

Pirbright Village Primary School



Governors' Annual Report to Parents

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Reviewed	Annually
Next Review Date	Summer 2023
Written by the Chair of Governors in consultation with The Head Teacher and Governors.	

The role of the school governors has been likened to a critical friend. We are not inspectors, and it is not our role to tell the school what to do, that is a job for the professionals, but we do make sure the school leaders have thought through the decisions they have made, that they have good reasons for a particular course of action and that they are monitoring closely the impact of their decisions. From my garden I can hear the cheering and excitement as our children enjoy Sports Day, and it is delightful. I even found myself doing a little Mexican wave, much to the bemusement of my husband. I've been hearing wonderful stories about visits to Brooklands, Ufton Court and Nettlecombe, about Victorian day and Pirates & Mermaids day. Soon I'll be looking forward to Shows Week. After SATS, phonics and multiplication checks and the routine school progress checks, and after two very different and difficult years, it is wonderful to watch and hear our children enjoying the full richness and variety of the school life we all want for them.

One of the hallmarks of our school has been the determination to make sure that, even when children could not mix and mingle freely, even when whole classes had to stay at home because of Covid, they continued to enjoy a full breadth and depth of learning opportunities. It would have been so easy to simplify teaching and learning into packages of things a child needs to know, but that is not 'the Pirbright way'. Learning facts is intriguing and important, but just one part of the curriculum. Once the child has learned something, how do they learn to use what they now know? How can they apply it to solve problems and work out new things? How can knowing one thing help them understand and learn the next, slightly harder, thing? Having mastered one skill, how can they use that to master the next level skill just a little bit more easily and quickly? In short, how can learning something make the child not just more knowledgeable, but a better learner?

These are some of the challenges our teachers set themselves in their school development priorities for the year, and the governors have been fascinated to watch how that worked out in practice. So what have your governors been up to this year? We have been observing the school in action, as always, ensuring that our children's day to day experience matches the vision and principles set out by the school. We have checked that safeguarding, health & safety and school premises are high priorities; that the school's finances are being properly managed; that special educational needs are being met and vulnerable children supported. In our visits we have looked for evidence of the impact of the three priorities the school set for this year – teaching, curriculum and reading.

- ✓ **Teaching:** The governors have learned more about what to look for to be sure that the teaching we see is of the highest quality in every lesson, which constantly challenges every child at their own level, and focuses not just on what children learn, but how they learn and how they apply their new knowledge skills.
- ✓ **Curriculum:** The second school priority was a thorough examination of curriculum, to ensure that the content of every lesson not just engaged and excited each child's intellect, imagination and creativity, but also enabled children to progress swiftly and surely in their learning. governors have looked for the systems in place to ensure that, as children progress through the school, they are challenged, inspired and supported in their learning.
- ✓ **Reading:** The third priority was a refocus on the way phonics is taught, to support young readers, again to ensure that they did not just learn letters and sounds, but were able to use that knowledge to engage with ideas in text. The name 'Little Wandle' is becoming as familiar to governors as it will have done for many of you.

There are two other key areas of work which have kept the governors busy but which, I hope, you and your children will have barely noticed. Firstly, in September, the Athena Schools Trust completed a merger with the Guildford Education Partnership to form the Learning Partners Academy Trust. It has felt a bit like having a computer upgrade, everything that was there is still there, everything looks and feels familiar, and in your day to day interactions it feels just the same. But the underlying systems should be stronger, more reliable, more efficient and more resilient, and there are new things that you couldn't do before. As a larger group of 13 schools, Learning Partners should, in the long term, be able to offer more services more cost effectively. It is already providing more opportunities for collaboration and support across schools, to learn from each other, and we are already seeing the benefits of sharing experiences and best practice. As a larger Multi Academy Trust it should carry more weight and influence, to help shape public policy and practice in ways that will benefit our children in future years. It should also be better able to attract investment and grant funding, to

broaden the range of opportunities our children can experience and help to secure a bright future for our school.

Secondly, we have been preparing for Ofsted, making sure the school is ready, and making sure the governors are ready. This does NOT mean getting ready to 'put on a show' for Ofsted. When the Inspection comes your children should barely notice anything different. We want Ofsted to see our school as it really is, because we think it genuinely is a great school, which gives our children a wonderful start in learning and in life. In recent years the lens through which Ofsted examines schools has changed and we governors needed to fully understand the implications of those changes. We wanted to be sure that governors will be ready to help an Ofsted inspector understand what it is about Pirbright that we think is excellent, the evidence we have seen and heard around the school that backs up our view of it, and the progress our children make.

It has been a busy year for everyone, children, staff and governors. We are genuinely proud of our happy school and our brilliant children. It is a joy to see children quietly singing on their way to class; dancing as they clear away their lunch; an older child spontaneously and without fuss helping a very young child settle in assembly; a team helping children from another school learn to play a new sport; a whole class listening with rapt attention to a story; children of all ages holding a confident and intelligent conversation with adults and children of all abilities facing exams calmly and without trepidation, ready to do their best. They are a credit to the school, a credit to their parents, and a credit to themselves.

I would like to take this opportunity to thank the whole staff for the amazing skill, commitment, energy and joy they bring to their work every single day. Teachers, LSAs, the team in the office and all those who help to maintain the surroundings in which our children spend their days. You are Stars and as our children grow and move on in their lives they will always carry just a little bit of your light with them. Thank you.

I would like to thank the governors too, for their commitment and contribution over the past year. Though volunteers, they have been unstinting in their support for the school, not just in meetings and school visits, but also devoting time to developing their knowledge, understanding and expertise of governance so that we can all do the best possible job for our children.

Julia Douetil Chair of Governors

Local Governing Body Constitution: Pirbright Village Primary School (18/05/22)

	Full Name	Start of (Vice) Chairmanship DD/MM/YY	Years as Chair*	Years as Vice-Chair*
Chair	Julia May Douetil	21/05/2018	3	
Vice-Chair	Marika Lowe	26/03/2022		0

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	Years in Office*	Current term of Office Ends DD/MM/YY	Full LGB Meeting attendance last academic year	
						#	%
Current Governors							
Headteacher/ Co-Heads	Gavin Dutton	01/09/2015	01/09/2015	6	N/A	6	100
Parent Governors	Eugene Reid	15/07/2019	15/07/2019	2	14/07/2023	5	83
	Charlotte Pilbeam	26/03/2022	26/03/2022	0	25/03/2026	N/A	N/A
Community Governors	Julia May Douetil	11/11/2015	11/11/2019	5	10/11/2023	6	100
	Mary Christine Stanley	08/10/2018	08/10/2018	2.9	07/10/2022	6	100
	Craig Hogan	15/07/2019	15/07/2019	2	14/07/2023	5	83
	Marika Lowe	15/07/2019	15/07/2019	2	14/07/2023	6	100
	Caroline Smither	01/10/2020	01/10/2020	0.9	30/09/2024	6	100
	Vacancy						
Staff Governors	April Woods (On MAT Leave)	12/10/2020	12/10/2020	0.9	11/10/2024	4	100
Co-Opted	Elspeth (Ellie) Anne Collins	24/05/2021	24/05/2021	0.25	31/08/2022	2	100
Associate	Chiara Dow	20/09/2015	20/09/2019	5.9	19/09/2023	6	100
TOTAL	12					#	
Governors leaving office since the beginning of prior academic year							
Associate	Lucinda Barry	10/11/2016			09/11/2020	1	100
Associate	Luke Brinicombe	26/07/2017			15/07/2021	4	67
Associate	Helana Muller	08/10/2018			14/10/2021	5	83
Parent Governor	Dylan Rhys Hughes	26/03/2018	26/03/2018	3	25/03/2022	4	67
Community Governor	Joseph Read	07/07/2020	07/07/2020	1	16/05/2022	3	50

Staff – Governor Link

My teacher governing role this year has been focused on keeping the governors informed with the 'BIG 6' staff CPD. Once all of the training was complete, I reported to the governing body and updated them. By informing the governors, I was able to provide them with a greater understanding of the school's aims with regards to teaching practice. After all of the staff had received the training, and were given time to implement 'The Big 6' in their classrooms, I sent out a feedback form to collate information on the effectiveness of the training across the school. Because of this, I was able to provide the governors with data and evidence to support 'The Big 6' effectiveness in school. Finally, I worked alongside Mary Stanley to ensure she fully understood 'The Big 6'; I invited her in to school on a learning walk, to see the implementation of the training in action.

Ellie Collins, Co-Opted Staff Governor

Health & Safety

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, the school grounds and on external site visits. In recent years, the additional challenges of managing the impact of COVID has increased this work in many ways. Thankfully this year had largely seen a return to business as usual and enabled more routine governor interaction with the activities of the school. An annual audit of all the Health and Safety system was completed. This audit consists of a walk around of the school premises to make observations and ensures that all the correct processes have been followed, the necessary checks are undertaken, and any required certification is in place. The audit covers a wide range of topics from fire safety to legionella management. The Health and Safety monitoring systems were found to be well managed, up to date, and well documented.

With the return of routine pupil visits to offsite facilities, it seemed timely to conduct a separate review of procedures and processes for the management of safety on educational visits. This included a review of both the in-school procedures, the external risk assessments for a specific year group trip and the implementation of both on the day. It was clear that significant planning and effort by staff and thorough preparation ensured the risks were 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 addition to my health and safety role, I am part of a smaller group of governors supporting the school leadership team and the wider governing body in the preparation for an OFSTED inspection. As part of this work, I have been aligned to a school improvement team looking at some specific subject areas. Completing school walk arounds and spending time with those developing curriculum material has helped me to understand the strengths of the school and how areas of improvement are being addressed.

**Caroline Smither
Community Governor**

Premises & SEND

Exciting times are ahead. As one of the Governor's specifically supporting the school with their premises development, as well acting as a critical friend to the SEND school team, it is great to be part of the school upgrade works during the last academic year, and be privy to forthcoming works scheduled to commence during the summer vacation.

I've been actively involved liaising with Luke Brincombe & Helena Muller with regards the need for immediate premises repairs during the past 12 months and acting as a sounding board for any proposed new development works to enable the school to continue to provide the best facilities it can within its budget parameters. Last year the school successfully improved safety around the school car park gates and the main entrance reception area bringing it in line with recommended best practice. It also completed a multitude of 'hidden' projects behind the scenes such as additional IT facilities and ceiling repairs around the library.

Moving forward, the school has scheduled some exciting refurbishment works around the nursery block due to commence during this summer vacation which will allow the school to function much more efficiently whilst enhancing WC facilities to this building. All of these proactive undertakings

send a very positive message by the School of one not comfortable accepting a status quo, but continuing to be agile holistically to provide the best possible educational experience for our children.

Eugene Reid
Parent Governor

Pupil & School Progress

Since the start of the year I have had regular opportunities to see the School in action and contributed in many areas. I have been involved in termly data scrutiny and monitored the progress of pupils within each year group to gain a full understanding of how expectations are being met, including in the context of post-covid learning. The assessment data is comparable to previous data and shows clear evidence that the teachers have identified areas of need and successfully implemented, and delivered, robust support to pupils within the classroom; largely through a variety of intervention groups, as well as weekly and half termly monitoring of pupil performance.

Being assigned the SIT group that has been focussing on the teaching curriculum, I have seen the SIT leaders at every stage of their review/plan/action/review timeline. In conversation with the staff, the role of the Curriculum Curators became clear to all and the approach consistent across the different subject areas; evidenced, for example, by standardised documents (Recipes) used to identify what a 'Year X Scientist looks like' with clear progressions throughout Key Stages. The SIT leaders articulated the school's curriculum, the progress and relevant changes made, CPD that had been completed, the processes of collecting data and most recently how they used their findings to identify the areas for development for next year. Completing a learning walk in early Spring I was able to further monitor the above actions that I had discussed with teachers; seeing documents up in the classrooms and resources in use on teachers' desks (lollipop sticks).

In preparation for Ofsted, I have been supporting the School Leadership team by attending regular focussed meetings with other Governors and I have also conducted Deep Dive interviews with staff in Maths, Reading and Writing. The interrogation in the interviews identified the depth of knowledge and high level of competency the teachers have. Amongst many potential examples, it highlighted the positive impact of the new Early Reading and Phonics scheme, the success in the identification of early intervention through monitoring and assessment, aspirations to challenge pupils, plus the high quality in the delivery of the Maths Mastery. The strength in the leadership within all three of these key areas was abundantly clear.

I have been able to support PE in the School by running a lacrosse club. In the Summer term I enjoyed assisting in the delivery of a Lacrosse Festival to other Primary Schools within the Learning Partners MAT. Not only did I witness the development of the pupils' lacrosse skills over the year, I was impressed by the leadership skills of the Year 5 & 6 children (as they taught Year 4 pupils lacrosse skills). Most impactful was how this opportunity allowed the Pirbright Values to shine and to positively influence other children across the MAT. All the Pirbright children participated with Pride, Respect and Resilience and they were Nurturing of others - mission achieved.

Marika Lowe
Community Governor

Safeguarding

It has been a busy year or three for the school, dropping in and out of a global pandemic, all while keeping the pupils on the right path and looking after our amazing staff. Throughout all of this this my view of the school has been that of a well organised machine, it doesn't seem to matter what cards they have been dealt, they keep coming up with new ideas or solutions to get back on track and I am sure the coming results will show that.

As a governor who works around the safeguarding aspect of the school, the scope and complexities of what we have had to deal with under COVID, to keep our children (and staff) safe, has been at an all-time high. These aspects of modern life, I hope are now becoming less prominent so we can have a more relaxed summer before kicking off a new exciting school year. From a safeguarding point of view, it has been good to be part of the team which audits the school's safeguarding processes, working closely with Sam Fuller & Gavin Dutton to understanding the policies, procedures and systems in place and then be able to offer challenge and a critical eye to ensure nothing has been missed. The impact of the safeguarding systems in place is enormous on the outcomes of children who need this support and whilst the school continues to go from strength to strength after last year's

very successful safeguarding audit with Kapasun, it should be noted that they are taking on a lot more of the liaison regarding social care elements in order to keep children safe. With cuts to local authority budgets, often it is the school who are now signposting parents towards support such as housing, medical referrals, domestic abuse, parenting support - with less and less local intervention.

Specifically from a parent whose child will be leaving the school this year, it feels like the school, staff & pupils have had an amazing journey through 2022, culminating with a residential and the first ever summer show, which I can't wait to see.

Craig Hogan
Community Governor

Monitoring Teaching & Learning, Including SEND

Being a School Governor at Pirbright Village School is an absolute pleasure. Many COVID restrictions being lifted has enabled me to come in to school more often. 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 responsibilities to the school this year have been a big commitment to getting it right and seeing the progress and commitment by the whole school community.

My visits to see the SENCO over the year has shown how much work is put in to helping all the children and making their education all-inclusive and valued and not making any child feel isolated and different.

I have been able to monitor and evaluate with Ellie Collin's help the six key areas the teachers were implementing in their teaching practice. This is a work in progress plan which will show high quality teaching practice through the whole school for years to come.

An enjoyable year and I am grateful for the opportunity to be involved in school life.

Mary Stanley
Community Governor

Finance

As the Finance Governor I have had several interactions with the School Business Manager this year to give me opportunity to have some oversight over the school's financial position. It's been a tough few years for the school in financial terms as COVID limited its ability to maximise its own revenue streams, so it has been good to see some normality resume for the last academic year. The school has received some supplementary funding to help manage the situation but the current environment means that there are always challenges that need to be managed. Changes to the nursery and the future income from it, alongside increasing energy costs and broader inflationary pressures, as well as the recent MAT merger and increases in central services costs, affect the schools finances. That being said the school has shown effective foresight in managing these challenges and minimising their effect so that it is still in position to invest in school improvements – for example, improving technology (laptops, Wifi enhancements, storage, smartboards) and continued to plan for more significant work on facilities planned to begin in the summer.

Dylan Hughes
Parent Governor

Safeguarding and Looked after Children

All staff received the annual safeguarding update in September from Kapsun Training & Development which was organised by the Learning Partners Academy Trust. All new staff complete their Induction to Safeguarding Training. As part of the induction procedures, all staff work through Safeguarding and Child Protection training using HAYS Online which is complemented by an introduction to using CPOMS (our online reporting programme) alongside support from the deputy head during this period. In January, we had a focus on child-on-child sexual abuse training delivered by Sara Alston from Seainclusion and catch-up sessions were provided for new members of staff organised by The Learning Partners Trust. Linked to this, The Safeguarding Team have undertaken training with Brook and are now qualified in using the Sexual Behaviours Traffic Light Tool to identify, understand and respond to sexualised behaviours. All staff at Pirbright are familiar with the Traffic Light Tool as a point of reference and work with a member of the Safeguarding Team to categorise behaviours of concern and decide on the appropriate course of action together.

We have begun to explore the Graded Care Profile training after attending the introductions and analysing the potential impact on reducing neglect. Our Home School Link Worker, Erin Hinzman, (who is also a Deputy DSL on The Safeguarding Team) has completed her Senior Mental Health Lead Training and we are looking forward to folding this into next year's whole school priorities with a focus on Respect. Our Club Class (wrap around care) provision lead, Mrs Becky Gurzynski, has completed her Deputy DSL training which ensure she has the tools to deal with anything that comes up at after school club with confidence and efficiency.

The Safeguarding Team have attended update training run by Surrey Safeguarding Children Partnership and begun to attend new termly meetings within the Learning Partners Trust. In collaboration with Miss Bartholomew (Online Safety Lead), Mr Fuller organised an online and digital safety workshop for all KS2 children after The Safeguarding Team identified some concerning trends in behaviour from pupils. The workshop was targeted to key parents who received personalised invitations and an offer of free childcare if they were able to attend alongside the more general school community. This linked to Safer Internet Day which all of the children were able to get involved with.

Mrs Gifford has continued with her role of Looked After Children (LAC) Champion and developed her role in raising awareness of our Young Carers and how best to support them. This resulted in us being awarded the Angel Award for the group of children who have to take on additional responsibilities at home in supporting their families.

From an administrative perspective, we have improved our filters in school and the alerts which go to our DSL and out IT support team to ensure we are monitoring content accessed by children. CPOMS reporting categories have been standardised across the MAT which means they can analyse data more efficiently and should feed into the new DSL meetings which they are offering. We have continued to compile termly safeguarding data for submission to Surrey County Council and this year included the more comprehensive biennial audit too. Both the DSL and the Head Teacher have become more familiar with the Single Central Record in liaison with the School business Manager and have been able to provide feedback to the admin team to ensure consistency.

This year the Deputy Head has joined 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

The school was inspected in May 2017 and received a grading of GOOD. There were 4 recommendations following the inspection. The table below notes the recommendations and the things the school have done to improve each of the areas over the last two years – this is to reflect the lost half a year due to COVID.

<p>Develop problem solving and reasoning in a maths mastery approach.</p>	<ul style="list-style-type: none"> • Staff regularly using White Rose end of block and termly assessments to aid judgements and identify strengths and weaknesses in classes – this has been used to help with intervention and will be passed up to the next teacher • Times tables seen as an area of development (linked to the start of the MTC in Year 4) for whole school and added as a focus onto next years' school development plan • Chilli challenge training for staff and consistent use across the whole school allowing self-selection and challenge for children • Book looks show consistency in the school with a wide range of problem solving and reasoning • Pupil voice showed a good understanding from the children, they were able to talk about Maths confidently and used great vocabulary when doing so
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	<ul style="list-style-type: none"> • Maths curators have put in application to be part of the ‘Sustaining Teaching for Mastery Programme’ for the academic year 2022 – 2023 • Whole school still following the White Rose Small Steps and are confident with doing so. Other resources are used alongside this which has been evident to see by the curriculum curators as part of planning and book looks • Maths Mastery project has been led by SIT1 and has been rolled out across the whole school; continual review and reflections on this in the context of individual year groups. • Classes/Sets system has been reviewed and is being adapted on a year group basis as required. • Fluency Fridays plug any gaps and refine skills for Mastery.
<p>Ensure appropriate challenge for the more able children, including specific groups such as Pupil Premium.</p>	<ul style="list-style-type: none"> • The BIG 6 specific focus on Challenge as a key area for the development of pedagogy. • Review of OFSTED comments from the previous two visits and assessed progress with teachers & LSAs. • Refinement of Chilli Challenges across the school to provide child-led differentiation opportunities so all children have the opportunity to be challenged – particularly in maths. • Review of opportunities for challenge across core and foundation subjects as a staff meeting focus. • Introduction of Super 6 to support challenge, understanding it and how to take it on. • Dialogue focus for children in the promotion of seeking a challenge and the positivity around feeling challenged. • Challenge from a perspective of 'little people making bigger differences' using positive role models such as Greta Thunberg and David Attenborough. • Pupil Premium priority on whole school opportunities, although impacted by COVID, has still been present. • Year 5 writing group with a local author prioritises Pupil Premium children but also provides strong role model for the group to have high aspirations. • Tutoring has been provided to close the gap with vulnerable children in 6 year groups across the school; these have run after school and focused on maths & English (Years 1-6) and been LSA-led. Pupil Premium children are given priority and work within groups which are more challenging than the attainment they may display in class. • Planned 'Greater Depth' tasks available in every Maths lesson. • More-able writers challenged to ensure 'writing wish list' is covered in their writing - self and peer assessment to critically evaluate their own work. Reflection opportunities maximised so they have control and responsibility over their learning and attainment. • Differentiated tasks as appropriate in lessons. • Learning Champions in action across KS2 and opportunities for children to support each other in their learning (such as more able children supporting learning in other classes and year groups). Children are encouraged to demonstrate the strategies that they have already mastered to less able achieving children and reinforce their own knowledge through repetition and having to verbalise their own understanding. Learning Champions classes have buddied up with older children providing support for the younger ones. • The Writing Shed is run by KS2 Writing Champions to support KS1 writers. • Greater emphasis on “showcasing learning” such as publications in the entrance hall, Poetry Slam etc. • Development of Continuous Provision in Year 1 has been essential this year due to the COVID impact of 2020/2021 on the Reception cohort. <ul style="list-style-type: none"> ➢ 'Rainbow Challenge' system to allow children to apply previously taught skills more independently or try to have a go at something new themselves by building confidence in KS1 linked to continuous provision development. ➢ Development of classroom areas to be Continuous Provision based with clear areas of learning which could always be accessed regardless of if a set challenge is in there e.g. creative area, making area, construction,

	<p>maths, writing, phonics</p> <ul style="list-style-type: none"> ➤ Plans created and development of outdoor area in Year 1 to include outdoor stage, small world area, growing garden, kitchen and restaurant & large construction to mirror the EYFS provision. ➤ Close working relationship between the EYFS and Year 1 team to ensure consistency of vision and opportunities to challenge are shared and maximised.
<p>Provide opportunities for children to exceed in their Early Learning Goals.</p>	<p><i>From 2021/2022, although exceeding goals is no longer a judgement, we do continue to provide extension opportunities for our greater depth pupils.</i></p> <ul style="list-style-type: none"> • Introduction of Little Wandle letters And Sounds. This is an ambitious phonic programme which ensures our greater depth children develop fluency and accuracy with their phonic skills. • Little Wandle Assessment ensure our children are reading appropriately matched reading books allowing them to become confident and fluent readers. • Mastering Curriculum Maths supports learners with a range of greater depth maths challenges which support and develop reasoning skills. • Booster maths grouped planned and delivered for fast graspers to provide additional resources and support. • Reading resource review and additional phonic phased book-banded books purchased with wider vocabulary range. • Expressive Arts & Design opportunities provided for pupils to plan models and create a list of resources they require to complete to maximise synthesis of learning and application to the real world. • Extension activities provided during remote learning for children identified as fast graspers to provide opportunities to exceed the ELGs. • School readiness project for SIT2 ensures that gaps are closed on entry to YR and all information is shared efficiently. • Accurate baseline assessments ensure efficient targets. • Provision is constantly adapted and planned with specific cohort in mind to ensure maximum opportunities to succeed and exceed. • More open ended opportunities for creativity- self-selection paints, joining skills. • More focus upon children interest when writing- themed paper, use of video and images from cartoons and films. • Using maths mastery approaches. Regular morning activities e.g. tens frame registration. • Opportunities to talk about and celebrate processes e.g. how they made the model and not just the end product. • Maths lead training on supporting continuous provision in EYFS and transition to Year 1.
<p>Ensure milestones are included on School Improvement Plans so they can be monitored more rigorously.</p>	<ul style="list-style-type: none"> • School improvement Plans are now made up of a number of action plans which sit alongside it. • Upper Pay Scale roles have included action plans this year for the SIP. • Action Plans are regularly reviewed at SIT meetings and fed back to the SLT via the SIT leaders. • RAG system was used to rate the SIPs with discussion by SLT at away afternoon which fed into planning the SIP for 2022-2023 where all members of the SLT had input. Governors attended this meeting to evaluate and contribute. • SIT leaders liaise with governors to help complete their annual reports to the CoG and ensure monitoring of the set milestones over the year. • CoG attended SLT Away Day when the SIP are set and contributed. • Governors attached to SITs attended the September INSET at the start of term to work alongside SIT leaders to disseminate the SIP and flesh out each of the objectives into an action plan. • Governors have continually monitored, evaluated and fed-back to each other regarding the progress of the SIP and benchmarked this against the milestones in place.

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	£319.99	Emergency Fund for Children In Need (Trips, Uniform, extras, etc)
CAF Donation	£750.00	Nurture Farm Year 6 Donation to Fun Day
Pirbright Relief In Need	£2000	Emergency Fund for Children In Need (Trips, Uniform, extras, etc)
FOPS	£11 609	Upgrade of school IT systems including new interactive screens in classrooms.

Security on Site

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.

Through a successful CIF – Condition Improvement Fund – bid to improve the safety of the children on site, we improved doors and gates last year. The school car park now has a security gate and can only be accessed by members of staff who have a special key fob. All visitors now 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 now much improved 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 this year.

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 staff members attend safeguard training in a variety of settings to ensure we are receiving advice and guidance from a range of agencies. The school's Designated Safeguarding Lead and the Deputy Designated Safeguarding Leads all attend termly updates and meet weekly to review systems and procedures. The DSL also disseminates information to the whole staff regularly and ensures a culture of embedded safeguarding.

In a post-COVID world, being able to reconvene for staff meetings has been really important for staff development and led us to focus on our own school priorities as the absolute key stone to this year's staff development. Both the Head Teacher and Deputy Head have put together a programme of INSET for the year to cover the 6 key areas which we believe teachers and Learning Support Assistants need to focus on to elevate the provision at Pirbright. Named The Big 6, we have worked on Developing Relationships, Planning for Learning, Challenge, Active Feedback, The Big Picture and Innovative & Creative. Staff meetings have been focused around key educational research and development which we have examined and reflected upon. We had then fed this into our own personal practise and shared expertise where possible whilst supporting those who needed it. As the programme reached completion at the end of the autumn term, including training for the LSAs, we were able to come together as a whole staff at INSET and really focus on what year groups look like and how the entire Pirbright experience has weaved together and underpins the Pirbright Pyramid in terms of curriculum delivery.

The spring term and much of the summer has seen us continue to work on The BIG 6, initially with leadership learning walks which helped ensure consistency and refining of key areas whilst staff were given the chance to continue to develop and plan for learning. This evolved into Peer Buddies where teachers were matched up with each other based on areas of their teaching practice they felt confident with. They spent time establishing working relationships and then have observed each other and provided precision feedback based on pre-agreed areas of exploration. The success of this programme has allowed a shared understanding and dialogue around the key focus areas we have all worked on and is something we intend to build upon moving forward.

In parallel with the developments in Teaching & Learning, we have also turned a very keen and intensive eye on the curriculum. Our school improvement strategy is one built on teams driving developments across the whole school based on areas identified by the senior leadership. We believe that teamwork allows for greater success and growth as leaders and that everyone has the capacity to make a contribution – which is the expectation. However, this year we have worked a little more individually to curate the curriculum. Each teacher has worked on a subject area to become a curator – to shine a very bright light on all areas leaving no stone unturned in the quest to become an

absolute expert. The ability to look at a subject with fresh eyes has meant a very critical audit and analysis of every part of the subject. We have maintained the value we put on team work by ensuring teachers have continued to work in their School Improvement Teams (SITs) and we have followed a tightly orchestrated timetable to complete tasks. This has allowed SITs to have members working on the same tasks, just in different subjects, in order to share expertise and problem solve together when challenges have arisen. Whilst the process has been designed by the leadership team, the members of the SLT who lead the SITs have worked closely with their teams to disseminate information, monitor the curation and provide feedback. The confidence of the curators has grown exponentially over the course of the year demonstrated acutely in our interactions with a local school, Holy Trinity Pewley Down. We have formed a solid relationship with our respective curriculum leads and visited them in November to hear about their subjects. We were able to reflect on the learning this emerging relationship had begun to reveal and were keen to squirrel away ourselves for a few months to work on our own curation and felt significantly more confident when they visited us in May.

Little Wandle has been the key area of staff development which has touched upon every member of staff. All of our Learning Support Assistants have been trained in Little Wandle Delivery as a matter of priority alongside The Reception and Key Stage 1 teams who have kicked off the school's redesign of how we deliver our phonics teaching. The Key Stage 2 team have followed and everyone is now fully trained and proficient in the Little Wandle way! Linked to this, Mr Dutton & Mrs Gifford attended training based on reading across the primary school which they disseminated to teachers & LSAs. This has had lots of implications on our reading focus throughout the year and allowed us to critically evaluate our provision.

Based on the work of the curriculum curators, we have identified two key areas of subject development to work on as a whole school: Music and French. In liaison with the MAT, we have been able to collaborate and provide French training for all teachers and any LSAs who have wanted to attend. The training has allowed teachers to upskill their current practice and gain in confidence when teaching French and begin to really scrutinise the curriculum we have in place. Music was also identified as an area for confidence building in staff as traditionally we have always had a music teacher. Teachers have thrown themselves into their Music CPD and the development of singing assemblies as a whole school focus to really build a love of music has been incredible. When we had to cancel our Christmas production due to a huge COVID-spike, we were amazed at the outpouring of love and the desire to relocate the shows to the summer where we went full on musical with Matilda.

A large number of our LSAs (eight in total) jumped at the chance to gain their National Tutoring Qualification with The Department of Education and they have provided sessions for children for the whole of the spring and summer terms. We have provided LSA led tutoring for our Pupil Premium children for the last five years so when the government decreed this was excellent practice and use of The Recovery Premium, we were already on board! They all successfully completed their courses to become qualified tutors with two of them opting to take on the full course and even further develop their skills.

We have taken part in a number of courses to ensure consistency and accuracy in assessment. The Year 6 team have completed their training in New to Year 6 courses and administering the end of key stage SATs which has been mirrored in Year 2. The SATs year groups have also explored Greater Depth Writing. All staff have taken part in school-based writing moderation over the year and worked with our MAT schools to look further afield. Pobble has been introduced to Year 6 and was used as a tool for a whole school writing INSET; we look forward to utilising it more moving forward.

In 2021, The school identified that Speech & Language was going to be a potential area to watch for our Reception intake in particular as they had missed so much of their nursery year due to the disruptions in 2019-2020. Mrs Egelton volunteered to switch her role as LSA to Speech and Language Support and was able to study and gain her qualification to support children from ELKLAN. This year, she has continued to work with the same children as they moved into Year 2 to complete her programs with them and then concentrated on Year 1 and Reception to provide targeted intervention to boost these key children and narrow the gaps in attainment that are born out of poor communication.

Our SENCO, Sara Alston, has provided in-house training for us on safeguarding but also continued to maintain her own CPD. She has completed her Channel Training (linked to radicalisation), a CAPE

conference for further support on child protection & safeguarding needs in education, CEOP training in online sexual abuse and training in using The Brooks Traffic Light Tool.

Both of our Early Career Teachers from 2020/2021 remained with us to complete their second year of teaching and have continued to work hard on their professional development opportunities. Both of them have needed less support as the year has gone on and have shown proficient classroom practice and increasing confidence in the multifaceted role of being a teacher. The impact of COVID on Pirbright was significant in November 2021 when almost half of the school became unwell which meant the cancellation of many of the planned Christmas events so despite having now taught for two years, neither Miss Leppard or Miss Palmer have seen a “normal” school year! Miss Leppard has focussed on continuous provision in KS1 as an area of interest which is something we are keen for her to become an expert in alongside her curation of Art with the support of a mentor. Miss Palmer has worked to gain experience far and wide. She completed a football training course which she has been able to apply to her teaching and worked well with a mentor to curate Design Technology.

Our Head Teacher has undertaken his National Professional Qualification (NPQ): Executive Leadership which has allowed him to make an even greater contribution to the Learning Partners Trust. The skills developed during this period of study allow him to offer strategic support to other schools within the Trust and the wider community. This year we have merged the previous Athena Schools Trust with the established Guildford Education Partnership. Being a relatively new trust with Athena, it has been important to ensure our voices have been heard in the Learning Partners arena whilst merging with the more established Guildford Education Partnership and the NPQEL has ensured this has been the case. Our Deputy Head began her National Professional Qualification (NPQ): Headship in September and continues to work on this into next year in order to support the school & headteacher in the strategic direction of travel.

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 368 children on roll in the school in the summer term (July 2022). They were organised as follows:

Year Group	Number of Children
Reception	60
Year 1	55
Year 2	53
Year 3	54
Year 4	42
Year 5	52
Year 6	52
TOTAL	368

2021/2022	Total % Attendance for the Year	% of Authorised Absence	% of Unauthorised Absence
	93.7%	5.6%	0.7%

National Curriculum Results 2021/2022

- Children Assessed as Achieving Good Level of Development in the Reception EYFS Profile: 75%
- Y1 Phonics Screening Pass Rate: 69%

KS1 RESULTS

	Reading	Maths	Writing
KS1 SECURE + Pirbright 2022	81%	83%	72%
KS1 Greater Depth Pirbright 2022	19%	15%	11%

KS2 RESULTS

	Reading	English - SPaG	Maths	Writing (TA)
KS2 SECURE + Pirbright 2022	89%	89%	90%	78%
KS2 SECURE + National Averages 2022	74%	72%	71%	69%
KS2 GREATER DEPTH Pirbright 2022	31%	38%	23%	14%
KS2 GREATER DEPTH National 2019 (2022 to follow)	27%	36%	27%	20%

**KS2 Reading, Writing, Maths Combined 2021
PIRBRIGHT: 73% NATIONAL: 59%**

Appendix 1: School Improvement Plan 2021 - 2022

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 2021-2022



Overall Objective 2021-2022

Curate & review our school provision, collating the evidence we have to demonstrate the high-quality curriculum our children receive whilst continuing to drive standards in Teaching & Learning.

Teaching & Learning

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

- ◆ Refine our school expectations based on key Pirbright documents and ensure consistency across the whole school.
- ◆ Spotlight The Big 6 core elements of classroom practice that are intrinsic to Pirbright Village Primary School teaching.
- ◆ Establish pedagogical strengths and expertise across the school.
- ◆ Work collaboratively to support each other.
- ◆ Develop feedback opportunities for honest conversations around classroom practice based on observations and collaboration.
- ◆ Celebrate what we do and how we do it!

- #### The Big 6
- ◆ Developing Relationships
 - ◆ Planning for Learning
 - ◆ Active Feedback
 - ◆ Challenge
 - ◆ The Big Picture
 - ◆ Innovative & Creative

Curating the Curriculum

Collate evidence which demonstrates the quality of our curriculum and that provision is consistent and aligned across the school

- ◆ Quality assure that curriculum coverage and progress over time is demonstrated across the school.
- ◆ Demonstrate the breadth & depth of the Pirbright curriculum and the purposeful planning for learning we have in place.
- ◆ Review the progress children make and the benefits of our curriculum on their learning.
- ◆ Analyse the curriculum alongside the expectations of the Teaching & Learning document & The Pirbright Pyramid.
- ◆ Use online recording tools to capture memorable and experiential learning experiences.



Other Key Priorities

Continue to drive change and strive to maintain the school's successes

- ◆ Implement Little Wandle as the systematic synthetic phonics program including whole school training and development for staff.
- ◆ Implement the statutory 2021 Early Years Framework across our Reception classes to ensure all children have the best possible start to their Pirbright learning journey.
- ◆ Monitor the provision in Reading, Writing and Maths ensuring these key subject areas are the bedrock of all learning.
- ◆ Understand the role of COVID on prior experiences of children and continue to navigate the challenges ahead for our school community.
- ◆ Implement the plans for improved facilities for the school community.



Appendix 2: Learning at the Speed of Life 2021 – 2022

LEARNING HIGHLIGHTS - 2021/2022

- * Children Assessed as Achieving Good Level of Development in the Reception EYF5 Profile: 75%
- * Y1 Phonics Screening Pass Rate: 69%

KS1 RESULTS

	Reading	Maths	Writing
KS1 SECURE + Pirbright 2022	81%	83%	72%
KS1 Greater Depth 2022	19%	15%	11%

KS2 RESULTS

	Reading	English - SPaG	Maths	Writing (TA)
KS2 SECURE + Pirbright 2022	89%	89%	90%	78%
KS2 SECURE + National Averages 2022	74%	72%	71%	69%
KS2 GREATER DEPTH Pirbright 2022	31%	38%	23%	14%
KS2 GREATER DEPTH National 2019 (2022 to follow)	27%	36%	27%	20%

Reading, Writing, Maths Combined 2022
PIRBRIGHT: 73% NATIONAL: 59%

2021/2022 ATTENDANCE: 93.7%



Learning at the Speed of Life 2021-2022

THE BIG THINGS

- ◆ Curriculum Curation Across the School
- ◆ The BIG 6 Teaching & Learning Focus
- ◆ Little Wandle
- ◆ New Early Years Framework
- ◆ COVID Recovery
- ◆ Improved Facilities
- ◆ Learning Partners Trust Merger

ENRICHMENT

- * KS2 Present: "Matilda"
- * KS1 Present: "Rock Pool"
- * Reception Present: "The Jolly Postman"
- * Class Assemblies
- * Family Lunches
- * Head Teacher's Award Certificates
- * Value of the Month
- * Weekly Attendance Awards
- * Christmas Jumper Day
- * Turkey Trot
- * Travelling Book Fair
- * Diversity Themed Book Week
- * Rock 'N' Pop Assembly
- * Y6 Leavers' Party
- * Y6 Celebration Assembly
- * House Captains
- * Pirate 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
- * Transition Programme led by PEDALS
- * 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
- * Blodyn the Therapy Dog
- * Learning Champions
- * Science CREST Award (Y4-Y6)
- * Police Van Visit
- * Mystery Readers
- * The BIG Read
- * Anti-Bullying Week & Odd Socks Day
- * PJ & Movie Day
- * Christmas Parties
- * House Lunch Week
- * Remembrance Service
- * Transatlantic Zooms with Georgia State University Classes
- * Pirbright Has Talent
- * Pirbright Has Talent at the Summer Fair
- * The Y6 Money Circus
- * Y5 Monday Write Club with Local Author
- * Jubilee Celebration Day
- * Red Nose Day & Fundraising
- * Mrs East Art Workshops
- * Mark Wallinger Art Workshop for Y6
- * British Museum Zoom
- * Eco-Team
- * Online Safety Workshops
- * Peg Dolls for Y2

TRIPS & VISITS

- Horseshoe Lake & BBQ
- Sports Crew Training
- Winchester Science Centre
- Gilbert White's House
- Brookwood Military Cemetery
- Butser Farm
- Nower Wood
- Ufton Court
- Nettlecombe Court
- Little Hampton
- Brooklands Museum
- RSPB Pulborough Brooks
- ZooLab

FOPS

- * Enterprise Fund
- * Parents' Quiz & Curry Night
- * Mother's Day Gifts
- * Father's Day Gifts
- * KS2 Movie Night & KS1 Party
- * The Winter Fair
- * Cake Sales
- * Father Christmas Comes to Pirbright
- * 2nd Hand Uniform Sales
- * FOPS Christmas Cards
- * Travelling Book Fair Support
- * New Screens in 8 Classrooms
- * Y6 Hoodies
- * The Christmas Trail
- * Christmas Treeasy
- * Village Vibes Summer Fair
- * Chocolate Bingo
- * Spring Raffle
- * Frozen Fridays
- * Y6 Leavers' Support

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)
- * Bikeability Level 1 (Year 4)
- * The Daily Mile
- * Lacrosse Festival
- * Y3/4 WASPS
- * X-Country
- * Y5/6 WASPS
- * X-Country
- * Sports Leaders Training at The Spectrum
- * Y2 Cricket—Chance to Shine
- * Starburst Cricket
- * Physifun (Y5)
- * Rugby Tournaments
- * Tennis Festival
- * KS2 Rounders and Tournament
- * Boys' & Girls' Cricket
- * District Sports

PASTORAL

- * PEDALS Team & Home-School Link Worker
- * WWII Afternoon with Grandparents
- * 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
- * Young Carers Assemblies and Angel Award
- * Christmas Gifts for Vulnerable Families
- * The Nurture Farm
- * Forrest School Teaching
- * Emotional Health & Wellbeing Nurse
- * 22 Random Acts of Kindness
- * 100 Hand Made Christmas Cards for Pirbright Residents with The Rawlins Club
- * Pupil Premium Strategy—focus on laptops for all families.

PARTNERSHIP WITH PARENTS

- * Weekly Newsletter
- * Pirbright's Learning Week
- * Learning Look Sessions
- * Parent's Forum
- * Parent Tours
- * FOPS
- * Parent Questionnaires
- * Phonics Workshops (R&KS1)
- * Maths Workshops
- * 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