

Pirbright Village Primary School



Governors' Annual Report to Parents 2024

- Introduction from Chair of Governors
- The Governing Body
- The Governors' Year
- Progress since the last OFSTED inspection
- Finances
- Premises
- Security on Site
- Special Educational Needs & Disabled Children (SEND)
- Access to the School by Disabled Pupils
- Staff Development
- Pupils on Roll & Attendance
- National Curriculum Results 2023- 2024
- Appendix 1: School Improvement Plan 2023-2024
- Appendix 2: Learning at the Speed of Life 2023-2024
- Appendix 3: OFSTED Highlights 2023

Reviewed	Annually
Next Review Date	Summer 2025
Written by the Chair of Governors in consultation with The Head Teacher and Governors.	

One of the great joys of being associated with a primary school over a period of time is to watch children grow from the little bundles of energy who join us in Reception into smart, capable and confident young people in Y6. In those years they have learned so much about so many things but, even more importantly, they have also developed a self-assurance, a can-do attitude and a thirst for learning. That is the difference a good school makes. What we may not notice quite so easily is that a good school itself must change and develop alongside the children.

The biggest challenge for Governors this year was the news that Mr Dutton had been made an offer he couldn't refuse and would be leaving. Finding the right person to take his place became our number one priority. Our starting point was to take a long, hard look at our school, to think deeply about what makes it special, what works well, what could make it even better? Then we imagined the school in the future, under a new Headteacher – what were the characteristics of the school that we definitely would not want to lose? Were there things we already do that we could make more of? What changes might benefit the school? Then we had to think about what kind of person would be able to achieve that vision and bring their own ideas of ways in which the school could be even better than we had imagined. We were fortunate in having a large field of excellent candidates from which to choose, but one person fitted our vision of what Pirbright School could become more than any other, and we were delighted when Mr Pete Wright accepted the position as our new Headteacher.

So, just as our Year 6 children take the leap into an exciting new stage in their learning and development, so does our school. Just as the school has prepared our children with firm foundations upon which to build their future, so Mr Dutton has prepared our school with the firm foundations it needs to continue to grow, develop and thrive. The Governors would like to take this opportunity to thank him for his vision, his skill, his hard work and his sense of fun, all of which have helped to create the school our children love. I know we join with the whole school community in wishing him every success in his new role.

We would also like to say a huge thank you to all those who have worked so hard this year to bring the vision of our wonderful school to a reality; to all our wonderful staff for their professional skill and commitment; to the incredible FOPS team for the way they put the fun into fundraising; to all you parents for your support and engagement and, most of all, to our amazing children. Thank you all.

Julia Douetil
Chair of Governors

Local Governing Body Constitution: Pirbright Village Primary School (01/02/2024)

	Full Name	Start of (Vice) Chairmanship DD/MM/YY	Years as Chair*	Years as Vice-Chair*
Chair	Julia May Douetil	21/05/2018	4.25	
Vice-Chair	Marika Lowe	26/03/2022		1.5

**The Governing Body
Governors' Clerk**
Tracey-Anne Chapman

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	
						#	%
Current Governors							
Headteacher (1)	Gavin Dutton	01/09/2015	01/09/2015	N/A	N/A	7	100
Parent Governors (2)	Charlotte Pilbeam	26/03/2022	26/03/2022	1	25/03/2026	7	100
	Raymond Dhirani	19/10/2023	19/10/2023	1	18/10/2027	N/A	N/A
Community Governors (6)	Marika Lowe	15/07/2019	15/07/2019	1	14/07/2023	6	86
	Julia May Douetil	11/11/2015	11/11/2023	3	10/11/2027	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
	Nathaniel Liladhar	11/09/2023	11/09/2023	1	10/09/2027	N/A	N/A
Vacancy							
Staff Governor (2)	Beccy Todd	20/03/2023	20/03/2023	1	19/03/2027	2	100
	Zoe Cass	20/03/2023	20/03/2023	1	19/03/2027	1	50
Associate	Chiara Dow	20/09/2015	20/09/2023	3	19/09/2027	7	100
TOTAL (11)						#	
Governors leaving office since the beginning of prior academic year							
Staff Governor	April Woods	12/10/2020	12/10/2020	1	08/09/2022	(On MAT Leave)	
Community Governor	Michael Braithwaite	17/08/2022	22/02/2023	1	22/02/2023	2	50
Parent Governor	Eugene Reid	15/07/2019	15/07/2019	1	14/07/2023	6	86
Co Opted Governor	Eugene Reid	15/07/2019	15/07/2023	1	31/10/2023	6	86
Community Governor	Craig Hogan	15/07/2019	15/07/2019	1	01/02/2024	4	57

*As of 1st September 2023

Health & Safety & Premises

It has been a busy year, with some new areas to support and some challenges. I have picked up the premises governor role, supporting all matters relating to the school buildings and grounds. This has given me the opportunity to combine some of the annual reviews that ensure compliance with all necessary health and safety policies and standards. This is a continuous process, that is fundamental to the wellbeing of all pupils, staff and visitors to Pirbright. I continue to support general health and safety, for example in the review of risk assessments for the wide range of activities that take place in the school, grounds and on external site visits.

Interactions also included annual audits of all systems. This covered a wide range of topics, and all monitoring systems were found to be well managed, up to date and well documented. Site walk arounds have also been completed, to ensure that correct processes have been followed, and the necessary checks are undertaken for specific works. All aspects reviewed should give parents, the governing body and the school leadership team confidence that the health and safety at Pirbright is being effectively managed.

I have continued my role aligned to a school improvement team looking at some specific subject areas. This includes completing school walk arounds, spending time with those developing and implementing curriculum material and understanding how areas of improvement are being addressed. This year has brought some specific focus around writing that will continue through into next year, across the school.

During the Spring Term, we received the sad news of Mr. Dutton's intentions to leave PVPS, having accepted a role at another school. As part of a wider team of staff and other governors, I supported the recruitment process for our new head teacher. This was an eye-opening experience in comparison to the recruitment processes I have seen in my day job. The speed at which the rigorous process was planned and executed, on top of the day to day, was remarkable. The hard work and commitment of all involved led to a successful process. I see the resulting appointment as a great opportunity for the children, parents, staff and governors of PVPS and I look forward to the energy that Mr Wright will bring.

Caroline Smither
Community Governor

As a newly elected parent governor, I have had a chance to witness and contribute to the varied agendas and issues that our school confronts. It has been a great learning experience so far for me, and gratifying to see the multitude of experiences amongst board members. The board certainly plays an important role in shaping the future of the school. Personally, I have brought in my background in sustainable development to contribute to the discussions at the board relating to the sustainability of the school premises and future plans. I have also had the chance to contribute to conversations relating to the well-being of the children and staff at the school, an important area for me, and one I hope to maintain and grow further. I look forward to contributing more, as I become more experienced with the governing body at Pirbright Village School.

Ray Dhirani
Parent Governor

Pupil & School Progress **Safeguarding**

In the aftermath of the recent OFSTED experience and excellent outcome behind them, I have been working closely to see what improvements can be made in terms of pupil progress and data. Not only have I analysed the current year's data and progress that the pupils are making in all years, but I also have a stronger understanding of what underpins the strategies that are in place to ensure the pupils reach their full potential, throughout their learning journey at Pirbright. Continued reflections of the current process have led to improved planning for next year and tweaks/adjustments to an already robust, child-centred, system.

Effective recruitment, at all levels, is paramount to any institution but the pressure to fill the vacancy of a Headteacher can seem daunting. I was involved in the recruitment process and selection of the successor to Mr Dutton. The appropriate Safer Recruitment checks were adhered to and the overall process was well-designed, attracting a wide-ranging pool of candidates. The selection process was extremely thorough and allowed for the candidates to showcase their strengths whilst enabling many

members of the School community to be included in the tasks and feedback process. Working closely with the Learning Partners Academy Trust CEO and alongside fellow Governors, it was clear that getting the right person for the Pirbright pupils and understanding the integrity of what Pirbright Village Primary School stands for was held at the centre of the decision. I am confident in the appointment of Mr Wright and believe that everyone in PVPS will reap the rewards of such an intense and in-depth process.

Marika Lowe
Community Governor

Finance

As the Finance Governor I align closely with the School Business Manager and Learning Partnership Finance Team to ensure I have a good understanding of the school's current and future financial position and any financial challenges the school may be facing. I attend termly financial meetings where the school budget is reviewed, and financial investment decisions discussed. This year has again been an incredibly tough year for the school in financial terms. Reduced pupil numbers, increased costs of living, unbudgeted government pay changes and a new approach to SEND funding has added to the already challenging budget. The school work incredibly hard to increase revenue via other funding streams and I am pleased to see an uptake in Club Class and holiday camps. Our School Business Manager works tirelessly to monitor and manage costs whilst ensuring the school can continue to improve learning experiences for our pupils. I am confident that the school and Learning Partnership are managing the school finances well. Opportunities are thoroughly reviewed, and risks closely monitored.

Charlotte Pilbeam
Parent Governor

Special Educational Needs & Pupil Premium

The position of Community Governor for Pirbright Village School is both challenging and rewarding. I have the opportunity to go into school on a regular basis watching assemblies, workshops, learning walks, school visits, theatre productions, fairs, concerts and sporting events. From these visits I can see the dedication that all the staff have in providing strong, powerful learning for all the children. I can see that the children are fully engaged and enjoying every minute of being at school.

My key roles as a Governor are the monitoring of the Pupil Premium and SEND. I have the evidence that the guidelines are followed for Pupil Premium and that the budget is spent accordingly. I am able to report this to the Governing body. I also have the responsibility of reporting to the board the work undertaken by the SEND leaders. Ensuring that school receives the SEND funding that they are due, in order to provide for individual children's needs, has continued to be a challenge. I have observed the many hours that staff put into completing paperwork to achieve this. But I have also seen the impact when a child's needs are recognised, the ability of staff to make learning inclusive (with or without funding!), and for every child to know that their work is valued. I have enjoyed the year and I am grateful to have the opportunity to be involved in the life of the school in my village.

Mary Stanley
School Community Governor

As a staff member of the governing body, I have attended and contributed to every governor meeting, bringing a school-based perspective to our discussions and decision-making. In my role, I am beginning to help bridge the gap between staff and governors, making sure my colleagues' voices are heard and considered in our deliberations. Additionally, I played an important role in the recent headteacher interview process. Working with another staff member and a group of Year Six students, I guided them in formulating and delivering their questions, empowering them to express their opinions and ideas confidently. This experience gave our students a sense of importance and involvement in school decisions, demonstrating the importance of a democratic approach and highlighting our commitment to ensuring children are at the heart of all aspects of school life. Overall, my efforts have contributed to a more inclusive and representative governance structure, fostering a positive and collaborative school environment.

Beccy Todd
Staff Governor

Safeguarding and Looked after Children

As has been the case for the last few years, Pirbright staff joined their MAT colleagues to receive their annual safeguarding update training in September. Once again, it was provided by Charlotte Harrison from CHN Consultancy. 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. As DSL, Mr Fuller has also kept the governing body informed of the school's safeguarding practice by sharing termly data audits with Marika Lowe, the governor responsible for safeguarding. This year, he also completed the more detailed biennial audit, which focuses on policy, recruitment and record-keeping as much as everyday practice.

The school's DSL team (Mr Fuller, Mr Dutton, Mrs Dow and Mrs Hinzman) 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. 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). In order to keep their knowledge and skills up to date, the DSL team attended termly network meetings and worked collegiately with colleagues from the MAT. In addition, three of the four members of the team completed their full update training, which they are required to do every two years. Within the context of Pirbright Club Class, Mrs Allen has completed the final modules of her DSL training and is now fully-qualified in her own right.

A key development this year has been the appointment of Holly Wise to the new role of Safeguarding & Mental Health Lead for the whole MAT. As well as ensuring oversight of safeguarding policy and practice within all of The Trust's schools, Holly has taken a very hands-on role in supporting our school's DSL team and developing targets for our action plans. She has worked hard to develop positive and effective collaboration between all of the trust's DSLs, an innovation that is expected to become more embedded and comprehensive next year.

All children got involved with Safer Internet Day, arranged by Ms Bartholomew and Anti-Bullying Week arranged by Mr Smith. 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 Trust 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.

OFSTED Recommendation: <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>	
✓	Development of tracking documents to ensure all areas of curriculum are documented and prepared for review.

- ✓ Embedding of Curriculum Leaders: further development of their subject knowledge, confidence in leadership, networking opportunities and review of the curriculum.
- ✓ Review of Progression of Knowledge & Skills documents for all curriculum areas (except Maths & English) to plot the development of key knowledge points.
- ✓ 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 2024-2025 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 twenty-five donations made to the school this year.

Gifter	Amount Donated	Use
Individual Donations (17)	£1,555	STEM project
White Hart Donation	£425	STEM project
FOPS	£1,133	Playpod
FOPS	£2,880	Payment for the school Gardener
FOPS	£700	Enterprise fund
Pirbright relief in need	£2,000	Emergency fund for children in need (trips, uniform, extras, etc)
John Beane	£1,325	Emergency fund for children in need (trips, uniform, extras, etc)
Lions donation	£2,400	Nurture Farm funding
FOPS	£15000	Expected at the end of the school year to be used for next year

Premises

After two years of a significant amount of building work across the school, it was great to return in September to less disruption! The main school building was still under scaffolding as the £570 000 project to install a new roof over the main school building was in progress but this was finished by autumn half term and the scaffolding gone! Whilst they primarily replaced the roof, they also repaired rotten timber and added insulation which we hope will impact our energy bills! This project was led by The Learning Partners Trust who conducted a School Conditions Survey in 2021/2022 which identified the potential issues and then they successfully allocated funding from the Schools Condition Allocation (held by The Trust) which led to the commissioning and overseeing of the project.

As a result of working with The Learning Partners Trust to develop a masterplan for proposed developments and long-term planning, the redevelopment of the old nursery and the school's art suite began almost as the roof scaffolding was removed! Supported by the Trust, but also putting our capital funding to good use, the old Pear Tree Nursery site has been turned into a science lab! It is now fully up and running and save for some graphics on the walls (it looks a bit bare!) it is fully functioning and most importantly – fully resourced! We were able to tie-in some further enhancements to the space in that wing of the school by improving Reception class' storage and creating a huge area of storage in The Art Suite. There is now space for all curriculum resources to be tidied away over there and organised beautifully. The most unexpected highlight of the whole project was by far the amazing art work completed by one of our parents, Jess Sawyer, in The Art Suite. A labour of love for her whilst we were all busy putting on Christmas shows – it really has to be seen to be believed!

The Music Suite had a serious spruce with Mrs Peers and Mrs Davies reorganising everything and making the space so much more efficient. They have purchased more instruments, sold old ones and made the space great for teaching with the installation of a quality screen as a teaching tool. The Forest School Team (Miss Durdle, Miss Collins & Miss Russell) have worked with Mr Brincombe, Mr Smith, Mr Rumble and Mrs Kenworthy to regenerate the area which has led to Forest School sessions being offered across the entire school this year – this has been brilliant!

Mr Brinicombe has continued his love of all things fencing and ensured an upgrade to the KS2 playground barrier which makes it not only look so much better but also be a lot safer and secure. All things storage have been on the agenda and working in close collaboration has been fruitful. There is a new shed for all to admire at the front of the school, near the KS1 gate. The old outdoor classroom/changing room/storage area on the KS1 playground has been removed and replaced with a shipping container. The school will use this for long term storage but also allocate some flexi-space to FOPS when needed for things like school fairs. And finally, and it really feels like a finally if you are Mr Brinicombe (!) there is some storage for the site manager! Another shipping container (thank you FOPS) will upgrade the site manager area with some proper space for storage and make that whole area much more user friendly. This means the area between the school kitchen and The Art Suite building will finally be empty again, ready for Mrs Allen to redevelop into an outdoor space for Pirbright Club Class – she has some very grand plans so watch this space!

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. This year we have instigated an electronic sign-in system which has proved to be very efficient.

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 and have been a part of the Pirbright provision for many years. 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 every day. 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! It is no lie to say trying to book a slot to deliver training at a staff meeting is hotly contested with some meetings having up to three sessions on a Monday afternoon!

We started the year with the first two INSET Days which navigated a balance between all the things that needed to be done and some team building. The culmination of our work on the Pirbright Values with the staff was the highlight and whilst the vehicle for learning might have involved hoops, daft challenges and Mr Dutton putting his love of Taskmaster to the test – it ended with everyone reflecting on what we live and breathe as the Pirbright Values from an adult's point of view. This has been a long-term project which has come full circle now. We ticked off the School Improvement Plan curriculum planning with leaders and worked on our usual safeguarding sessions as well to start the year off proficiently – we were ready for anything!

In October, we spent the day exploring writing at Pirbright and what makes a good lesson, led by Mrs Gifford. All teachers and LSAs were involved in the breakdown of the elements of teaching writing and this allowed us to ensure everyone was on the same page with expectations and confirm that we were all doing all the things. We are beginning to see the impact of this work in Y6's attainment in National Assessments this year. Mrs Gifford has continued with her very clinical analysis of writing by looking over and confirming lots of the aspects of provision so we have the granular detail necessary to make further improvements next year.

Our February INSET Day session was held at Kings College Guildford and run by The Learning Partners Trust where we took part in a variety of 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 event began with a talk given by Will Hussey on The Art of Being Brilliant. It was an inspiring talk mostly focused on wellbeing and what makes us effective practitioners. Our INSET in May was focused around Cultural Capital and how we can improve our offer for children alongside writing. Having spent most of the year unpicking all of the elements of writing at Pirbright and making sure our judgements are accurate (they are, we have been told this by many people this year!), Mrs Gifford was able to put together a plan of action for us all which has already begun!

The school's leadership priorities have continued to develop this year as we have embedded the Curriculum Leadership role, 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. The networks have allowed further curriculum conversation and the sharing of ideas and good practice which has been valuable to the school.

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. Mrs Gifford has also been part of a task-force set with the mission of aligning all of the school's judgements on writing into one document which has been very well-timed as we also review our writing assessment. We have had writing assessed by our School Improvement Partner and have also been externally moderated this year (involving both Mr Smith & Mr Fuller) and the results have been astoundingly loud in their message – Pirbright knows how to accurately judge writing! This has been reassuring and will allow us to move onto other areas of provision with increased confidence.

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. With a brand-new team on her hands at the start of the year, she has engaged in not only the continued development of her own practise around the Early Learning Goals but also upskilled Miss Leppard and a whole team of LSAs on being fantastic EYFS practitioners. Her input into quality interactions and how to be a learning facilitator for the children has been invaluable and meant that her team have worked seamlessly together with an excellent set up in Reception. She has also had her hand in the Continuous Provision project that Mrs Gifford has been trained in, and led on, and there is both quality assurance between the key stages and (as we can see from the success of this year's Year 1 cohort) a fluidity of practice between the two which makes for effective transition and some great learning.

Ms Jackson, our Sports Coach, has led at The Trust level on PE and continues with her own CPD constantly but also providing opportunities for supporting staff wherever she can.

Miss Casey and Miss Currie continue their great work in maths and alongside the Trust network meetings, attended a conference in the autumn term at which they saw Number Sense. They returned very excited! This has led to a trial and a full roll out proposed for next year across Key Stage 2 and could not be more highly thought of by the teachers using it.

Miss Russell has taken on her role as DT leader with relish and completed her own CPD in understanding the curriculum requirements and how to ensure the integrity of DT is not lost amongst our cross-curricular approach. She has also become proficient in TinkerCAD and hopes to share this learning with staff in the next academic year so it can be introduced with the children.

Not all CPD is external, we have welcomed a number of people into school over the year to improve staff knowledge and expertise. Tom Holloway from The Primary Science Trust spent an exciting staff meeting with us after he met Miss Collins and Miss Cass at a Learning Partners Trust meeting. He was very impressed with our new lab and left us with lots of things to think about regarding Working Scientifically which will feed into next year's plans. Miss Leppard worked closely with Isabel Baillie from Guildford County School (part of The Learning Partners Trust) who came over and gave staff a whistle-stop tour of all things art from collage to printing techniques and working with clay. Mrs Gifford has had the pleasure of working with Rachel Hughlock from The Learning Partners Trust on some writing CPD for staff after Miss Currie and Miss Cass attended some training and came back to school very excited! Mrs Gifford and Rachel have been developing a Pirbright specific set of training for next year which will target the school's work on writing as part of the School Improvement Plan.

Mrs People has taken on additional tutoring with the National Tutoring Programme and gained her accreditation by completing the government's course. This has allowed us to offer another year of support for some of our children funded jointly by Pirbright (40%) and the government (60%). Run by Mrs Rocknean, Mrs Sand, Mrs Parsons and Mrs People, we have been able to offer three evenings of Home Learning Club to primarily Pupil Premium children with a few extra invites given out by class teachers to children they felt would benefit.

Mrs Alston & Miss Woods have worked with the termly SENCO group and received support from the Trust's Inclusion Lead. Miss Woods, in preparation for Mrs Alston's retirement, has been busy making friends and networking with other schools who she will be able to call upon for support, should she need it in the future. Miss Woods and Mr Dutton have poured over the new Surrey SEND documents for the Ordinary Available Provision (OAP) and taken teachers and LSAs through this over the year. With the changes to the funding of SEND, it has been (and will continue to be) key for staff and parents to understand the expectation to do more with less and how this can be implemented in the classroom as effectively as possible.

Mrs Hinzman has worked to ensure our newest member of the PEDALS Team, Mrs Nuttall, is fully up to speed with all that Pirbright offers pastorally and she has been a welcome addition to the team. Mrs Hinzman has worked on CPD around domestic abuse and also in supporting bereaved children in school to enhance her role as DSL and Home School Link Worker.

Alongside leading maths, Miss Casey has continued her work as the Behaviour Champion and completed her national qualification - the NPQ in Behaviour & Culture. She has put this to good use over the year in school and is now analysing behaviour data and leading on supporting the staff and children to make improvements. Mr Smith started his NPQ in Headship (NPQH) at the very end of last year and is continuing to work on this into next year whilst Mrs Dow completed her NPQ in Headship (NPQH) in December and is now fully qualified.

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 388 children on roll in the school in the summer term (July 2024). They were organised as follows:

Year Group	Number of Children
Reception	58
Year 1	59
Year 2	59
Year 3	61
Year 4	57
Year 5	57
Year 6	37
TOTAL	388 (+10 on last year)

2023/2024	Total % Attendance for the Year	% of Authorised Absence	% of Unauthorised Absence
	95.2%	3.8%	1%

National Curriculum Results 2023/2024

- Children Assessed as Achieving Good Level of Development in the Reception EYFS Profile: **65%**
- Y1 Phonics Screening Pass Rate: **90%**

KS2 RESULTS

	Reading	English - SPaG	Maths	Writing (TA)	Science (TA)
KS2 SECURE + Pirbright 2023/2024	78%	81%	84%	73%	84%
KS2 SECURE + National Averages 2023/2024	74%	72%	73%	72%	81%
KS2 GREATER DEPTH Pirbright 2023/2024	38%	40%	27%	11%	N/A
KS2 GREATER DEPTH National 2023/2024	28%	32%	24%	13%	N/A

Reading, Writing, Maths SECURE + Combined 2024
PIRBRIGHT: 65% NATIONAL: 61%

Appendix 1: School Improvement Plan 2023 - 2024

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 2023-2024

Overall Objectives 2023-2024

To continue growing the leadership of the school's curriculum in order to drive standards and ensure a high-quality, progressive curriculum for all. To ensure School Values are at the heart of all we do, making the expectations clear, allowing for a truly collaborative and enriching environment. To strive for the very best provision for our learners.



Quality of Education

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

- ◆ Embed and promote retrieval practice as a learning strategy to further improve the acquisition and automaticity of knowledge.
- ◆ Develop the school's science facilities — improving access to resources and ultimately driving the pupils' motivation for science.
- ◆ Expand and improve resources and storage for other STEM subjects through the development of the Art Suite's provision.
- ◆ Evolve the school's reading journey, as pupils move from Little Wandle to becoming a free reader.
- ◆ Further develop and enhance the continuous provision for Year 1 pupils. Ensure greater continuity and progression from Reception, as well as making sure pupils are ready for Year 2.
- ◆ Subject Leaders continue with monitoring their own subjects whilst looking at areas to improve and develop to ensure curriculum is high quality and purposeful.
- ◆ Whole school curriculum focus on inclusion, equality and diversity.

Behaviour & Attitudes

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

- ◆ Continue work started last year on school culture with the refinement of the expectations around the five core School Values.
- ◆ Establish more robust behaviour procedures across school alongside the Behaviour Leader to ensure pupils' learning behaviours are enhanced.
- ◆ Continue to maximise opportunities for children to make a contribution both in and out of school.
- ◆ Improve the assemblies provision to provide a whole school spotlight on British Values, Diversity and Pirbright Values with greater coherence and links between the presentations.

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.

- ◆ Focus on the school's current provision for Spiritual, Moral, Social & Cultural Development and gain a Silver SMSC mark.
- ◆ Review current educational visits provision, considering appropriateness as well as how they complement current learning, taking into consideration current economic climate.
- ◆ Reignite Enterprise Projects (from pre-COVID) to empower children to develop skills in real-life situations.
- ◆ Examine the current and proposed changes to SEND procedures to ensure that all our stakeholders are committed to providing the best opportunities for our pupils.

Leadership & Management

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

- ◆ Continue to evolve 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.
- ◆ Work with the Senior Leadership Team to further develop leadership skills to support and mentor the staff in their School Improvement Teams.
- ◆ Explore and develop a greater environment of support for staff through rolling out the learning from the Mental Health Lead Professional training.

Appendix 2: Learning at the Speed of Life 2023 – 2024

LEARNING HIGHLIGHTS - 2023/2024

- * Y1 Phonics Screening Pass Rate: 90%

KS2 RESULTS

	Reading	English - SPaG	Maths	Writing (TA)	Science (TA)
KS2 SECURE + Pirbright 2023/24	78%	81%	84%	73%	84%
KS2 SECURE + National Averages 2023/24	74%	72%	73%	72%	81%
KS2 GREATER DEPTH Pirbright 2023/24	38%	40%	27%	11%	N/A
KS2 GREATER DEPTH National 2023/24	28%	32%	24%	13%	N/A

Reading, Writing, Maths SECURE + Combined 2023/24

PIRBRIGHT: 65% NATIONAL: 61%

Attendance 2023/2024: 95.2%

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
- * Sports Leaders Training at The Spectrum
- * Rugby Tournaments
- * KS2 Rounders and Tournament
- * Boys' & Girls' Cricket
- * District Sports
- * Netball Tournament

- * WASPS Football League Finals
- * Cricket Matches
- * KS1 Star Mark—2 Stars Awarded

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
- * Christmas Treeasy
- * Olympic 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
- * Tea Towels and Christmas Puds
- * Legoland Tickets

PARTNERSHIP WITH PARENTS

- * Weekly Newsletter
- * Pirbright's Learning Week
- * Learning Look Sessions
- * Parent Tours
- * FOPS
- * Parent Questionnaires
- * Parent Helpers
- * KS1 & KS2 Assessment Meetings

- * Class Assemblies
- * Key Targets/ISPs
- * Termly Progress & Attainment Document
- * Meet the Teacher Sessions
- * Pirbright Club Class: 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
- * Home Learning Club
- * IMAGO Individual and Class Photos
- * Lino Boards for Book Recommendations from

- the Children
- * The BIG Read x3
- * Pupil Premium Support
- * Service Children Support
- * ASD Course for Parents
- * Little Wandle Reading Workshop for Parents



Learning at the Speed of Life 2023-2024

THE BIG THINGS

- ◆ New, Fully Resourced Science Lab
- ◆ Improved Art Suite Space
- ◆ Little Wandle — KS2 Focus
- ◆ Pirbright Club Class Developments
- ◆ Development of Current Social, Moral, Spiritual & Cultural Provision.
- ◆ Subject Leadership Continuation & Growth
- ◆ Reinvigoration of The Enterprise Projects
- ◆ SEND Project

ENRICHMENT

- * KS2 Present: "The Grinch"
- KS1 Present: "Christmas with the Aliens!"
- * Reception Present: "A Miracle in Town"
- * Class Assemblies
- * Year 6 Present "Greenlake School for the Gifted (or Otherwise Uneducatable)"
- * Family Lunches x3
- * Head Teacher's Award Certificates
- * Musician of the Month
- * 5 Core Pirbright Values
- * Weekly Attendance Awards
- * Christmas Jumper Day
- * Turkey Trot
- * Travelling Book Fair
- * Geography Themed Week
- * Rock 'N' Pop Assembly
- * Y6 Leavers' Party
- * Y6 Celebration Assembly
- * House Captains
- * 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 20 PVPS led 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)
- * The BIG Read x3
- * Anti-Bullying Week & Odd Socks Day
- * PJ & Movie Day
- * Remembrance Service
- * Pirbright Has Talent
- * Pirbright Has Talent at the Summer Fair
- * Armed Forces Celebration Day Talks
- * The Village Fair Art
- * Eco-Team
- * Safer Internet Day
- * Peg Dolls
- * Play Rangers Assembly
- * Festive Carol Service at LPH
- * The Summer Concert
- * Kindness Ambassadors Assembly
- * Collaboration with Winston Churchill Secondary School—Matilda
- * SMSC Award—Bronze converted to Silver

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
- * Restorative Approaches
- * House Team Captains
- * Y6 Transition - PEDALS
- * NSPCC Assemblies
- * Kindness Ambassadors
- * The Nurture Farm
- * Emotional Health & Wellbeing Nurse
- * 100 Hand Made Christmas Cards for Pirbright Residents with The Rawlins Club
- * PEDALS Playtimes
- * The Learning Village (EAL Support)
- * Peer Mediators
- * Primary Mental Health Nurse Consultations
- * New Starters Transition - PEDALS
- * School Nurse
- * Surrey Young Carers
- * The Honeypot Residential
- * ASD Course for Parents

TRIPS & VISIT(OR)S

- Horseshoe Lake
- Brooklands Museum
- Sports Crew Training
- Reception ZooLab
- Winchester Science Centre
- RHS Wisley
- Gilbert White's House
- Winston Churchill Secondary School—Matilda
- Brookwood Military Cemetery
- Romeo & Juliet Workshop
- Butser Farm
- British Wildlife Centre
- Nower Wood
- Woking Theatre Trip—The Wizard of Oz
- Ufton Court
- Pirbright Village Green
- Post Box Visits
- Wellington Country Park
- Wonderful Woking
- Rhoda McGraw Theatre—Winston Churchill School present School of Rock
- The Honeypot Residential
- WWII Talk and Artefacts
- Woking Fire Service

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.

