



Cobham Primary School

Caring, Proud, Successful

School Improvement Plan

2018-2019



Outcomes for Pupils

Throughout each year group and across the curriculum, current pupils make substantial and sustained progress, developing excellent knowledge and understanding, considering their different starting points.

The progress for disadvantaged pupils is improving towards that of other pupils with the same starting points and that progress is above average across all subjects.

Pupils are typically able to articulate their knowledge and understanding in age appropriate way. They can hold thoughtful conversations about them with each other and adults.

Pupils read widely to a high standard with fluency and comprehension. Year 1 children to achieve highly in the national phonics check.

The attainment of all pupils is broadly in line with national averages.

Pupils are exceptionally well prepared for the next stage of their education.

Objective/ Target	Actions & Target date	Lead person/s	Monitoring/Evaluation/Impact
<p>Throughout each year group and across the curriculum, current pupils make substantial and sustained progress, developing excellent knowledge and understanding, considering their different starting points.</p> <ul style="list-style-type: none"> At the end of the EYFS, at least 90% of children achieving expected levels and beyond in 'Prime' and 'Specific' areas of learning. A target of 90% has been set for the number of children to receive a Good Level of Development. At end of KS1 at least 84% of children to achieve an expected level of progress by the end of Year 2. 20-30% to achieve an exceeding level of progress in all key areas. At KS2 at least 80% of children to achieve expected levels in Reading, Writing and Maths. 100% children to 'pass' the Phonics Test at the end of Year 1 ensuring a confident grasp of their early reading skills. Phonic tracking to be implemented in ALL KS1 year groups. All vulnerable cohorts to make at least expected progress within all key areas of learning. 	<p>Baseline assessments and projected targets to be completed by Oct/Nov 18 in EYFS and reviewed in January 19 and April 19.</p> <p>Targets to be set in Oct/Nov 18 by EYFS, KS1 and KS2</p> <p>Data to be collected termly and analysed – Sept 18, Nov 18, Jan 19, Mar 19 and June 19</p> <p>Pupil Progress Meetings 4 times during the year – Sept, Nov, Feb and Apr/May.</p> <p>Provision maps to identify children's needs and interventions to be put in place. Measure impact and progress 4 x a year (minimum depending on support.)</p>	<p>EYFS Leader, & Head</p> <p>Head and Year 2 teacher</p> <p>Head & Year 6 teacher</p> <p>Year 1 teacher, Head and English Lead</p> <p>Every class teacher with Head/ SENCO at pupil progress meetings in Sept 18, Nov 18, Jan 19, Mar 19 and June 19 -where appropriate English & Maths Leader</p>	<ul style="list-style-type: none"> Children in the EYFS to be challenged to exceed outcomes & expectations by careful assessing, targeting of learning support and intervention. Higher percentage of children (90%) leading to good levels of development in the 'Prime' and 'Specific' areas. Children's specific needs to be targeted earlier and interventions planned accordingly. Children to leave KS1 at expected levels and therefore are well prepared to face the challenges of the KS2 curriculum. Children to leave KS2 secondary ready and well equipped to flourish and thrive at KS3 and build upon excellent learning at Cobham. All children to make expected levels of progress in each year group in all key areas with some children exceeding expected levels of progress. Children to have learnt the vital early steps in their phonic knowledge to become confident and successful readers. All vulnerable groups are set aspiring targets in all areas and tracked/ supported accordingly to achieve whole school and individual targets. Support provided is fit for needs and interventions are pertinent to the needs and maximum impact can be seen in terms of progress and closing the gap between these children and their peers.

ENGLISH

Target	Actions & Target date	Lead person/s	Monitoring/Evaluation/Impact
<p>To continue to improve the provision for the teaching of reading, writing and speaking and listening through excellent teaching of phonics, guided reading sessions, SPAG and both fiction and non-fiction writing having equal learning time and thus children's progress within this area impacting in all areas of their learning.</p> <p>To monitor the provision and impact of the English curriculum, including phonic teaching/English interventions to ensure that 100% of pupils pass the Phonic Test and that 90% of children achieve at least expected levels in Reading & Writing in all year groups including SEN, PP and FSM.</p>	<ul style="list-style-type: none"> • Data to be collected termly and analysed • Phonics tracking to be filled in and monitored for each child across EY and KS1. - October 18, Nov 18, Jan 19, Mar 19 and June 19 • Guided Reading T3 • English learning walk 13rd November (Anna Roberts Gov to attend) Observation T2 • Phonics observations R and KS1-Phonic focus Term 4-19th March 2019 • Planning scrutiny across the whole school-Term 4 • SPAG observation KS2-Spelling focus-Term 4 12th March 2019 • Writing cross moderation with another school Term 1 8th October 2018 (tbc) • Book Scrutiny in Term 1 25th September Term 6 11th June. • External English observations lead by English leader/ specialist Term 5 • Book week text to be planned from a non-fiction text for Key Stage R,1&2 - 7th March 2019) • Purchase a range of home reading books for Key stage 1 and Early Key Stage 2 (Term 1) 	<p>English Leader</p> <p>6 days for monitoring across the year £600</p>	<ul style="list-style-type: none"> • Writing and reading data in each year group to be 85% and above. • All cohorts to make at least 6 points progress (expected progress). • To continue to make judgements about individuals, cohorts and whole school progress in terms of emerging, expected and exceeding-through Termly assessment. 60% of SEN to make expected progress and attainment 100% of Pupil Premium by the end of the year. • 100% of pupils to pass the Phonics test. Termly EY and KS1 assessment on Phonics tracking sheet. • Children's work books to demonstrate new genres and a range of fiction and non-fiction texts being taught. • Planning to demonstrate a range of genres and culturally diverse books being planned for and taught. Including SMSC links into planning. • Planning to show opportunities of Spoken language across all year groups. • Accurate and moderated judgements surrounding levels of teaching to be made from English Leader, Class teachers. As well as across consortium schools. • Evidence/ examples from each year group after moderation to be filed as a reference tool or emerging, expected and exceeding at Cobham. • Teachers to create a display book on different books they have taught in class to share progression and genres. – ongoing • Teachers to maintain SMART and accessible Success Criteria with little or no support provided. • Each class to be provide daily challenge in reading and writing which needs to be question based, rather than aims based without examples. • Non-fiction workshops to be provided as well as resources for the week, modelling English expectations. • Books to be labelled and placed into the correct areas for use in Term 1. (£1,800 has already been spent)

MATHS

Target	Actions & Target date	Lead person/s	Monitoring/Evaluation/Impact	
<p>All children to achieve at least expected levels of progress in Mathematics across the school by quality first teaching in this subject, which utilises a wide variety of concrete, pictorial and abstract representation, use of bar method to improve conceptual understanding in the key areas of Maths and regular and pertinent use of termly progressive target cards for children to self-assess their own learning in this subject.</p> <p>To monitor the provision and impact of the Maths Curriculum upon the levels of progress of all children including PP, FSM and SEN ensuring that we are diminishing the difference between these children and all other cohorts.</p>	<p>Undertake a maths learning walk - 2nd Oct 18</p>	<p>Maths leader</p>	<ul style="list-style-type: none"> • Maths data in each year group to be 85% and above. • All cohorts to make at least expected progress (6 points) across the year. • Making judgements on whether children are working at emerging, expected and exceeding through termly assessments and whether the children are on track to achieving this throughout the year. (60% of SEN to make expected progress and attainment and 100% of pupil premium. • Children's work books to demonstrate concepts being taught effectively to encourage depth and making links between areas of learning. Fluency, using and applying and reasoning to be an integral part of the learning process. • Planning to reflect a mastery approach that encourages depth and makes links between concepts. Planning and children's tasks to reflect a conceptual and procedural variation. STEM sentences to be integral to this. • Manipulatives and a range of visual representations to be an integral part of learning and used by all children, in all year groups to aid conceptual understanding and to enable children to prove their understanding. • Use of the bar model to continue to be developed to enhance children's conceptual understanding in problem solving tasks. Further development of a concrete, pictorial, abstract approach. • Consistent use of progressive target cards for children to celebrate and assessment their own learning. • Accurate and moderated judgements surrounding levels of teaching to be made both from Maths Leader, Head and external maths leaders. 	
	<p>Book Scrutiny (including maths explorer challenges) –Nov 18 (Vulnerable cohorts to be included)</p>	<p>6 days for monitoring across the year £600</p>		
	<p>Monitoring of planning - Oct 18/ Jan 19/ April 19</p>	<p>Maths leader</p>		
	<p>CPD on the STEM sentences and mastery during staff meetings -Sept 18</p>	<p>Maths leader</p>		
	<p>Ongoing discussions in staff meetings to focus on how a mastery approach and depth is included in daily planning – all staff meetings</p>	<p>Maths leader and head</p>		
<p>External observations led by a maths leader/ specialist cross the whole of the school in Term 5</p>	<p>Maths leader and head</p>			
<p>Moderations of whole school investigations to happen termly.</p>	<p>Whole team</p>			

VULNERABLE COHORTS

Target	Actions & Target date	Lead person/s	Monitoring/Evaluation/Impact	
<p>To ensure that all vulnerable cohorts including Pupil Premium, SEN, Late Joiners & Ethnic minority children are tracked and provided for effectively and that consistent support is planned for and delivered impacting on at least expected levels of progress.</p> <p>60% of SEN pupils to be at expected in Maths & English. 60% of SEN to make expected progress in Maths and English</p>	<p>Data to be collected termly and analysed</p>	<p>Head</p>	<ul style="list-style-type: none"> • At least 60% of children with SEN to make expected progress (40% by the end of term 2; 50% by the end of term 4) • At least 60% of children with SEN to achieve expected (40% by the end of term 2; 50% by the end of term 4) • 100% of children in receipt of PP to make at least expected progress and attain expected by the end of the year. 	
	<p>Comprehensive Provision Maps for each class in place based on Pupil Progress Meetings and reviewed termly to measure impact and progress</p>	<p>Head</p>		
		<p>Head</p>		

<p>All SEN and PP children to pass the Phonic Test.</p> <p>To utilise effectively all gap analysis data in Reading to diminish the difference between the class average progress and the vulnerable cohorts in this area.</p> <p>To continue with the Priority Marking for PP children but to also utilise this effective strategy for our SEN children across the school.</p> <p>To ensure that greater opportunities for independent learning takes place for all children, but especially for the vulnerable cohorts-SEN and PP.</p> <p>!</p> <p>To ensure that each learning environment across the school is of the highest calibre both celebrating children's progress and achievements, demonstrating our diverse and enriched curriculum and act as an aide memoire to support children's learning.</p>	<p>Pupil Progress Meetings 5 x yearly with Head to ensure comprehensive provision</p> <p>Improved tracking systems and earlier identification of additional support required</p> <p>Phonics tracking to be filled in and monitored for each child across EY and KS1 - Sept 18, Nov 18, Jan 19, Mar 19 and June 19</p> <p>Guided Reading - observation Jan 19</p> <p>Phonics observations R and KS1-Phonic focus Term 4</p> <p>VG book scrutiny 3 x a year</p> <p>Termly VG learning walks (with SEN / PP Governor)</p> <p>3 x yearly intervention learning walks</p> <p>VG book scrutiny 3 x a year</p> <p>Termly tracking of PP grant spending and impact analysis</p> <p>6 x learning walks throughout the year to monitor standards and environments.</p> <p>Display books to be collated by all teaching teams following the display timetable.</p>	<p>Year 1 Team & Head</p> <p>Head & English Lead</p> <p>Head & T&L leader</p> <p>Teaching & Learning Leader</p> <p>6 days for monitoring across the year £600</p> <p>Head</p>	<p>Comprehensive tracking of Phonic progress from Reception through KS1 to ensure all SEN & PP children pass the phonic test at the end of Year 1</p> <ul style="list-style-type: none"> Class Provision Maps are pertinent to the needs of individual children, set challenging targets and impact is measured to ensure maximum progress of those children included – children are identified from data and discussions during pupil progress meetings Impact of supporting interventions is measured termly and represent good value for money Successful reading interventions are targeted at identified children – BRP, Phonic Support, Reciprocal Reading and their impact measured and evaluated during 4 times yearly Pupil Progress Meeting. Both PP and SEN children to have their learning moved forward using this strategy to cement and clarify concepts and deepen understanding. SEN children to have Personalised Provision Plans to detail their supporting strategies, interventions and support that are shared with parents 4 times yearly and have outcomes agreed with parents to measure progress against. PP children to have personalised Pupil Plans to detail supporting strategies and interventions that are shared with parents 4 times yearly. Pupil Champions to meet with pupil on a fortnightly basis to ensure continued well-being and engagement of these vulnerable children. Vulnerable groups (particularly SEN and PP) are supported but are given regular opportunities to work independently for up to 10-20 mins – evidenced with learning walks both class based and supporting interventions, book scrutiny and pupil feedback. School environment to embody the school values of Caring, Proud and Successful and reflect the progress of all children across the school through high level displays which celebrate the excellence of the children's learning and showcase their talents and abilities in all aspects of the curriculum. Every classroom to be a place of high standards in displays as well as supportive and reflective of the children's progress every term. <p>Evidence that the display policy is being adhered to and all work is presented to the highest possible standard to show the learning journey in the chosen subject or curriculum area.</p>
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Quality of Teaching, Learning & Assessment

Teachers demonstrate deep knowledge & understanding of the subjects that they teach. They use questioning highly effectively. They identify pupils' common misconceptions and act to ensure that they are corrected.

Teachers plan lessons very effectively, making maximum use of lesson time and co-ordinate lesson resources well. They manage pupil's behaviour highly effectively.

Teachers provide adequate time for practice to embed the pupil's knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of the pupils.

Teachers provide pupils with incisive feedback. Teachers set challenging homework that consolidates learning and deepens understanding. Teachers are determined that pupils achieve well.

Teachers embed reading, writing, communication and maths exceptionally well across the curriculum. Pupils love the challenge of learning and are resilient to failure and are eager to know how to improve.

Parents are provided with clear and timely feedback on how well their child is progressing in relation to standards expected. Parents are given guidance in how they can support their children to improve.

Teachers are quick to challenge stereotypes

Target	Actions & Target date	Lead person/s	Monitoring/Evaluation/Impact
<p>All teaching team members continue to develop their understanding of the new curriculum challenges of the year groups that they are now leading, ensuring that they plan lessons effectively that have high levels of challenge knowledge and understanding ensuring that there is a positive approach to learning in each year group and that each child actively seeks to make progress from their own starting point.</p> <p><i>To plan greater opportunities for children to experience and be immersed in Non Fiction to ensure an improved balance between the experiences of fiction and non fiction that the children receive.</i></p> <p><i>To continue to raise standards and maintain high expectations of English in all areas of the curriculum.</i></p> <p><i>To moderate termly English writing to ensure that consistency in assessments are high</i></p> <p><i>To consolidate the whole school approach to using manipulatives and bar modelling to improve conceptual understanding in the key areas of Mathematics.</i></p>	<p>Writing cross moderation with another school Term 1</p> <p>Undertake a maths learning walk</p> <p>Book Scrutiny Term 1 - Vulnerable cohorts to be included)</p>	<p>English lead & Class Teachers £3000 for English</p> <p>Maths leader £2000 for Maths</p>	<ul style="list-style-type: none"> Planning to demonstrate a range of genres and culturally diverse books being planned for and taught. Including SMSC links into planning. Planning to show opportunities of Spoken language across all year groups. Accurate and moderated judgements surrounding levels of teaching to be made from English Leader, Class teachers. As well as across consortium schools. Evidence/ examples from each year group after moderation to be filed as a reference tool or emerging, expected and exceeding at Cobham. Planning to reflect a mastery approach that encourages depth and makes links between concepts. Planning and children's tasks to reflect a conceptual and procedural variation. Manipulatives and a range of visual representations to be an integral part of learning and used by all children, in all year groups to aid conceptual understanding and to enable children to prove their understanding.

<p>To improve children's abilities and confidence in reasoning, using greater accuracy and brevity to explain understanding.</p> <p>To ensure that Maths Skills and knowledge are applied across the curriculum.</p> <p>To monitor the quality and impact of objective led maths planning upon our youngest mathematicians in foundation stage.</p> <p>To ensure consistently good and outstanding standards of teaching across the school (in all year groups) demonstrating secure subject knowledge, excellent use of questioning, effective differentiation and challenge for all through and engaging and inspiring curriculum.</p> <p>To ensure that in foundation subject curriculum maps & teaching that there are high expectations in terms of progression of skills and knowledge in all areas for all classes throughout the school.</p> <p>To improve the assessment process in PE, Art, Music and PSHE using greater opportunities for AFL ensuring that SEN and PP children are part of this cohort.</p> <p>To reinstate Talk Less Teaching as a priority in all lessons to ensure that children have greater opportunities to discuss and cement their learning and ensure that A4L opportunities are a focus of every single lesson enabling the children to be reflective learners.</p>	<p>Monitoring of planning - Oct 18/ Jan 19/ April 19</p> <p>Monitoring of Foundation books - maths across the curriculum. Planning and sharing of opportunities for maths across the curriculum in staff meetings termly.</p> <p>Undertake focus learning walks throughout each term to monitor standards of teaching. Term 1 – Secure Subject Knowledge Term 2 – Differentiation Term 3 – Questioning Term 4 - Secure Subject Knowledge Term 5 – Differentiation Term 6 - Questioning</p> <p>Curriculum maps to be given out in Sep 18 to be reviewed 6x a year</p> <p>Trialed in Year 5 for Term 1 and 2 and reviewed before implementing across the school in Terms 3-6 Reviewed termly by sharing evidence</p> <p>Observations termly during the year Term 1, 3, 5 – Talk Less Teaching Term 2, 4, 6 AFL</p>	<p>Teaching and Learning Leader</p> <p>Teaching and Learning Leader</p> <p>Teaching and Learning Leader</p>	<ul style="list-style-type: none"> Children to continue to develop their confidence to reason concisely, to explore their thought process and make links between concepts. Maths to be included across the curriculum and be integral part of all curriculum areas. Use of the bar model to continue to be developed to enhance children's conceptual understanding in problem solving tasks. Further development of a concrete, pictorial, abstract approach. Children in all year groups to have a rich and inspiring curriculum that engages their learning Teachers to plan exciting and engaging lessons that show secure subject knowledge in all areas Teachers to plan using clear differentiation to ensure all cohorts and abilities make expected progress in their learning. Teachers to plan opportunities for challenge and greater depth learning to enable and ensure all cohorts and abilities make greater than expected progress in their learning. Children in all year groups to have opportunities to progress their understanding in all foundation subject areas. Children to be challenged to develop their knowledge, understanding and skills in all areas of the curriculum. Progression of skills to be carefully monitored and targeted and learning support put in place for SEN and PP children. Children in all classes to have robust AFL opportunities to assess their understanding in the foundation subjects. All children to make expected levels of progress in each year group for every foundation subject. All SEN and PP children to be engaged and making progress in their understanding within foundation subject lessons. All class teachers to reduce the amount of teacher talk in their lessons to provide greater opportunities for children's dialogue. All children to have a range of opportunities for AfL in their learning in all subjects to reflect on their learning journey All teachers to plan a range of AFL strategies as part of their teaching and learning to encourage the children to be reflective and critical learners to develop their understanding further. All children to have greater opportunities to discuss and cement their learning through a range of talk less teaching strategies.
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Effectiveness of Leadership, Management & Governance

Leadership & Governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations. Relationships between staff and pupils are exemplary. Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged.

The school's actions have secured substantial improvement in progress for disadvantaged pupils.

Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including Pupil premium and SEN funding secures excellent outcomes for all.

Leaders and Governors have a deep and accurate understanding of the school's effectiveness informed by pupils, parents and staff.

Leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement.

Staff reflect and debate the way they teach. They feel deeply involved in their own professional development.

Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.

The broad and balanced curriculum inspires pupils to learn. Pupil's Spiritual, Moral, Social and Cultural development and within this, the promotion of British Fundamental Values, are at the heart of the school's work. Leaders promote equality of opportunity and diversity exceptionally well. Safeguarding is effective and a culture of vigilance is actively promoted. Leaders' work to protect pupils from radicalisation and extremism.

Target	Actions & Target date	Lead person/s	Monitoring/Evaluation/Impact
<p>The aim for the leaders and governors is to have a driven, highly- motivated, experienced team who can all champion their own individual areas of responsibility and interest. This vision and ethos will undoubtedly have a positive impact on the teaching and learning for all children and undoubtedly a caring, proud and successful school.</p> <p>Maths leader to have analysed and have in depth knowledge of progress and attainment across the whole school within their leadership area and share with governors.</p> <p>English leader to have analysed and have in depth knowledge of progress and attainment across the whole school within their leadership area and share with governors.</p> <p>SEN leader to have analysed and have in depth knowledge of progress and attainment across the whole school within their leadership area and share with governors.</p>	<p>Data to be collected termly and analysed – Sept 17, Nov 17, Jan 18, Mar 18 and June 18</p> <p>Maths leader to attend Pupil Progress meetings 5 times during the year – Sept, Nov, Jan March and June.</p> <p>Phonics tracking to be filled in and monitored for each child across EY and KS1.</p> <p>Provision maps to identify children's needs and interventions to be put in place. Measure impact and progress 5 x a year</p>	<p>Maths leader</p> <p>English Leader</p> <p>SEN leader</p>	<p>Making judgements on whether children are working at emerging, expected and exceeding through termly assessments and whether the children are on track to achieving this throughout the year. (60% of SEN to make expected progress and attainment and 100% of pupil premium). Support and interventions to be put in place to narrow gaps and ensure children are working at age related expectations.</p> <p>•Writing and reading data in each year group to be 90% and above. •All cohorts to make at least 6 points progress (expected progress).</p> <p>•At least 60% of children with SEN to make expected progress (40% by the end of term 2; 50% by the end of term 4) •At least 60% of children with SEN to achieve expected (40% by the end of term 2; 50% by the end of term 4) •100% of children in receipt of PP to make at least expected progress and attain expected by the end of the year.</p>

<p>Governors to monitor specific identified areas of school improvement, including SEN interventions and impact, SMSC curriculum, assessment of foundation subjects.</p> <p>Governors to understand & support financial decisions made and how these impact upon progress and standards.</p> <p><i>Leadership team and Governors to adhere and fully support the rigorous monitoring structures & accuracy of self-evaluation within the school to ensure that all children are receiving high quality first teaching and that expectations are continuously high for all children.</i></p> <p><i>Leaders and Governors to interrogate data presented, set aspirational targets for each class, challenge accordingly and hold all leaders to account to ensure the progress of all pupils.</i></p>	<p>Term 1 all Governors to complete their monitoring visit linked to a specifically identified area</p> <p>3 x a year at Finance Meetings</p> <p>Governors to continue to hold the school's performance to account and challenge in all areas of school life.</p> <p>Governors to be fully conversant with the school's progress data and attainment data and set aspirational targets for each Key Stage.</p>	<p>Head to ensure all governors visit, meet with identified personnel and provide timely written feedback.</p> <p>Finance Governors</p> <p>All governors</p> <p>All governors</p> <p>£1500 training</p>	<p>Governors/leaders to evaluate the school's impact in their priority areas and governors to hold all leadership members to account. Governors to ensure that areas identified for development are actioned and evaluated within realistic timely constraints.</p> <p>Governors to be fully conversant and supportive in how funding is used and the impact that it has upon progress, attainment and enjoyment of all children.</p> <p>Governors/leaders to know the standards of teaching and learning across the school and that school evaluation/monitoring procedures are having a positive impact upon children's well-being and progress.</p> <p>Targets to be set to be realistic but aspirational and governors and leaders to ensure that all stakeholders fully subscribe to these targets and work towards them.</p> <p>Governors to attend training and be fully confident in their areas of responsibility.</p>
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PERSONAL DEVELOPMENT, BEHAVIOUR & WELFARE			
<p>Pupils are confident, self assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and their school.</p> <p>Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of views.</p> <p>Pupils understand how education equips them with the behaviours and attitudes necessary for success in life.</p> <p>Pupils value their education and rarely miss a day. Pupil's impeccable conduct reflects the schools strategies to promote high levels of behaviour.</p> <p>For individuals or groups with particular needs, there are sustained improvements in pupils' behaviour.</p> <p>Pupils work hard with the school to prevent all forms of bullying including online and prejudiced based bullying.</p> <p>Staff and pupils deal effectively with the rare instances of bullying</p> <p>The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times.</p> <p>Pupils can explain accurately how to be healthy. They make informed choices about healthy eating, fitness and their emotional well being.</p> <p>Pupils' SMSC development equips them to be thoughtful, caring and active citizens.</p>			
Target	Actions & Target date	Lead person/s	Monitoring/Evaluation/Impact
<p>Pupils are confident, self assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and their school. Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of views. Pupils understand how education equips them with the behaviours and attitudes necessary for success in life.</p> <p>To continue to have high levels of engagement in maths and pupil survey, comments and views to reflect the love of this area.</p> <p>A range of maths learning activities throughout the year to promote, engage and inspire our mathematicians and develop growth mindset/perceptions of themselves as mathematicians (gender issue).</p> <p><i>To ensure that a greater use of culturally diverse texts are utilised/explored to support children in their understanding of what it means to be a global and national citizen.</i></p> <p><i>Continue to raise the importance of SMSC making discreet links with all areas of the curriculum supporting the children in their understanding of the importance of this key development al area.</i></p>	<p>Problem solving workshops to be arranged – February 19 £600</p> <p>Children to increase their understanding of maths in the real world through and local mathematical visits – throughout the year</p> <p>Whole school Maths investigations mornings/ days – termly</p> <p>Taught texts to be reviewed and fully explored in order to create further opportunities to share culturally diverse texts. T1,3 &5</p> <p>Profile of SMSC to be raised in Term 1 with all the staff</p>	<p>Maths leader</p> <p>Maths leader/ class teachers</p> <p>Maths leader</p> <p>English lead and Head</p> <p>Teaching a Learning Leader</p>	<p>•Visits and experiences to represent good value for money and with an impact on children's learning and enjoyment in mathematics. All children to talk positively about their maths learning.</p> <p>•Children (R-Yr6) to partake in a fun problem solving days. Children to enjoy playing maths games and parents to be welcomed to join into class games sessions. Parents to become more aware of how simple games can support their child's mathematical development.</p> <p>All children to have greater opportunities to share culturally diverse texts that have a key message which can impact upon their understanding of the world at large.</p> <p>All class teachers to understand the different elements of the SMSC jigsaw and how they can be used across the curriculum to develop their understanding</p>

	<p>SMSC jigsaw used in all classes in Terms 2-6 Reviewed termly by sharing evidence and examples</p>	<p>Every class teacher and teaching team</p>	<p>Children in all classes to have robust opportunities to link their learning to the SMSC jigsaws and understand the impact of their learning Children in all classes to become aware of their Spiritual, Moral, Social and Cultural understanding in all elements of the curriculum, and thus become more aware of the world in which they live</p>
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EFFECTIVENESS OF THE EARLY YEARS PROVISION: QUALITY & STANDARDS

The pursuit of excellence by leaders and managers is shown by uncompromising, highly successful drive to improve outcomes for all children. A highly stimulating environment and exceptional organisation of the curriculum provides a rich, varied and imaginative experience. Teaching is consistently high quality, inspirational and worthy of dissemination to others, highly responsive to children's needs. Assessment is accurate and based on high quality observations. Sharply focused assessments of children's achievements so that every child undertakes highly challenging activities. Children are highly motivated and very eager to join in. They consistently demonstrate curiosity, imagination and concentration. Leaders use successful strategies to engage parents and carers. Children's health, safety and well-being are greatly enhanced by the vigilant and consistent implementation of robust procedures and policies. Safeguarding is effective.

Target	Actions & Target date	Lead person/s	Monitoring/Evaluation/Impact
<p>The EYFS curriculum should nurture, engage, motivate and capture children's interest and learning. The breadth of the curriculum and how it based on accurate assessment of children's learning and development is key to our children's early success. The quality of phonic teaching and early maths teaching, quality of engagement with parents and the extent to which our youngest children 'enjoy and engage' in the first steps of their learning journey are key to their individual successes. Our target for EYFS 2017-2018 is that 90% of children will achieve at least a good level of development.</p> <p style="text-align: center;"><i>Parent Partnership and Parent Voice: Introduction of learning café; Phonics , Writing and Maths workshops to take place with parents and children..</i></p> <p><i>Termly parental feedback of the children's learning journey and introduction of WOW moments.</i></p> <p><i>Continued level of engagement from parents, with fortnightly newsletters and termly stay and plays.</i></p> <p><i>Focus of writing and phonics within the environment. To initially be modelled to the children for better understanding of writing and phonic use. Improved levels of phonic and reading tracking to be completed on a termly basis.</i></p>	<p style="text-align: center;">Term 1/ Term 2</p> <p style="text-align: center;">Termly</p> <p style="text-align: center;">Termly Fortnightly</p> <p style="text-align: center;">Daily</p>	<p style="text-align: center;">EYFS Leader and whole team</p> <p style="text-align: center;">EYFS Leader and whole team</p> <p style="text-align: center;">EYFS Leader</p> <p style="text-align: center;">EYFS Leader and whole team</p>	<p><i>This will enable parents to understand teaching in these areas and demonstrations will take place with their child, which can then be mirrored at home.</i></p> <p><i>This will give us a bigger insight into the learning at home and help to develop school based planning to accommodate the children's interests further.</i></p> <p><i>To engage and enlist parents interests in supporting their children in a variety of ways.</i></p> <p><i>To enable the children to consolidate and secure their learning in their early stages of reading and writing. To effectively track progress in phonics and reading levels</i></p>

<p><i>Maths teaching to be consistently good and visual representations using the earliest recommended manipulatives to be utilised to make number concrete for all children.</i></p> <p><i>Maths to be differentiated into groups across the class to ensure each child has their learning needs met and moved forward appropriately. Objective led planning to be used for lower attaining children to develop and extend their mathematical learning.</i></p> <p><i>Both the indoor and outdoor area to be a place of awe and wonder and a stimulating environment which is kept well-resourced and has continuous provision at all times. Children to become independent in seeking the right resource for their learning experience. To develop further opportunities for children to develop their communication and language skills both inside and outside the classroom.</i></p> <p><i>Weekly team meetings to develop next week's planning and to assess the children we have worked with this week.</i></p> <p><i>Use the Wellbeing Scales and Involvement Scales in Tracking children's levels of engagement, progress and interest in learning.</i></p>	<p>Daily Observations from head</p> <p>Daily</p> <p>Daily Weekly</p> <p>Termly</p>	<p>EYFS Leader and whole team</p> <p>EYFS Leader and whole team</p> <p>£1500</p> <p>EYFS Leader and while team</p> <p>EYFS leader and SEN leader</p>	<p><i>to move the children on and give support where required.</i></p> <p><i>Children's learning to be specific to their needs, manipulatives to be used so that children move in their learning from visual to conceptual. Lower attaining children to make expected progress.</i></p> <p><i>Both indoor and outdoor environment are utilised effectively to stimulate and develop children interests in all areas of the EYFS curriculum (identified area for development is C&L) and learning as well as opportunities to become independent learners making sensible choices about their own learning. Early identification of children with poor communication skills to take part in the talkboost intervention.</i></p> <p><i>All team to be involved in identifying, planning and resourcing next steps for children linked to their needs and interests.</i></p> <p><i>Early identification of children with low well-being and involvement to be given support to ensure engagement in their learning and progress.</i></p>
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