teacher's planning and preparation (AKA PPA) room. Luckily this new space has room for two so Miss Woods has been welcomed onto the SENCO team with a chair and a desk! Mr Dutton's office has become The PPA room (it was far too big for him!) and what was the staffroom has been split into two offices. One for Mr Dutton and one for a much-needed Meeting Room. This left the staff somewhat staffroom-less but with the move to technology in the classroom (ie more laptops and iPad for everyone – thank you FOPS!) we have turned the ICT Suite into a staffroom. The staff now have a place to leave a cup in an actual cupboard, somewhere where we can all sit at the same time and even better – a place to have teachers/LSA meetings (even with a screen) so we can have training and work together in a more grown up space. Phew! This was all supported by The Leaning Partners Trust funding alongside use of the school's Capital Funding.

We are currently in the middle of a £570 000 project to install a new roof over the main school

Pirbright Village Primary School, Governors' Annual Report to Parents, Summer 2023

building. The Learning Partners Trust conducted a School Conditions Survey which identified the potential issues a few years ago and the successful securing of funding from the Schools Condition Allocation (held by The Trust) has led to the commissioning and overseeing of the project in recent months. Whilst they are primarily replacing the roof, they are also repairing rotten timber and adding insulation which we hope will impact our energy bills!

Mr Brincombe has replaced a huge amount of fencing this year and you will notice it particularly around the castle area which has also had some much-needed work done on it, including the fixing of the bridge. The site looks very different from this time last year!

Looking forward, we have worked with The Learning Partners Trust to develop a masterplan for proposed developments and long-term planning which we invited all stakeholders to contribute to. The school spent a day with an architect who collated the views of almost everyone (it felt like!) and created some ideas for us to work on. This was rather well timed as we have had the development of The Art Suite building, specifically the old nursery, on the to-do list since we were handed it back last year. Supported by the Trust, but also putting our capital funding to good use, we are planning on developing the nursery into a science lab! We have seen some plans for the project and are going out to tender over the summer so we should have work started by October (when the roofing should be finished) and then have a completion date of January. There are some other mini-projects which will be tied in such as storage improvements in The Art Suite and some storage for Reception but the science lab really is the focus and we look forward to sharing projections with you when we have them and getting some fundraising going to help with the resourcing.

### **Security**

The safeguarding of children is the most important thing we do at Pirbright and these needs take precedence over all others, at all times. All members of staff are DBS checked and the School Business Manager keeps a single central record of staff on site. School staff do not need to wear a lanyard; however, visitors do and these are colour coded. Visitors who are also DBS compliant (regular visitors to the school during the day) receive a green lanyard; governors (who are also DBS compliant) wear a blue lanyard. These adults do not need to be accompanied on the school premises. All other visitors are required to sign in at the office (including car registration) after having their presence in school confirmed (either through the online calendar, diary, liaison with adults or the site manager) and they are given a red lanyard – they will never be unaccompanied on site.

The school car park has a security gate and can only be accessed by members of staff who have a special key fob. All visitors park outside of the school car park and report to the office before being granted access to the car park. On entrance to the school, there are security doors. These require the same fob for access and cannot be opened from either side without either the fob, or a high push-button which cannot be reached by children. There is an added layer of security on entrance to the main building with a barrier which again requires a fob to enter or the school office to grant access. A similar door has been installed by the library. All external doors are lockable and records are kept of members of staff who have key and fob access. There is a double “top-lock” key which is given to members of staff who require building access and may need the additional key alongside the school alarm code. The code has five levels of access and codes are given out dependent on access need required. The entrance and handle exit to the nursery door was moved to the top of the door to ensure an extra layer of safety.

All gates have padlocks which remain locked during the school day and are unlocked/locked again by designated adults working in particular spaces. The school perimeter is enclosed by fencing and children are supervised when in the school environment by adults as appropriate to their age and needs. Gates are opened at the start and end of the day by the school staff (teachers & office staff). Any children leaving the site to walk or cycle home unaccompanied must have written permission and this is spot checked and challenged regularly. Teachers have the overall responsibility for dismissing children at the end of the school day and it is essential that they work with parents and children in their class to establish safe and secure routines.

Parents wishing to collect their children during the school day must come to the school office and make the request, in which case children are collected from classrooms and handed over to parents. Children remaining on site after school for clubs are registered and any absent children are cross-referenced with the clubs list and class register. Parents are called in the case of missing children for

clubs.

When out of the classroom, be it for PE or break/lunchtimes, adults have walkie-talkies to make quick contact with the school office in case of emergency and must leave a note in their classroom detailing where they are. All staff are aware of the School's Lock-Down Procedures which are reviewed termly as part of safeguard training. Regular fire drills ensure children and staff know what to do in the case of an emergency and the School's Emergency Plan details this further. Classrooms have a laminated sheet which records the children present at the start of each session (AM & PM) and who is absent by name. This acts as a register and is taken by the adult in charge of the space if there is a fire drill. The school building is swept for hazards and locked and alarmed every evening.

### **Access to the School by Disabled Pupils**

Disabled children are afforded priority to Pirbright in line with Surrey's admissions procedures (please see Admissions Policy) which have been adopted by the Trust. The School's Accessibility Plan provides full details on the three main objectives at Pirbright:

1. increase the extent to which disabled pupils can participate in the curriculum;
2. improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
3. improve the availability of accessible information to disabled pupils.

Please see the policies on the school website for further information.

### **Staff Development**

Staff development opportunities are far and wide at Pirbright and happen on a daily basis. All staff are encouraged to share good practice and learn from each other in a culture which emphasises the ability for us all to develop our skills everyday through our Values Based Curriculum. All of the priorities on The School Improvement Plan are addressed at weekly staff meetings where teachers disseminate information to other staff, we discuss and interrogate research, new ideas and come to shared decisions on what will be best for children and how we can move our learning forward. Curriculum leaders are encouraged to share expertise at these meetings, much of which is also shared at weekly Learning Support Assistant meetings which follow a similar format to the teachers' meeting. Almost every point on the School Improvement Plan has involved training of some sort at staff meetings and to list it all would be the beginning of a very long section so we have focused on the highlights!

We started the year at the first INSET Day with an absolute treat of a session with Michele Miller which has really set the tone and direction of cultural travel for the rest of the year. Michele is an educational coach who has worked closely with Mr Dutton and the head teachers from The Learning Partners Trust and her approach is very aligned with the school's values and leadership style so it made perfect sense to start working with her and we haven't looked back. She started the work with the leadership team and they have focused on really unpicking The School Values and making sure they are "lived and not laminated" - as she likes to say! With a key focus on Respect, we have explored all of our values and in particular what they look and feel like in school. Lots of the conversations we have had with adults and children since have fallen back on this shared language and we have felt the shift in the school culture that we were looking for, back to a greater mindfulness and awareness of the feelings of others.

In October, we all attended an INSET Day session at Kings College Guildford where we took part in a variety of Learning Partners Trust led workshops where experts across the schools were able to lead on the learning in short sessions to inspire the teaching and support staff here at Pirbright. The culmination of the event was a talk given by Peps McCrea on Retrieval Practice. Whilst the importance of Retrieval Practice was not news to us, forming much of our School Improvement Plan, it was wonderful to hear the research presented from the expert. Peps inspired us all and engaged our thinking to truly reflect on our curriculum provision and the importance of linking learning and context for success. The steps we have put in place to begin this journey over the last few years and the developments we have made to underpin the curriculum with rigour were both exactly what Peps was preaching and also what a certain man from OFSTED would later tell us was the gold standard of curriculum planning and that he was pleased to see it in place at Pirbright.

The school's leadership priorities have continued to develop this year as we have shifted the Curriculum Curation which teachers undertook last year to Curriculum Leaders, where each member of staff has a subject responsibility. We still hugely value the collegiate approach to school leadership so the leaders have remained within School Improvement Teams which have been overseen by the senior leaders. In order to further develop and embed our practice, every leader has had the opportunity to engage with The Learning Partners Trust subject-specific network meetings. These have had a specific focus for all on linking subjects to the Early Years Foundation Stage framework which has been supported in conversations back at school by Miss Durdle, our Early Years Leader. The networks have also allowed further curriculum conversation and the sharing of ideas and good practice which has been valuable to the school. We hope to build upon these next year.

Working with The Learning Partners Trust has been further developed in the Early Years Foundation Stage, English, Maths and PE with all four subject leaders taking on additional training and network sessions. Mrs Gifford has ensured writing moderation has taken place for the school staff across The Learning Partners Trust schools where we have been able to compare our children's work with others to confirm our judgements. Miss Durdle continues to build the relationships she has with other Early Years settings across The Trust which has been beneficial to us again in benchmarking and developing our provision. Ms Jackson, our Sports Coach, was so impressive at her network meetings that she has been offered the PE Network Lead role for the next academic year so we look forward to hearing of her successes as she is able to support all of the schools across The Learning Partners Trust. She is also planning on becoming a Lawn Tennis pro as she has worked with the Lawn Tennis Association to develop our provision across the school alongside organising an Ultimate Frisbee Day for the Learning Partners Trust Schools – she is a busy lady!

Miss Casey and Miss Currie have been hard at work with The Maths Hub where they have taken part in 'Sustaining Mastery'. This has involved developing a network out of Goldsworth Primary School to discuss ideas and share best practice as we continue on our Maths Mastery journey. It has allowed them to observe mastery taking place in different schools and what mastery should look like in KS1 and KS2. This in turn has meant sharing more in-depth information with class teachers about mastery as well as delivering an LSA workshop focusing on the 5 big ideas in maths. This has ensured that mastery is well embedded across the school and children are being challenged and provided with scaffolding where needed. Within The Learning Partners Trust the maths team have been on Learning Walks to other schools and were able to share our OFSTED journey at more regular network meetings which was helpful to other schools (and beneficial to us when hearing of other school's experiences before we had our visit). Mrs Alston & Miss Woods have worked with the termly SENCO group and received support from the Trust's Inclusion Lead.

Little Wandle has continued to be implemented in Reception and Year 1 with great success. It was also rolled into Year 2 where they revisited some of the Year 1 teaching due to the needs of the cohort before moving onto the spelling rules and whole class guided reading. From Christmas, Year 2 and KS2 have been running Rapid Catch Up (RCU) groups. We have also expanded our LW provision to include a spelling group which seems to be helping a lot too. As a school we have embraced using Little Wandle as our synthetic phonics programme throughout the school and are beginning to really see the benefits of this approach. Whilst we will always adjust as we go, the fundamentals of the system are now embedded into the school ethos which has been a huge achievement. We are looking forward to working on the reading provision after Little Wandle to ensure children continue to progress into fluent and confident readers.

One of our key subjects to develop has been music which we have focused on heavily this year, particularly in the tracking of the curriculum objectives and the progression of knowledge to ensure we are more streamlined. Mrs Davies attended some Charanga (the scheme of work we use to support our music teaching) training which she disseminated in a very fun staff training session for the teachers. Charanga helps us ensure we meet National Curriculum expectations, using a quality resource, and the staff training helped us focus on how to navigate and get the best from it so we can all feel confident when delivering music whilst ensuring the curriculum is progressive.

With a new Religious Education curriculum in the ether, kicking off in September 2023, Mrs Greer & Mrs Carpenter have been very busy navigating all of the new plans and making sure we are compliant. We follow the agreed Surrey Syllabus which changes every five years (or so!) so we have been expecting some changes and look forward to seeing how the children respond.

We have continued to focus on our BIG 6 teaching & learning priorities over the year; although we feel these are now quite secure. The visit from OFSTED certainly helped quantify this which was great news. All teachers have worked with a Peer Buddy and whilst some have focused on classroom practice as an area for reflection, others have used their buddy to work on other areas of the role in which they have valued support and advice from a peer. We look forward to further developing this next year based on the feedback we have had.

Three more LSAs, Mrs Annett, Mrs Mathew and Mrs Parsons, have taken on additional tutoring with the National Tutoring Programme and gained their accreditation by completing the government's course. This has allowed us to offer another year of tutoring for some of our children funded jointly by Pirbright (40%) and the government (60%). Due to the support of our LSAs, we have once again run tutoring across Key Stage 2 (Years 3-6) and in Year 2 which has been impactful for the children in having additional, focused time for their learning needs.

Alongside leading maths, Miss Casey has taken on the role of Behaviour Champion and started a national qualification - the NPQ in Behaviour. She has worked on her own knowledge, having started the course earlier this year, and is looking forward to networking at an upcoming conference. We look forward to Miss Casey sharing her learning back at school, but were very pleased to have OFSTED confirm what we all know to be true – our children behave beautifully! Mrs Dow has also continued with her national qualification – the NPQ in headship – and has finished all of her coursework. There is an assessment to take next year and then she will have finished this.

### **Pupils on Roll & Attendance**

The number of children in the school fluctuates greatly during the year due to the mobility of the military children we have on roll. There were 378 children on roll in the school in the summer term (July 2023). They were organised as follows:

<b>Year Group</b>	<b>Number of Children</b>
Reception	58
Year 1	60
Year 2	60
Year 3	56
Year 4	56
Year 5	40
Year 6	48
<b>TOTAL</b>	<b>378</b> (+10 on last year)

<b>2022/2023</b>	<b>Total % Attendance for the Year</b>	<b>% of Authorised Absence</b>	<b>% of Unauthorised Absence</b>
	95.1%	3.8%	1%

### National Curriculum Results 2022/2023

- Children Assessed as Achieving Good Level of Development in the Reception EYFS Profile: 70%
- Y1 Phonics Screening Pass Rate: 77%

### KS2 RESULTS

	Reading	English - SPaG	Maths	Writing (TA)
<b>KS2 SECURE + Pirbright 2023</b>	88%	85%	81%	69%
<b>KS2 SECURE + National Averages 2023</b>	73%	72%	73%	71%
<b>KS2 GREATER DEPTH Pirbright 2023</b>	48%	40%	35%	8%
<b>KS2 GREATER DEPTH National 2022 (2023 to follow in September)</b>	28%	28%	23%	13%

**Reading, Writing, Maths SECURE + Combined 2023**  
**PIRBRIGHT: 65%                      NATIONAL: 59%**

## Appendix 1: School Improvement Plan 2022 - 2023

### Mission Statement

Pirbright Village Primary School is an inclusive, nurturing school which is committed to developing each child's full potential to become successful, confident, enthusiastic and aspirational learners and citizens. We strive to achieve this by working in partnership with our children, their families and the wider community, creating an atmosphere of mutual respect and understanding, truly reflecting our school values.

# School Improvement Plan 2022-2023



### Overall Objective 2022-2023

To evolve from Curriculum Curation into Curriculum Leadership, continuing to drive standards and ensure a high-quality, progressive curriculum for all. To remain focused on The BIG 6 as the key pedagogical lens to analyse Teaching & Learning with Retrieval Practice as a core focus for all. To realign the school values and ensure respect is at the heart of all we do.



### Quality of Education

#### Drive standards of classroom practice to achieve our goal of excellence for all

- ◆ Explore, introduce and promote retrieval practice as a learning strategy to further improve the acquisition and automaticity of knowledge.
- ◆ To review the curriculum and collate the progression of key knowledge reflecting upon this to drive improvement.
- ◆ Develop and improve access to curriculum facilities with a focus on Science, Design & Technology, Art and Food Technology.
- ◆ To continue with the roll out and implementation of Little Wandle Letter & Sounds with a focus on KS2 Intervention groups and R&KS1 continuity. To ensure Rapid Catch up and SEND Support is in place.
- ◆ To continue the implementation of the new EYFS curriculum, as well as supporting last year's cohort as they develop Continuous Provision in Year 1.
- ◆ Using the initial steps of The Big 6 from last year drilling down into class teacher practice to fine tune our teaching approach.

### Behaviour & Attitudes

#### Ensure behavior and attitudes towards school and learning reflect the school's values

- ◆ Explore the current culture at the school with a view to seeking greater harmony and unity across all stakeholders – making this a school environment in which everyone pulls together to ensure children can be successful with a focus on the staff mental health and well-being.
- ◆ Introduce online record keeping for behaviour incidences.
- ◆ Review data collection across the school and all stakeholders to ensure that pupils are continuing to be proactive learners and well supported.
- ◆ Continue to maximise opportunities for children to make a contribution both in and out of school.

### Personal Development

#### Give children the opportunity to develop their character, make good decisions and become well-rounded young people who make a contribution to society.

- ◆ Increase skill and understanding of new members of the support team as they join the school to ensure they have a deep understanding of how to get the best from our children.
- ◆ Continue to ensure access to creative curriculum for all pupils – reviewing non-core subjects- to ensure that pupils are experiencing new learning, enabling them to develop wider outside interests.
- ◆ To revisit attachment and the impact of early childhood trauma on children.
- ◆ To review the school's current provision for Spiritual, Moral, Social & Cultural Development and gain a Silver SMSC mark.

### Leadership & Management

#### Drive standards of classroom practice to achieve our goal of excellence for all

- ◆ Develop subject leadership across the whole school moving from a collaborative model to a subject leader model.
- ◆ Provide opportunities for the Senior Leadership to engage with the NPQ programme – ensuring we are up to date with current leadership thinking that will inform the future direction of the school.
- ◆ Continue to develop governance through the Strategy group – providing more opportunities for the governors to live the schools values and ethos more as well as challenge more effectively.
- ◆ Work with the Senior Leadership Team to further develop leadership skills in line with our whole school values.

## Appendix 2: Learning at the Speed of Life 2022 – 2023

### LEARNING HIGHLIGHTS - 2022/2023

- \* Children Assessed as Achieving Good Level of Development in the Reception EYFS Profile: 70%
- \* Y1 Phonics Screening Pass Rate: 77%

### KS2 RESULTS

	Reading	English - SPaG	Maths	Writing (TA)
<b>KS2 SECURE + Pirbright 2023</b>	88%	85%	81%	69%
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Reading, Writing, Maths SECURE + Combined 2023

**PIRBRIGHT: 65% NATIONAL: 59%**

**2022/2023 ATTENDANCE: 95.1%**

### SPORTS

- \* Potted Sports
- \* Inter-House Cross-Country
- \* WASPS Events
- \* Turkey Trot
- \* Sportshall Athletics
- \* Boys' Football League
- \* Girls' Football League
- \* Netball League
- \* Y3/4/5
- \* Swimming Lessons
- \* Sports Days
- \* Pirbright Tennis Club
- \* Bikeability Level 2 (Year 6)
- \* The Daily Mile
- \* Ultimate Frisbee Festival
- \* Y3/4/5/6 WASPS X-Country
- \* Sports Leaders Training at The Spectrum
- \* Y2 Cricket—Chance to Shine
- \* Rugby Tournaments
- \* KS2 Rounders and Tournament
- \* Boys' & Girls' Cricket
- \* District Sports
- \* Sports Leadership - Guildford County School Visit to PUPS
- \* Netball Tournament
- \* WASPS Football League Finals
- \* Cricket Matches
- \* Girls' Rugby Day
- \* Year 3 Tri-Golf Event

### FOPS

- \* Mother's Day Gifts
- \* Father's Day Gifts
- \* The Winter Fair
- \* Cake Sales
- \* 2nd Hand Uniform Sales
- \* FOPS Christmas Cards
- \* Travelling Book Fair Support
- \* Y6 Hoodies
- \* The Christmas Trail
- \* Christmas Treeasy
- \* Wild West Summer Fair
- \* Chocolate Bingo
- \* Spring Raffle
- \* Frozen Fridays
- \* Y6 Leavers' Support
- \* The Summer Concert Food
- \* Potted Sports Refreshments
- \* Coffee Mornings
- \* Scrap Store Play Pod
- \* School Gardener
- \* Happy Bag Clothing Collection

### PARTNERSHIP WITH PARENTS

- \* Weedy Newsletter
- \* Pirbright's Learning Week
- \* Learning Look Sessions
- \* Parent's Forum
- \* Parent Tours
- \* FOPS
- \* Parent Questionnaires
- \* Parent Helpers
- \* KS1 & KS2 Assessment Meetings
- \* Class Assemblies
- \* Key Targets/ISPs
- \* Termly Progress & Attainment Document
- \* Meet the Teacher Sessions
- \* Breakfast Club & After School Club
- \* Parents' Consultation
- \* Evenings (virtual and in person)
- \* Annual Reports
- \* Home School Link Worker
- \* PEDALS
- \* StudyBugs
- \* School Readiness Support
- \* Birthday Book Donations
- \* Tutoring Support
- \* IMAGO Individual and
- \* Class Photos
- \* Weekly Reading Recommendations
- \* Lino Boards for Book Recommendations from the Children
- \* The BIG Read x3
- \* Forest School Action Afternoon
- \* Pupil Premium Support
- \* Service Children Support



*Learning at the Speed of Life*  
2022-2023

### THE BIG THINGS

- ◆ Curriculum Subject Leadership Across the School
- ◆ Respect & Values Cultural Project
- ◆ Little Wandle Across the School
- ◆ Focus of Retrieval Practice and the Progression of Knowledge in Our Curriculum
- ◆ Developing Governors' Strategic Overview of The School
- ◆ Exploration of Current Social, Moral, Spiritual & Cultural Provision.

### ENRICHMENT

- \* KS2 Present: "Jack & The Beanstalk"
- KS1 Present: "Lights, Camel, Action!"
- \* Reception Present: "We're Going on a Baby Hunt"
- \* Class Assemblies
- \* Year 6 Present "Macbeth"
- \* Family Lunches x3
- \* Head Teacher's Award Certificates
- \* Value of the Month
- \* 5 Core Values
- \* Weekly Attendance Awards
- \* Christmas Jumper Day
- \* Turkey Trot
- \* Travelling Book Fair
- \* Diversity Themed Book Week—Inspirational Leaders
- \* Rock 'N' Pop Assembly
- \* Y6 Leavers' Party
- \* Y6 Celebration Assembly
- \* House Captains
- \* Pirate & Mermaid Day (YR)
- \* Explorer Day (Y1)
- \* Brazil Day (Y2)
- \* Victorian Day (Y2)
- \* Egyptian Day (Y3)
- \* Greek Day (Y4)
- \* Ufton Court Exhibition (Y4)
- \* Potion Day (Y5)
- \* WWII Day (Y6)
- \* Librarians
- \* Scrap Pod Team
- \* Home Learning
- \* SUPER 6
- \* The Writing Shed
- \* Around 30 clubs each term
- \* World Book Day Dress-Up
- \* Y5 Easter Assembly
- \* Y4 Harvest Assembly
- \* Photo Celebration Board
- \* World Thinking Day
- \* Christmas Lunch
- \* Learning Champions
- \* Science CREST Award (Y4-Y6)
- \* Mystery Readers
- \* The BIG Read x3
- \* Anti-Bullying Week & Odd Socks Day
- \* PJ & Movie Day
- \* Christmas Parties
- \* Pirbright Has Talent
- \* Pirbright Has Talent at the Summer Fair
- \* The Y6 Money Circus
- \* Coronation Celebration Day
- \* Art Workshops
- \* Eco-Team
- \* Safer Internet Day
- \* Peg Dolls
- \* Space Odyssey Dome
- \* House Day
- \* Playrangers Assembly
- \* Harlequins Assembly
- \* Festive Carol Service at LPH
- \* International Women's Day
- \* The Summer Concert
- \* Diversity Day

### PASTORAL

- \* PEDALS Team & Home-School Link Worker
- \* WWII Afternoon with Family Members
- \* Remembrance Services
- \* Safer Internet Day
- \* Scrap Store Play Pod
- \* Breakfast Club and After School Club
- \* School Council
- \* Playground Pals
- \* Restorative Approaches
- \* House Team Captains
- \* Y6 Transition - PEDALS
- \* NSPCC Visits
- \* Kindness Stars
- \* Kindness Challenge
- \* The Nurture Farm
- \* Emotional Health & Wellbeing Nurse
- \* 100 Hand Made Christmas Cards for Pirbright Residents with the Rawlins Club
- \* PEDALS Playtimes
- \* Anxiety Course for Parents
- \* The Learning Village (EAL Support)
- \* Peer Mediators
- \* ADHD Support Course for Children

### TRIPS & VISIT(OR)S

- Horseshoe Lake & BBQ
- Sports Crew Training
- Winchester Science Centre
- Gilbert White's House
- Brookwood Military Cemetery
- Butser Farm
- Nower Wood
- Ufton Court
- Netdecombe Court
- Little Hampton
- Brooklands Museum
- RSPB Pulborough Brooks
- Reception Zoolab
- Hampton Court Palace
- British Museum Zoom
- Rawlins Club Singing
- Passing Out Parade
- Macbeth Workshop
- Merrist Wood Visit
- British Wildlife Centre
- London Theatre Trip—The Lion, The Witch & The Wardrobe
- Basingstoke Canal

# OFSTED

We were inspected in 2023 and graded as GOOD. Our inspection report can be read [here...](#)



The early years environment is stimulating and caters well for all the areas of learning. Good routines and high expectations mean that children have a solid foundation to build on as they start school.

Reading is a priority for leaders. Pupils have a love of reading.

Leaders have developed an ambitious, well-planned curriculum, that captures pupils' interests and enables them to achieve well.

Teachers are excellent role models. Pupils are encouraged to take advantage of their learning opportunities and achieve their best.

Pupils learn in a happy environment where leaders always put the needs of pupils first.

The care and compassion shown by staff is exemplary.

