



Cobham Primary School

Caring, Proud, Successful

School Improvement Plan

2019-2020



Quality of Education (Intent, Implementation and Impact)

- The quality of education provided is exceptional.
 - The school's curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent.
 - The work given to pupils, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
 - Pupils' work across the curriculum is consistently of a high quality.
 - Pupils consistently achieve highly, particularly the most disadvantaged.
 - Pupils with SEND achieve exceptionally well.
 - Safeguarding is effective
- Intent**
- Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life.
 - The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
 - The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND
- Implementation**
- Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.
 - Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.
 - Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.
 - Teachers and leaders use assessment well. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.
 - Teachers create an environment that focuses on pupils.
 - The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.
 - Reading is prioritised to allow pupils to access the full curriculum offer.
 - A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.
 - The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.
 - Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.
- Impact**
- Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.
 - Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.
 - Pupils' work across the curriculum is of good quality.
 - Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.

IMPACT

- Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.
- Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.
 - Pupils' work across the curriculum is of good quality.
- Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age

| Objective/ Target | Actions &Target date | Lead person/s | Monitoring/Evaluation/Impact |
|--|---|---|---|
| <ul style="list-style-type: none"> • <i>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.</i> • <i>At end of KS1 at least 93% 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.</i> • <i>At KS2 at least 90% of children to achieve expected levels in Reading, Writing and Maths.</i> • <i>97% 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.</i> • <i>All vulnerable cohorts to make at least expected progress within all key areas of learning.</i> • <i>All SEN and PP children to pass the Phonic Test.</i> | <p>Baseline assessments and projected targets to be completed by Oct/Nov 19 in EYFS and reviewed in January 20 and April 20.</p> <p>Targets to be set in Oct/Nov 19 by EYFS, KS1 and KS2</p> <p>Data to be collected termly and analysed – Sept 19, Dec 19, Jan 20, Mar 20 and June 20</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>Meticulous tracking systems and earlier identification of additional support required</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 19, Nov 19, Jan 20, Mar 20 and June 30 -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. • 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. |

IMPLEMENTATION

- Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.
- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.
 - Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.
 - Teachers and leaders use assessment well. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.
 - Teachers create an environment that focuses on pupils.
 - The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.
 - Reading is prioritised to allow pupils to access the full curriculum offer.
- A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.
 - The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.
 - Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well

| Objective/ Target | Actions &Target date | Lead person/s | Monitoring/Evaluation/Impact |
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| <p><i>To continue to raise standards and maintain high expectations of English in all areas of the curriculum across all classes.</i></p> <p><i>To revisit the expectations (AF 1-4), standards and routines for Guided Reading for all colleagues. To look at what inference and deduction means for each year group and how expectations progress in this area.</i></p> <p><i>To continue to embed the whole school approach to using manipulatives and bar modelling to improve conceptual understanding in the key areas of Mathematics.</i></p> <p><i>To improve children's abilities and confidence in reasoning, using greater accuracy and brevity to explain understanding, (including the use of Classroom Secrets as a daily feature in maths lessons)</i></p> <p><i>To ensure that Maths Skills and knowledge are applied across the curriculum.</i></p> <p><i>To monitor the quality and impact of STEM sentences from R-6.</i></p> | <p>Foundation Subject Books to be scrutinised each term</p> <p>New colleagues to observe Guided Reading sessions across the school</p> <p>Undertake maths learning walk - Term 1, 3 and 6</p> <p>Monitoring of planning - Oct 19/ Jan 20/ April 20</p> <p>Monitoring of Foundation books – looking for evidence of maths across the curriculum. Term 2 and 5</p> <p>Book Scrutiny Term 2, 4 and 5 - Vulnerable cohorts & how they benefit from STEM sentences.</p> | <p>T & L leader and Head</p> <p>KG, MP and LF to observe T&L lead</p> <p>English lead & Class Teachers £2000 for English</p> <p>Maths leader & Class Teachers £1500 for Maths</p> <p>T & L leader</p> | <p>Writing & Presentation Standards/Expectations to be consistently high and children take pride and care in all areas of their learning.</p> <p>Guided reading sessions to be an enriching experience providing children with opportunities to share, discuss and deepen their understanding of authorial intentions, devices and structures.</p> <ul style="list-style-type: none"> • 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. • 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. Evidence of Classroom Secrets • 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. • 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. • STEM sentences to be part of every Maths lesson to support all children in developing their Maths knowledge. |

INTENT

- Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life.
 - The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
 - The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND

| Objective/ Target | Actions &Target date | Lead person/s | Monitoring/Evaluation/Impact |
|---|--|--|---|
| <p><i>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.</i></p> <p><i>To ensure that all areas of the curriculum are focused upon the knowledge taught and skills learnt and how these skills are transferable across all learning for all children.</i></p> <p><i>To ensure that 'language and vocabulary' attributed to all foundation subjects is progressive and discretely taught across all key stages.</i></p> <p><i>To ensure the curriculum caters for and inspires all children and meets the needs of our pupils with SEND and ensures it is fun, accessible and achievable for all,</i></p> | <p>Undertake focus learning walks throughout each term to monitor standards of teaching.</p> <p>Term 1 – Secure Subject Knowledge & SEN Term 2 – Language and Vocabulary Term 3 – Skills Term 4 - Secure Subject Knowledge & SEN Term 5 – AFL Term 6 – Knowledge and Skills</p> | <p>Teaching and Learning Leader</p> <p>SENCO</p> <p>All team members</p> | <ul style="list-style-type: none"> • 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 develop language and vocabulary attributed to their subject and topic • 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. |



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Behaviour and Attitudes

- The school meets all the criteria for good in behaviour and attitudes securely and consistently.
 - Behaviour and attitudes are exceptional.
 - Pupils behave with consistently high levels of respect for others.
- They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.
 - Pupils consistently have highly positive attitudes and commitment to their education.
 - They are highly motivated and persistent in the face of difficulties.
- Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community.
 - Pupils actively support the wellbeing of other pupils.
- Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education
- The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupil behaviour. Staff make sure that pupils follow appropriate routines.
- Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.
 - There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.
- Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.
 - Pupils have high attendance, come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.
- Fixed-term and internal exclusions are used appropriately. The school reintegrates excluded pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort.
 - Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.

| Target | Actions & Target date | Lead person/s | Monitoring/Evaluation/Impact |
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| <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><i>To continue to embed and use our TRUST values and SMSC jigsaw 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 as well as working together and respecting and understanding how our school, local, national and global communities are interlinked and reliant upon each other..</i></p> | <p>TRUST values to be revisited on Inset Day with all team members. P4C questions planned for and shared with whole team by Head and T&L leader.</p> | <p>Head, T&L Leader and all team members</p> | <ul style="list-style-type: none"> • Our TRUST values have a positive impact upon all stakeholder's behaviours and attitudes and our values are adhered to and discussed as a regular feature of day to day school life through primarily PSHE, SMSC and P4C lessons developing children's own value systems, and showing all qualities on a daily basis both at school and in the wider community. Pupils have a high respect for each other and for the team members who lead them and vice versa.. • Our TRUST values continue to support children in their understanding of the local, national and global communities that are interlinked and reliant and connected upon each other. • Our children make a positive contribution to school and wider life and unkindness is not tolerated or accepted by any stakeholder associated with the school. Children |



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Personal Development

- The school meets all the criteria for good in personal development securely and consistently.
 - Personal development is exceptional.

The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality.

- There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work.
- The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer.
 - The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others.
- The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality.
 - The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.
- The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships.
 - The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.
- The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect.
- The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.
- Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.
- The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.

| Target | Actions & Target date | Lead person/s | Monitoring/Evaluation/Impact |
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| <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 uphold the whole school ethos of 'caring, proud and successful' by all stakeholders who take due care of each other and ensure that personal</p> | <p>Inset Day Sept 19 Review TRUST values and SMSC jigsaw with whole team – ongoing through year</p> <p>Completion of updated Caring, Proud, Successful booklet for each class – End of Term 1</p> | <p>Head to prepare and share powerpoint. To be on the agenda on each TA, staff and leadership meeting.</p> <p>Head to complete compilation of the booklet</p> | <ul style="list-style-type: none"> • To demonstrate and evaluate the school's efforts to develop and promote the personal development of all pupils. Chair of Governor and SIP to meet with group of children to discuss in Term 1 and 5. P4C evidence to demonstrate children's |

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| <p>development is priority for all children. To openly promote and demonstrate the school's TRUST values to help with individual's personal development.</p> <p>Personal development and successes both inside and outside of school to be highly valued, commended and recognised. School environment continues to plan and deliver a wide variety of activities to engage children's interests & passions as well as developing individual talents</p> <p>Extra Curricular activities continue to develop the children's abilities to work together cohesively as classes, but also alongside children in other classes with the oldest children being great role models and citizens of the school for our youngest children.</p> <p>Challenge in all lessons to be the driving force for all children to achieve to the best of their ability.</p> <p>.</p> <p>To use our TRUST value of 'STRENGTH' to continue to explore the need to develop resilience & strength of character. To know right from wrong and act accordingly, knowing and accepting the consequences when doing wrong and learning from it.</p> <p>To truly promote and demonstrate that all beliefs and views are listened to, but not that everyone has to agree with them. To know how to discuss differences and challenge opinions with due respect and consideration.</p> <p>Pupils develop their ability to discuss and debate issues with sensitivity; to be a responsible and respectful citizen.</p> | <p>Share lesson planned for assembly Sept 19. Share P4C sessions planned for Term 1 - Inset day Sept 19</p> <p>TALENT DAY EACH TERM – Talent Show – Easter 2020</p> <p>Share plan of events for the year and share with School Council to add to them Oct 19</p> <p>Revisit expectation of 'challenge' in all lessons for all children – Staff Meeting Sept 19 - Monitoring in Term 2 of what it looks like in English and Maths Term 3- what it looks like across the curriculum?</p> <p>In Monday's assemblies, the theme of Strength and Right from Wrong to be explored through music, art, news and story books.</p> <p>P4C sessions each week to be recorded and differentiated age appropriate sentence openers to be used across school to model spoken word. Lessons planned to explicitly teach differences and how to challenge opinions and beliefs.</p> <p>School debate club to run in Term 4 for Junior Children</p> | <p>Head to share</p> <p>T&L leader to share plans for Term 1</p> <p>Dates to be added to diary and format agreed by teaching team in September staff meeting</p> <p>Monitoring exercises to be added to school diary for staff meetings – each term</p> <p>Assembly record book to be kept showing evidence of how assemblies address these themes-ongoing</p> <p>P4C session for each class to discuss how their beliefs and views are listened to at Cobham – Term 2</p> <p>What it is to be a citizen? Linked to Anti Bullying Week Nov 19 – Change Starts with us! Head and T&L leader to plan</p> <p>Head / English lead to plan and deliver</p> | <p>contributions and opinions during discussions and how the TRUST values are used and related to.</p> <ul style="list-style-type: none"> • Talent Days to provide all children with an opportunity to share a passion, love and talent that they have within or outside of school. • Extensive extra curricular activities to be mapped out and shared with all children. Ideas to be taken to the school council and added to the event list by end of Term 1. Opportunities to work across year groups to be encouraged and promoted. • All children to be challenged in all lessons across the curriculum, extending children's knowledge, skills and talents in all areas of the curriculum. • To use our TRUST values to discuss the values and benefits of democracy, the rule of law, individual liberty, tolerance and respect. Children make good choices day today. • Children to become good listeners as well as being able to articulate their opinions and beliefs with due care and regard for the fact that others will not agree with them - P4C evidence book as well as class observations • Pupils realise their part to play in discussions and that their opinions are as valid as others as well as knowing the behaviours and attitudes that will aid them in becoming a responsible citizen - P4C evidence book as well as class observations |
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Leadership & Management

- The school meets all the criteria for good in leadership and management securely and consistently.
 - Leadership and management are exceptional.
- Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum.
- Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly.
 - Staff consistently report high levels of support for well-being issues.
- Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.
- Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including newly qualified teachers, build and improve over time.
- Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or offrolling.
 - Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services.
 - Engagement opportunities are focused and purposive.
- Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.
 - Leaders protect staff from bullying and harassment.
- Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.
- Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.
- The school has a culture of safeguarding that supports effective arrangements to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils.

| Target | Actions & Target date | Lead person/s | Monitoring/Evaluation/Impact |
|---|--|--|---|
| <p>Leaders and governors to support 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 ensuring that the very best teaching and learning and personal development take place for all.</p> <p>All leaders and governors to support a culture of continuous improvement to be the expectation for all, through sharing of best practice, development of pedagogy and continuous professional development.</p> <p>All stakeholders have a clear vision and understanding of what works well for our children and areas identified for development and how they will be improved with support given where needed for example Guided Reading.</p> <p>Supervision Meetings to take place at least twice during the year to discuss staff well being, support, CPD and areas of success, safeguarding responsibilities and steps towards areas for development.</p> <p>Work load to be realistic and achievable with smart deadlines and time frames given. Structures and routines clearly in place to support all team members to effectively undertake their roles.</p> | <p>Each leader to present to Governors their findings after Foundation Subject Monitoring at Curriculum Governor meetings during the course of the year.</p> <p>Governors to meet with team members to discuss opportunities for improvement, their wellbeing and their effectiveness at each Governor Visit to the school</p> <p>LF, KG and MP to observe Guided reading sessions in Term 1 All team members to observe Challenge in Maths by Term 2</p> <p>By end of Term 1</p> <p>School diary kept up to date – agreed deadlines by all staff. Shared timetable of when tasks are to be completed.</p> | <p>All teachers</p> <p>Governors and team members</p> <p>T&L Leader and Maths leader to be observed.</p> <p>Head and all Team members</p> <p>All team members to use school diary to look ahead at deadlines and events.</p> | <ul style="list-style-type: none"> All team members to feel valued, well supported and able to seek help whenever they may need it in order to ensure that they provide the best learning experiences for every child. All team members to feel part of and make a difference to the school community and know that governors and leaders have everyone's well being & development on their radar. Team to be highly effective in delivering their role to the very best of their ability. All team members to be reflective practitioners and know what works and what does not have impact for individual children in their care. To use people's areas of expertise to learn from and develop their own skills set. All team members to take stock of their achievements and successes/impact and feel that their contributions matter as well as looking to their own areas for development and how best to achieve them with support and CPD opportunities. Team members know that there are realistic time frames for certain tasks, but equally know that they will be supported and time given where possible to complete their tasks to the best of their ability- each FT member of the team will be entitled to a full day PPA. |



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EFFECTIVENESS OF THE EARLY YEARS PROVISION: QUALITY & STANDARDS

- The quality of early years education provided is exceptional.
- The EYFS curriculum provides no limits or barriers to the children’s achievements, regardless of their backgrounds, circumstances or needs. The high ambition it embodies is shared by all staff.
 - The impact of the curriculum on what children know, can remember and do is strong. Children demonstrate this through being deeply engaged and sustaining high levels of concentration. Children, including those from disadvantaged backgrounds, do well. Children with SEND achieve the best possible outcomes.
- Children are highly motivated and are eager to join in. They share and cooperate well, demonstrating high levels of self-control and respect for others. Children consistently keep on trying hard, particularly if they encounter difficulties.

INTENT

- In order to judge whether a school is good or requires improvement, inspectors will use a 'best fit' approach, relying on the professional judgement of the inspection team. Intent
- Leaders adopt or construct a curriculum that is ambitious and designed to give children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life.
- The curriculum is coherently planned and sequenced. It builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning.
- There is a sharp focus on ensuring that children acquire a wide vocabulary, communicate effectively and, in Reception, secure a knowledge of phonics, which gives them the foundations for future learning, especially in preparation for them to become confident and fluent readers.
- The school's approach to teaching early reading and synthetic phonics is systematic and ensures that all children learn to read words and simple sentences accurately by the end of Reception.
- The school has the same academic ambitions for almost all children. For children with particular needs, such as those with SEND, their curriculum is designed to be ambitious and to meet their needs.

IMPLEMENTATION

- Children benefit from meaningful learning across the curriculum.
- Staff are knowledgeable about the areas of learning they teach. They manage the EYFS curriculum and pedagogy in relation to the learning needs of their children. Staff are expert in teaching systematic, synthetic phonics and ensure that children practise their reading from books that match their phonics knowledge.
- Staff present information clearly to children, promoting appropriate discussion about the subject matter being taught. They communicate well to check children's understanding, identify misconceptions and provide clear explanations to improve their learning. In so doing, they respond and adapt their teaching as necessary.
 - Staff read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary.
- Staff are knowledgeable about the teaching of early mathematics. They ensure that children have sufficient practice to be confident in using and understanding numbers. The mathematics curriculum provides a strong basis for more complex learning later on. Over the EYFS, teaching is designed to help children remember long term what they have been taught and to integrate new knowledge into larger concepts. This is checked well by staff and leaders. Leaders understand the limitations of assessment and avoid unnecessary burdens on staff or children.
- Staff create an environment that supports the intent of an ambitious, coherently planned and sequenced curriculum. The resources are chosen to meet the children's needs and promote learning.
- The curriculum and care practices promote and support children's emotional security and development of their character. Leaders and staff are particularly attentive to the youngest children's needs.
- Staff give clear messages to children about why it is important to eat, drink, rest, exercise and be kind to each other. They teach children to take managed risks and challenges as they play and learn, supporting them to be active and develop physically.
- Staff provide information for parents about their children progress, in line with the requirements of the EYFS. They provide information to parents about supporting their child's learning at home, including detail about the school's method of teaching reading and how to help their children learn to read.

IMPACT

- Children develop detailed knowledge and skills across the seven areas of learning in an age-appropriate way. Children develop their vocabulary and use it across the EYFS curriculum. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing speed and fluency.
- Children are ready for the next stage of education, especially Year 1 in school, if applicable. They have the knowledge and skills they need to benefit from what school has to offer when it is time to move on. By the end of Reception, children achieve well, particularly those children with lower starting points.
- By the end of Reception, children have the personal, physical and social skills they need to succeed in the next stage of their education. Most children achieve the early learning goals, particularly in mathematics and literacy.
- Children enjoy, listen attentively and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development. Children develop their vocabulary and understanding of language across the seven areas of learning.
- Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment. They listen intently and respond positively to adults and each other. Children are developing their resilience to setbacks and take pride in their achievements.

- Children are beginning to manage their own feelings and behaviour, understanding how these have an impact on others. They are developing a sense of right from wrong.

| Target | Actions & Target date | Lead person/s | Monitoring/Evaluation/Impact |
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| <p>The EYFS curriculum will nurture, engage, motivate and capture children’s interest and learning. It will challenge all children as well as capture their interests, loves and passions. It will have a high ambition and expectation for every child taking account of their starting points & individual needs.</p> <p>The richness and diversoty of the curriculum will be based upon accurate assessment of children’s learning, interests, backgrounds and development and will be key to our children’s early success and keenness to engage in their learning.</p> <p>The quality of phonic teaching and early maths teaching will be outstanding.</p> <p>The quality of early engagement with parents and the extent to which our youngest children ‘enjoy and engage’ in the first steps of their learning journey will be outstanding experiences.</p> <p>EYFS target for 2019-2020 is that 90% of children will achieve at least a good level of development.</p> <p><i>Learning café to cover a full range of opportunities for parents to learn and then support their children in; Phonics, Forest School, 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 supporting children in developing a positive attitude of themselves as successful learners.</i></p> <p><i>Maths teaching to be outstanding and visual representations using the earliest recommended manipulatives to be utilised to make number concrete for all children.</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</i></p> | <p>Planning scrutiny – Terms 1, 3 and 5</p> <p>Baseline assessments in Term 1 and then Termly assessments throughout the year</p> <p>Phonic observation in Term 1 Maths observation in Term 2</p> <p>Ongoing – Year R Parent Survey</p> <p>Reviewed Termly</p> <p>Termly workshops</p> <p>Termly</p> <p>Formal and informal observations termly</p> <p>Daily in planning and during informal walks through school.</p> | <p>EYFS Leader and whole team</p> <p>EYFS Leader and whole team</p> <p>EYFS Leader and the whole team</p> <p>EYFS Leader and whole team</p> <p>EYFS Leader</p> <p>EYFS Leader</p> <p>EYFS team to collate evidence</p> <p>EYFS leader, Maths leader and whole team</p> | <ul style="list-style-type: none"> • Children to be highly engaged and immersed in their learning from the very earliest days in their journey developing positive attitudes towards school and learning in general. • All areas of the EYFS to be well planned for and provided for as well as including the children’s loves and interests to engage all children in their daily learning. • Early Phonic teaching, interventions and additional support needed to be identified and provided early in Term 1 where needed. • Parents to feel part of the school community and confident in how best to support their children and confident in the learning and relationships that we are developing with their children. • Aspirational target for the end of the EYFS, but this will be reviewed at the end of Term 1. • Parents to have opportunities to learn how best to support their children in a range of areas and how their support is intrinsic to their child’s development and success. • Children (and parents) to take pride in their achievements and develop positive attitudes towards themselves as learners. • Children’s earliest understanding of Maths to be secure and based on visual representation to ensure learning is concrete and a firm foundation. • Both areas to be learning areas of outstanding provision where learning is new, exciting, developmental, exploratory as well as rehearsal, practice and making the new –concrete. Opportunities for talk, oracy, development of |

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| <p><i>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. Children to feel safe and willing to take risks in their own learning.</i></p> | <p>Planning, provision and delivery on a weekly basis</p> | <p>EYFS leader, Maths leader and</p> | <p>relationships and social skills to be well planned for and explored.</p> |
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