



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 style="text-align: center;">English Leader</p> <p style="text-align: center;">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. To use STEM sentences to develop children's reasoning and understanding.</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>Book Scrutiny (including maths explorer challenges) –Nov 18 (Vulnerable cohorts to be included)</p> <p>Monitoring of planning - Oct 18/ Jan 19/ April 19</p> <p>CPD on the STEM sentences and mastery during staff meetings -Sept 18</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>External observations led by a maths leader/ specialist cross the whole of the school in Term 5</p> <p>Moderations of whole school investigations to happen termly.</p>	<p>Maths leader</p> <p>6 days for monitoring across the year £600</p> <p>Maths leader</p> <p>Maths leader</p> <p>Maths leader and head</p> <p>Maths leader and head</p> <p>Whole team</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.

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>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>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>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>Pupil Premium Funding used per child £100per annum</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>Trialled 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>Release time for all subject leaders to monitor their subject £100 per subject</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 3 x days released £300</p> <p>English Leader 3 x days released £300</p> <p>SEN leader 3 x days released £300</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 term4) •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 are 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

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.
 Pupils value their education and rarely miss a day. Pupil's impeccable conduct reflects the schools strategies to promote high levels of behaviour.
 For individuals or groups with particular needs, there are sustained improvements in pupils' behaviour.
 Pupils work hard with the school to prevent all forms of bullying including online and prejudiced based bullying.
 Staff and pupils deal effectively with the rare instances of bullying
 The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times.
 Pupils can explain accurately how to be healthy. They make informed choices about healthy eating, fitness and their emotional well being.
 Pupils' SMSC development equips them to be thoughtful, caring and active citizens.

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>SMSC jigsaw used in all classes in Terms 2-6</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>Every class teacher and teaching team</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>Children in all classes to have robust opportunities to link their learning to the SMSC jigsaws and understand the impact of their learning</p>

<p><i>To continue to raise the profile of keeping yourself safe both online as well as in real life contexts ensuring that all children have a trusted adult that they can turn to when needed as well as an awareness of the other agencies and avenues that they can use for support and help.</i></p> <p><i>To continue to embed and use our TRUST values to support children's understanding of our World Values alongside developing an improved understanding of how we are responsible for own well-being and positive mental health.</i></p>	<p>Reviewed termly by sharing evidence and examples</p> <p>NSPCC support in Term 2 Asemblies/Workshops</p> <p>Online Safety Day – Feb 19 + parent workshop</p> <p>Assemblies on going through the year</p> <p>Anti Bullying Week 2018 - Respect</p>	<p>All class teachers and parents to be made aware/invited to these workshops</p> <p>Phil Burns – Computing Lead and DDSL Online Safety Training £500</p> <p>Head and Teaching and Learning Leader to plan Anti Bullying week learning tasks for whole school</p>	<p>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> <p>Children to know how to keep themselves safe online and parents to actively know/be informed of what they can do to protect their children at age appropriate points.</p> <p>Children to be fully aware of who they can turn to if feeling worried, anxious about anything and these avenues to be explored and discussed regularly as part of the whole curriculum.</p> <p>Our TRUST values to be intrinsic to our daily life at Cobham and beyond and children to feel happy and strong and be able to cope with life's curveballs with our support.</p>
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2018 - 2019



EFFECTIVENESS OF THE EARLY YEARS PROVISION: QUALITY & STANDARDS			
<p>The pursuit of excellence by leaders and managers is shown by uncompromising, highly successful drive to improve outcomes for all children.</p> <p>A highly stimulating environment and exceptional organisation of the curriculum provides a rich, varied and imaginative experience.</p> <p>Teaching is consistently high quality, inspirational and worthy of dissemination to others, highly responsive to children's needs.</p> <p>Assessment is accurate and based on high quality observations. Sharply focused assessments of children's achievements so that every child undertakes highly challenging activities.</p> <p>Children are highly motivated and very eager to join in. They consistently demonstrate curiosity, imagination and concentration.</p> <p>Leaders use successful strategies to engage parents and carers.</p> <p>Children's health, safety and well-being are greatly enhanced by the vigilant and consistent implementation of robust procedures and policies.</p> <p>Safeguarding is effective.</p>			
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;">Parent Partnership and Parent Voice: <i>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>Maths teaching to be consistently good and visual representations using the earliest recommended manipulatives to be utilised to make number concrete for all children.</p> <p>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.</p> <p>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.</p> <p>Weekly team meetings to develop next week's planning and to assess the children we have worked with this week.</p> <p>Use the Wellbeing Scales and Involvement Scales in Tracking children's levels of engagement, progress and interest in learning.</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>to move the children on and give support where required.</p> <p>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.</p> <p>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.</p> <p>All team to be involved in identifying, planning and resourcing next steps for children linked to their needs and interests.</p> <p>Early identification of children with low well-being and involvement to be given support to ensure engagement in their learning and progress.</p>
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Outcome for Pupils – Evaluation December 2018

- 1) Based on first assessments of children, the EYFS target has been revised to 87% from 90%. 4 children have been identified with educational needs. 1 already has been added to the SEN register and the other 3 are likely to be added after the next round of assessments.
- 2) Targets for combined expected scores in Reading, Writing and Maths at the end of KS1 and KS2 continue to be the same after initial teacher assessments. - 84% KS1 and 80% KS2. During Pupil Progress Meetings at the start of Term 2, individual children's progress was discussed and children were targeted where necessary to receive additional support. Provision plans were amended to reflect these new levels of support.
- 3) 75% of our vulnerable cohorts made the expected 1 point progress from their previous assessments. All children were discussed and a variety of interventions and strategies are in place to support these children's understanding and progress.
- 4) Monitoring activities have confirmed the excellent learning and teaching taking place across the school. English SPAG observations, English and Maths Book Scrutiny, Differentiation, Pace and Challenge Focus Learning Walks, SEN learning walk as well as SEN Book Scrutiny have all taken place with many areas of strengths having been celebrated as well as key areas for development being shared with all team members. Development in marking was a key outcome from the monitoring and ways of improving evidence of verbal feedback recording, priority marking and action tasks for the younger children have all been discussed and will be reviewed again in Term 3.

Outcome for Pupils – Evaluation April 2019

- 1) Targets for July 19 for Reception class remain at 87%. 4 children now in Year R have been added to the SEN register with a forthcoming ECHP application being submitted by the end of the school year for one of the children.
- 2) Targets for combined expected scores in R,W and Maths for KS1 and KS2 remain the same - 84% KS1 and 80% KS2. Children continue to make great progress and as stated before there are high levels of SEN in each of these cohorts.
- 3) SEN children are making steady but often slower than desired progress. All pupil plans and provision maps for these children have been reviewed and shared with parents and without doubt the interventions to support our SEN are in place. 3 children are receiving Specialist Teaching Support from SEN Lift Support. Occupational therapy have assessed 6 children this year as well as reviewing existing open cases. Speech and Language have assessed 8 children so far this year and all resources shared will be utilised in these children's individual pupil plans and intervention group.

Outcome for Pupils – Evaluation July 2019

- 1) 83% have achieved a Good Level of Development at the end of the EYFS for 2019. Moderation went incredibly well and the experience was very positive. They felt the evidence was more than sufficient, accurate and demonstrated that the child/ren had secured these levels. Our target was 90% so 5 children in total did not reach GLD – 3 of these children have been added to the SEN register with one ECJP application having been completed as well for one student.**
- 2) 88% of our KS1 pupils had achieved expected levels in Reading, Writing and Maths. Moderation is yet to take place to secure this figure. Our target was 84% so one more child in effect made significant progress to reach expected levels. The target of 20-30% was set for levels of greater depth (exceeding) and 22% was achieved.**
- 3) At the time of writing this we hope that 88% of the children at KS2 met expected levels+ in Reading, Writing and Maths. Our target was 80%. But with quality first teaching, intervention support groups regularly employed, the children made great progress towards the latter part of the year!**
- 4) Our aspirational target of 100% of children to pass the phonic test was not met. 90% of the children did pass. The 3 Year 2 children who retook the test did not pass again, but their scores had increased slightly.**
- 5) Vulnerable cohorts (SEN, PP, FSM and EM) have made good levels of progress. On average 60% of all vulnerable cohorts have made progress in line with their class average.**

Quality of Teaching, Learning and Assessment – Evaluation December 18

- 1) Recent Foundation Subject Learning Walks led by Subject Leaders has served to prove that presentation in all areas of the curriculum is very high. Team members could clearly see progression across the school and where their own expectations fitted in within school context and where improvements had to be made, they have already been acted upon. During our recent SIA visit November 18 it was noted that 'The quality of work produced was high across a wide range of subjects.'
- 2) Science Investigations have recently been scrutinised and clarity of Learning Objectives have been discussed based on visit notes from Matt Dickson (SIA) in Term 1. Templates for investigations have been devised and shared and a greater need/ focus on vocabulary has been made explicit. AFL in Science in Term 2 has been looked at and the expectation has been shared of updating the Science LO, ensuring a knowledge LO as well as a skill based LO along with a key question for children to answer collaboratively or independently for Term 3 Science learning. Again these will be reviewed in Term 3.
- 3) Creative Week across the school served to support children in their understanding of transferable skills as they could see how they used their English, Maths and wider skills to be creative during what was a highly engaging, infectious, collaborative learning environment. SIA visit November 18, 'Whole school cross curricular creative week project enabled pupils to deepen knowledge and spend longer practising skills and using them in a number of different situations.'
- 4) Moderation of English took place with St Joseph's at the start of Term 2 and as always we were delighted with the comparison as our children are expected to write regularly with a daily SPAG focus. Presentation and quality of our books were incredibly high and our feed forward marking was self - evident in ensuring that children were moving forward in their learning or at the very least cementing areas of development.
- 5) Recent whole school Maths Investigation demonstrated further improvements in reasoning, using accuracy and greater levels of brevity are being modelled and used more effectively.

Quality of Teaching, Learning and Assessment – Evaluation April 19

- 1) English Book scrutiny took place in Term 3 – strengths and areas for development have all been shared. Performance Management (Maths) observations of each team have been completed in Terms 3 and 4. Outcomes for all pupils is at least good in every class. 50% of lessons were graded good. 50% were outstanding.
- 2) English learning Walk was undertaken by Raj. Our SEN Governor and SENCO led a SEN learning Walk. Our T&L leader completed learning walks looking at subject knowledge and pace.
- 3) Quality of teaching and learning is at least good. With 3 new teachers (2 NQTs and 1 NQT+1) we are proud of how everyone has supported these colleagues to teach to the very high standards expected from all colleagues at Cobham. Maths is a school priority and maths teaching continues to be a strength; the use of challenge and mastery to cement children's learning is ensuring that great links are being made in each concept. Classroom Secrets has certainly supported our desire to challenge children in this area. Assessments are accurate and children's progress is regularly challenged.

Quality of Teaching, Learning and Assessment – Evaluation July 19

- 1) Quality of Teaching and learning continues to be of a high standard across the school. 2 NQTs and 1 NQT+1 have all been well supported, guided and given areas of improvement to develop their skills set and levels of confidence.
 - The learning environment has been a key focus throughout the year and the whole team have worked hard to ensure that displays are regularly up to date, useful to the children as prompts and working walls; as well as an opportunity to celebrate progress and success. Again, at this time of year, we are very proud of them as we are moving towards effectively displaying not only knowledge that has been learnt but the skills acquired and used in doing so.
 - Mastery and challenge in each lesson has become intrinsic to every day teaching, at Cobham especially in Maths. Use of Classroom Secrets Resource, which is in line with the White Rose Maths Curriculum has been revolutionary in children being challenged accordingly. This area has been monitored, and its use is well embedded across the school.
 - Use of STEM sentences and their importance to children developing their reasoning and understanding in maths has worked incredibly well. Again, their use has been monitored and we now have greater levels of consistency in their application,
 - Writing across the curriculum continues to be of a very high standard and greater opportunities for maths across the curriculum have been planned and delivered.
 - AFL continues to be strong across the school in a variety of subjects and the development of drawing out the skills as well as the knowledge learnt has been a great success, especially in foundation subjects.
 - Learning walks in Term 5 and 6 have monitored AFL, Use of Classroom Secrets and STEM sentences. Feedback was provided and the team have all acted on their specific areas for development.
- 2) Quality of learning and levels of engagement can be seen each day! Our recent Pupil Survey June 2019 showed that 98% of children agreed that they enjoy learning at Cobham. 96% think that teachers give them challenging work and 97% say that teachers help children to do their best.
- 3) Quality of assessments are strong and accurate – we set aspirational targets but teams and children have been pushed to strive for more. Our reception data is lower than expected but these targets are set in the very early days of their learning journey and since their start we have identified 3 children with SEN.

Effectiveness of Leadership, Management & Governance – Evaluation December 18

- 1) English, Maths, Teaching and Learning, SEN Leads have all monitored their areas in Term 1 and 2 and have shared their findings and areas for improvements with the teaching team.
- 2) SEN Governor with SENCo led a SEN learning walk in Term 1 and actions/ findings from this monitoring visit were shared and acted upon, e.g. consideration of groupings/support and expectations of independency for some of our most vulnerable children were all fed back to team members. These areas will be monitored again in Term 3.
- 3) Leaders are fully conversant with the whole school picture of progress within their areas of responsibility and have made steps in ensuring that improvements in their areas are rigorous and sustained. Each has provided additional/alternative resources to use to aid all team members to develop their own practice and therefore their teaching and learning provision.
- 4) Performance Management has been completed for all team members and performance and additional responsibilities have ensured that staff have been remunerated for their efforts, commitment and performance. The whole school target for 18-19 is linked to maths; use of STEM sentences, visual fluency and use of manipulatives across the school. Formal observations are due in Term 3 but informal observations that regularly take place already indicate that this area is a real focus and area of improvement for children. Children are using, creating and developing their own STEM sentences to verbalise and cement their learning in Maths. Matt Dickson, SIA Noted Visit in November 18 highlights that 'Yr6 maths books hold strong evidence of problem solving and good explanations of reasoning. Use of newly introduced sentence stems for reasoning appear to be impacting positively.'
- 5) Governors and leaders are fully conversant with progress of children and how each key stage are performing. The data is challenged regularly at Governing Body meetings and targets have been agreed.
- 6) Governors have attended Data Training courses to ensure that they understand the school's data and in Term 2, Matt Dickson, the school's SIA will be leading a whole governor training on the recent IDSR document.
- 7) New team members have been inducted and supported well at Cobham. NQTs have had the benefit of their mentors supporting them as well as opportunities to observe colleagues across the school in their areas of leadership and expertise.
- 8) Where possible hand overs have been given with existing teachers providing support to new teachers within their year group. This has been supremely effective, however costly!

Effectiveness of Leadership, Management & Governance – Evaluation April 19

- 1) We were on a mission to give as much support to the team prior to leadership team members taking maternity leave by the end of Term 2 and 3. Monitoring activities by all leaders were completed in these two terms with the knowledge that the changes for Term 4 in terms of T&L leader moving from Year 5 to Year 6 and Head committing to teaching 2 days a week in Term 4, meant that they had to take place. English Learning Walk, SEN Learning Walk, English Book Scrutiny, T&L focused learning walks and all Performance Management observations were completed at the end of Term 3 and start of Term 4.
- 2) T&L leader has been incredible in planning and supporting the new Year 5 team who have been working incredibly hard to ensure that attainment and progress is still a priority before their new class teacher starts in Term 5 and 6. The transition has worked well for the children, if not so popular by the parent
- 3) 2 Governors have stepped down and 2 governors have been recruited to start in Term 5 officially. Finance Compliance from Kent was very successful with a few areas for action to be improved. Support and Challenge from Governors continues to be outstanding and the effectiveness of all leaders and governors is outstanding!

Effectiveness of Leadership, Management & Governance – Evaluation July 19

- 1) This year could have proven difficult with 3 of our leadership team taking maternity leave during the course of the year. Actions and decisions have been taken confidently and concisely to ensure that the levels of teaching and learning have remained high throughout the year and that the changes have not negatively impacted upon children's progress. Our end of year results are something to be proud of as well as internal data showing year on year progress.
- 2) Teaching and Learning Leader - Mrs Rose and the Head have monitored the T&L regularly and Foundation Subject leaders have led their subjects and have had opportunities to observe their subject.
- 3) DDSL – Mr Burns has supported the Head in this role as well as in supporting the Assessment Cycle of children's progress and attainment.
- 4) Governors this year have supported the evaluation of the school improvement areas by targeting their visits to key areas for development as identified within the plan. Their findings and comments have been shared with all team members and acted upon where needed. For example, in Claire Hargrove's monitoring report from May 2019, she remarked 'working my way up the school, but missing out Year 2 (due to SATS) I was taken aback, in a positive way, by the difference between Years 1 & 3, showing the huge progression the children make in one year.'
- 5) Governors have regularly interrogated term on term class data and have challenged where attainment has been lower than desired.
- 6) New Governors have joined and have been called upon to support the school in their areas of expertise.
- 7) Supervision meetings have been very useful this term as it has served to begin to formulate plans for next year as well as discussing performance management targets, safeguarding and further CPD needs.

Personal Development, Welfare and Behaviour – Evaluation December 18

- 1) 'Behaviour for learning throughout the school was a notable strength. Pupils across all classes were engaged in the work set and excited to be learning.' Matt Dickson, SIA, November 18
- 2) Children in observations seen this year so far have been highly engaged, actively involved and participating with enjoyment and a real purpose. All leaders have commented upon the children's positive attitudes to learning in all areas of the curriculum.
- 3) Children to continue their understanding of their place in the world from their earliest stages in the EYFS to Year 6's understanding of what it means to be a 'global citizen.' During a recent observation in Year R, children shared their understanding of the world in discussing the seasons, changes in leaf appearances, weather temperature and need for different clothing during the year and conversely in Year 6, children were observed discussing current world issues seen in the daily news.
- 4) Use of Newsround in assemblies is supporting children to understand world/global news, national news and then local community stories. It's a great way of developing the children's understanding of the world at large.
- 5) Anti - Bullying Week in Term 2 was a huge success with the focus being 'Respect.' Our whole school approach meant that children had opportunities for shared experiences and daily sessions served to remind children of one of our own key TRUST values.
- 6) During foundation subject learning walks, leaders have seen how the SMSC jigsaw that we devised, has been used effectively when possible. A Year 6 RE lesson led to a developing conversation about which of the 4 areas the lesson's learning was mostly aptly linked to. Children were confident in their understanding of the 4 aspects and could give sound reasons for their thinking!
- 7) Computing and E Safety Curriculum Maps have been updated and shared with the team ensuring that Online Safety continues to hold a high place within this area of learning.

Personal Development, Welfare and Behaviour – Evaluation – April 19

- 1) Children's behaviour and Personal Development continues to be excellent. The focus for the last two terms has been 'liking yourself' during a variety of assemblies. Mental health and well-being has been discussed as a regular feature of assemblies led by the head through the guise of our TRUST value of 'Strength.' What keeps us well? Has led to discussions surrounding the importance of fitness, healthy diet as well as relaxation activities such as reading and chatting with friends.
- 2) Time to Talk Counselling sessions have supported several children over the last 2 terms with a waiting list for the remainder of the year.
- 3) Pupil Premium and SEN champions continues to provide additional TLC and support for these children. Worry boxes and discussions around 'Who can we talk to?' also raise the profile of ensuring that everyone has an avenue to explore if needed.
- 4) NSPCC provided a series of age appropriate workshops in Term 3 and the fundraising of over £1000 was a huge amount to support the work of this charity.
- 5) Mr Burns led an assembly on Safer Internet Day Feb 19 and once again reminded children how to keep themselves safe online as well as leading a parent workshop after a Stay and Play session in January with over 100 parents attending.
- 6) Children's PSHE lessons and P4C sessions cover many areas all of which can be related to well-being and happiness.
- 7) Great fun days at school have also been planned and delivered to ensure that the children have been part of some great learning and memory making days – such as Maths Week Term 3, Book Week & World Book Day Term 4 with authors, musicians and scientists having visited during these terms. School council have made many suggestions that we have also adopted!

Personal Development, Welfare and Behaviour – Evaluation – July 19

- 1) Terms 5 and 6 have focused upon children’s learning, understanding and use of the school’s TRUST values. Our TRUST values embody all that we believe to be good in aiming for all stakeholders associated with the school to reference and use them where possible.**
- 2) Our Pupil Survey findings, meetings with Chair of Governors, School Council records all demonstrate that our children are proud to be pupils at Cobham Primary School and that they know that their opinions, ideas and voices are heard.**
- 3) In a recent Pupil Survey 2019 98% of children said they enjoyed being at school and 96% of children confirmed that teachers help them to do their best.**
- 4) In English lessons, cultural diverse and rich texts with clear messages and learning have been utilised to support the children’s understanding of the world at large.**
- 5) SMSC and PSHE learning are at the heart of all that we aim to teach the children. Our children’s behaviour and attitudes are positive and where needed their opinions and thoughts are challenged in these areas.**
- 6) Children’s understanding of their own well-being and mental strength has been an area of development and success throughout the year. Many children present themselves with high levels of anxiety and stress in different situations (most of which are displayed at home) and we have worked hard to ensure that children have avenues to talk. Our trained school counsellor has worked with 24 children this year. We have sought support from outside agencies. Worry boxes have been re-promoted and children are using these as a tool to share worries, large and small. We have once again promoted Childline to all children and we have alerted the parents to this fact. A massive fundraising event for NSPCC took place this year and children have openly told us that they have used this amazing resource.**
- 7) Constant updates in terms of keeping children safe online has also been a priority and need this year. Digital Parenting Magazine has been sent to parents during the course of the year.**

EFFECTIVENESS OF THE EARLY YEARS PROVISION: QUALITY & STANDARDS – Evaluation December 18

- 1) Mrs Gallagher started with us in September 18, therefore our EYFS children have had much support in their first days of their learning journey at Cobham. She was able to work alongside Mrs Dengate and the rest of the team until the end of November ensuring consistency in approach and providing quality first learning as well as having high expectations for all children.
- 2) Children with possible and undoubted SEN needs have been highlighted very early within the year and already these children are receiving interventions and support as outlined on the provision plan for Year R.
- 3) Relationships with parents is strong and they have had the opportunity to attend 2 Stay and Play sessions followed by a Phonic and Maths workshop in consecutive terms.
- 4) Transition survey Sept 18 served to highlight that most parents felt very well prepared for their child's first steps in the EYFS. Information shared was useful and the home visits continue to be highly valued.
- 5) Maths teaching and learning continues to be a priority and children have been observed developing their maths learning in a variety of ways and contexts. Visual fluency is developing and the use of simple STEM sentences verbally are allowing children to rehearse and cement their learning.
- 6) The indoor and outdoor learning area continue to be a great places for learning. During a recent learning walk, it was asked how do the team in Year R encourage children to tackle/try out/utilise key learning areas that have been supremely planned and resourced for but for some reason children were not engaging in them. Discussions and actions have been had and some CI sessions limit the areas that children can access to ensure/guide children to engage with areas linked to all aspects of the EYFS. This will be reviewed again in Term 3.

EFFECTIVENESS OF THE EARLY YEARS PROVISION: QUALITY & STANDARDS – Evaluation April 19

- 1) We are incredibly pleased with the smooth transition from Mrs Dengate to Mrs Gallagher as Mrs D took her maternity leave at the end of Term 2. The children continue to make great progress under the direction and teaching of the Year R team.
- 2) 4 children have been highlighted with SEN and 3 children have been highlighted as needing Speech and Language support. These children are all party to individual and small group interventions to cater for their needs. Parents have been met with and pupil plans and strategies have been shared so that families can support their children at home too.
- 3) The team are ensuring that quality first teaching is priority alongside catering for individual's specific areas of need. Sensory circuit, BEAM, additional phonic support, fine and gross motor interventions for children that are struggling to grip pencils accurately and mark make.
- 4) Outdoor area during the Performance Management Maths Observation in Term 3 was utilised effectively to support the children's learning and children were actively engaged in many of the learning activities planned and provided. The team do limit some areas of learning on the odd day to encourage children to mix up their learning as some children will stay at the same learning area time and time again. This has helped them to experience new learning as well as cement existing learning.

EFFECTIVENESS OF THE EARLY YEARS PROVISION: QUALITY & STANDARDS – Evaluation July 19

- 1) The EYFS provision and teaching and learning continues to provide quality first teaching and Mrs Gallagher has worked hard in her NQT year.
- 2) 83% of the children this year have reached a Good Level of Development with 27% exceeding in Reading, 23% in Writing with 27% exceeding in Number & 27% exceeding in Shape, Space and Measures!
- 3) Parent communication and involvement has been higher than ever before and the parents have welcomed these opportunities to be involved.
- 4) The team's knowledge and experience of the EYFS curriculum has developed significantly in terms of assessing progress and making sound judgments and the most recent EYFS moderation confirmed that our assessments were accurate.
- 5) The Forest School has been a wonderful experience for the children this year and plans to continue with it next year are afoot.
- 6) The outdoor learning area has been utilised incredibly effectively, and may well need some TLC and additional funding in the near future.
- 7) The transition from our EYFS leader, Mrs Dengate in November to Mrs Gallagher, who had been part of the team since September was the best decision I made -as it allowed the children to feel truly settled, safe and happy to undertake their learning and make great levels of progress. This is a class with some severe need in both terms severe delay, cognition and speech and language (3 children have been assessed by our S&L support) and yet the team have worked hard to ensure all interventions and support mechanisms have been routinely in place and thus effective.