



**Cobham Primary School - Caring, Proud, Successful**

School Improvement Plan

2021-2022



## Quality of Education (Intent, Implementation and Impact)

- The quality of education provided is exceptional.
- 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.

**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.

# INTENT

- Leaders 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>1) <b>To ensure the curriculum caters for and inspires all children and meets the needs and interests of our all pupils including those with SEND.</b></p> <p>2) <b>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, reduction of gaps and challenge for all through an engaging and inspiring curriculum.</b></p> <p>3) <b>To ensure that all areas of the curriculum have value and are taught well with a continued focus on knowledge taught and skills learnt with an increasing understanding of how concepts are linked together and built upon.</b></p> <p>4) <b>To ensure that 'language and vocabulary' attributed to all foundation subjects is progressive and discreetly taught across all key stages in all subjects.</b></p>	<p>Provision Maps, Pupil Plans and Planning using differentiation, challenge &amp; skills, knowledge and concepts to clearly demonstrate a commitment to providing SEN pupils with support across the whole curriculum</p> <p>Undertake focus learning walks &amp; book scrutinies throughout each term to monitor standards of teaching.</p> <p>Term 1 –SEN/English/Maths Term 2 – Guided Reading and Phonics &amp; impact of AFL Term 3 – Foundation subjects/ Language and Vocabulary Term 4 – EYFS, SEN &amp; PE Term 5 – English and Maths Term 6 – Knowledge and Skills</p> <p>Weekly plans and children's workbooks/class subject books to demonstrate skills, knowledge and concepts learnt in all subjects.</p> <p>AFL sheets for ALL subjects to have a focus on language and vocabulary attributed to each learning area.</p>	<p>SENCO – Emma Heasman</p> <p>English Lead – Raj Resoda</p> <p>Maths Lead – Emily Joshua</p> <p>T&amp;L Lead – Sarah Rose</p> <p>Release time required to undertake monitoring - HLTA costs</p>	<ul style="list-style-type: none"> <li>• Progression of skills to be carefully monitored and targeted and learning support put in place for SEN and PP children in all areas of learning. <b>Impact to be children who engage with their learning and who make individual progress in line with their peers.</b></li> <li>• Children in all year groups to have a rich and inspiring whole curriculum that engages their learning alongside excellent Maths and English learning. <b>Impact to be that children love learning and can identify links in their learning and how they can use skills learnt in many areas of their learning journey.</b></li> <li>• Teachers to plan using clear differentiation to ensure all cohorts and abilities make expected progress in their learning. <b>Impact to be that all children make expected levels of progress from their starting points. 6+ points</b></li> <li>• 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. <b>Impact to be that at least 30% children meet greater depth/mastery levels in their attainment across Reading, Writing and Maths and all foundation subjects.</b></li> <li>• Teachers to target groups of children who need additional support and interventions. <b>Impact of interventions will be that children's individual needs are identified and met and children make steps in these areas supporting overall success.</b></li> <li>• Children in all year groups to have opportunities to develop language and vocabulary attributed to their subject and topic. <b>Impact to be that all children develop high communication skills both in the written and verbal form.</b></li> <li>• Children to be challenged to develop their knowledge, understanding and skills in all areas of the curriculum. <b>Impact will be that children see the links between their learning experiences, and this supports the cementing of skills, knowledge and concepts.</b></li> </ul>

# 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
<p><b><i>To ensure that phonics and spelling is a priority each day.</i></b></p> <p><b><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></b></p> <p><b><i>Teaching for Mastery programme in Year R, 1 and 2 to support children's early steps in maths and support concrete learning from which to build upon.</i></b></p> <p><b><i>To continue to monitor the quality and impact of STEM sentences from R-6 in Maths.</i></b></p>	<p>English lead to monitor in term 1</p> <p>Undertake maths learning walk - Term 1 &amp; 5</p> <p>Training to be undertaken in Term 1 &amp; Monitoring of planning – Nov 21/ Jan 22/ April 22</p> <p>Book Scrutiny - Vulnerable cohorts &amp; how they benefit from STEM sentences.</p>	<p>English lead and all team members</p> <p>Maths leader &amp; Class Teachers</p> <p>Maths lead and Year R, 1 and 2 team members</p> <p>Maths leader &amp; Class Teachers</p>	<ul style="list-style-type: none"> <li>• A clear and progressive approach in these two areas supporting children's reading and spelling ability. <b>Impact will be children writing more confidently with greater levels of accuracy in their spellings and reading.</b></li> <li>• 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. <b>Impact will be children are more confident and accurate in their mathematical workings.</b></li> <li>• 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, their thought process and make links between concepts. <b>Impact will be that children can see how their learning is linked and can explain fully their workings and reasonings using appropriate models.</b></li> <li>• STEM sentences to be part of every Maths lesson to support all children in developing their Maths knowledge. <b>Impact will be concrete learning of many abstract mathematical concepts as well as understanding methodology and reasoning for certain concepts.</b></li> </ul>

# 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"> <li>• <b>At the end of the EYFS, at least 85% of children achieving expected levels and beyond in 'Prime' and 'Specific' areas of learning. A target of 85% has been set for the number of children to receive a Good Level of Development.</b></li> <li>• <b>At end of KS1 at least 85% of children to achieve an expected levels in Reading, Writing and Maths. At least 30% to achieve an exceeding level of progress in all key areas.</b></li> <li>• <b>At KS2 at least 90% of children to achieve expected levels in Reading, Writing and Maths.</b></li> <li>• <b>90% children to 'pass' the Phonics Test at the end of Year 1 ensuring a confident grasp of their early reading skills. Phonics tracking to be implemented in ALL KS1 year groups.</b></li> <li>• <b>All vulnerable cohorts to make at least expected progress within all key areas of learning.</b></li> <li>• <b>All SEN and PP children to pass the Phonic Test.</b></li> <li>• <b>85% of the children in Year 2 to 'pass' the phonic test.</b></li> </ul>	<p>Baseline assessments and projected targets to be completed by Oct/Nov 21 in EYFS and reviewed in January 22 and April 22.</p> <p>Targets to be set in Oct/Nov 21 by EYFS, KS1 and KS2.</p> <p>Data to be collected termly and analysed – Oct 21, Jan 22, Mar 22 and July 22.</p> <p>Pupil Progress Meetings 4 times during the year – Oct 21, Jan 22, Mar 22 and July 22.</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 &amp; Head</p> <p>Head and Year 2 teacher</p> <p>Head &amp; 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 -where appropriate English &amp; Maths Leader Oct 21, Jan 22, Mar 22 and July 22.</p> <p>Year 1 and Year 2 teacher</p>	<ul style="list-style-type: none"> <li>• Children in the EYFS to be challenged to exceed outcomes &amp; expectations by careful assessing, targeting of learning support and intervention. Higher percentage of children (85%) leading to good levels of development in the 'Prime' and 'Specific' areas. Children's specific needs to be targeted earlier and interventions planned accordingly. <b>Impact will be a great foundation of learning skills and attributes that will make them life-long learners.</b></li> <li>• Children to leave KS1 at expected levels and therefore are well prepared to face the challenges of the KS2 curriculum.</li> <li>• Children to leave KS2 secondary ready and well equipped to flourish and thrive at KS3 and build upon excellent learning at Cobham.</li> <li>• All children to make expected levels of progress in each year group in all key areas with some children exceeding expected levels of progress.</li> <li>• Children to have learnt the vital early steps in their phonics knowledge to become confident and successful readers.</li> <li>• 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, interventions are pertinent and maximum impact can be seen in terms of progress and closing the gap between these children and their peers. <b>Impact will be that all children reach their own personal goals and feel that their levels of success are the best that they could be.</b></li> <li>• Comprehensive tracking of Phonic progress from Reception through KS1 to ensure all SEN &amp; PP children pass the phonic test at the end of Year 1. <b>Impact will be confident, fluent, lifelong readers.</b></li> <li>• To assess gaps, needs and provide intervention for relevant children. <b>Impact to ensure gaps are covered and children develop their reading and writing skills.</b></li> </ul>

## Quality of Education Evaluation December 2021

- 1) We have introduced many new schemes of work across the curriculum. Jigsaw came highly recommended and the whole school were using this scheme by the end of Term 2. In recent learning walks, it was used effectively to work upon 'collaboration and getting along' as well as 'liking oneself and being confident' in who you are. The biggest impact has been children's understanding of mindfulness and well-being with the use of the Jigsaw Chime, which was effectively used in lessons observed. We have also bought into Kapow – again another online resource which has schemes of work for every area, but after an audit with the team, we decided upon Computing, Art and Design and DT being the purchased components. We will be utilising these from Jan 2022 and hope that this will impact upon teacher's confidence increasing in these areas as well as delivery of T&L being excellent. All subject leaders have undertaken monitoring exercises – both observations and capturing pupil voice in each area. The impact of these have been numerous, lessons seen were all at least good with many being outstanding, emphasis on skills and knowledge is incredibly strong, provision and access to the whole curriculum for SEN has been rethought and developed, a real emphasis on language rich and vocabulary rich specific to foundation knowledge and skills and new schemes of work have been seen to be embedded and effective across the school. Our pupil voice captures have given every leader 'food for thought.' Interesting that the view of English is primarily seen as Writing! We need to model more the wealth and diversity of skills and approaches in this subject, to ensure children understand that it is so much more. These monitoring exercises of foundation subjects have happened at the end of Term 2 and a full evaluation of these will be completed in Term 3 – highlighting next steps.
- 2) Phonics has been under review and the school has adopted Little Wandle Phonic scheme and it will be up and running in Jan 22, much earlier than directed by the DFE. All staff have undertaken the training and resources have been purchased. Much time has been given to CPD for the whole team and Phonics and Reading continues to be a focus for our forthcoming Inset days. The impact will be significant upon the children who struggle with reading. The impact upon English is now that we need to align our spellings and teaching of reading across the whole school.
- 3) Our Maths lead undertook lesson observations, book scrutiny and pupil voice captures this term. Her evaluations and areas for development have been shared with governors and the teaching teams, The main impact of this monitoring exercise is how 'manipulatives' are perceived by the children - to be used when you are struggling in maths! Much has been made of how we advocate their use and ensure that they are not just seen as a tool when struggling. An interesting discovery!
- 4) The Teaching for Mastery project has been started in KS1 and the impact has been that children are having great opportunities to deepen and cement their basic number knowledge, giving them a firm foundation in Mathematics. It did feel at first incredibly repetitive, but it did not take long to see the impact upon the children's confidence levels.
- 5) STEM sentences were used well during recent observations and monitoring – these have become truly embedded in everyone's practice. The impact having this as a focus is that they are of better quality and often devised/created alongside the children, which has demonstrated great knowledge.
- 6) At the end of Term 1 – children in the EYFS undertook the Baseline and based on this information 83% of the children have been targeted for a GLD at the end of July 22.
- 7) 97% of Year 2 passed the Phonic screening tests that they missed last year! This is an amazing achievement which demonstrates the impact of daily quality assured phonic sessions as well as catch up sessions has had upon the children's progress in this area. Our target had been 85%.
- 8) Data drops in Term 1 indicate that KS1 and KS2 targets of 85% and 90% are on track.
- 9) SEN and Pupil Premium children are receiving much support and all have made progress – 36% of the 11 PP have achieved expected levels in term 1 and 32% of our 28 SEN children are currently at expected levels in combined Reading, Writing and Maths.

'Notwithstanding all the caveats that currently go with Ofsted judging a school to be outstanding, the school should be arguing for this grade.' Chris Jacobs, School Improvement Advisor - Oct 21

'My child does well at this school.' 98% parents agreed with this statement on the Ofsted Parent Survey, Oct 21 (91 responses out of 158 families)



# Cobham Primary School - Caring, Proud, Successful

## School Improvement Plan

### 2021-2022



## 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 well-being of other pupils.
- Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education.
  - The school has high expectations for pupils' behaviour and conduct.
    - Leaders, staff and pupils create a positive environment in which bullying is not tolerated.
- 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.
  - 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
<p>Pupils are <b>confident</b>, <b>self-assured</b> learners. Their <b>excellent attitudes</b> to learning have a strong, positive impact on their progress. They are <b>proud</b> of their achievements and their school. Pupils discuss and debate issues in a considered way, showing <b>respect</b> for others' ideas and points of views. Pupils understand how education equips them with the behaviours and attitudes necessary for <b>success</b> in life.</p> <p><i>To introduce, promote and embed the use of our new PSHE JIGSAW scheme of work, alongside our own TRUST values and SMSC jigsaw to support children's understanding of our World Values alongside developing an improved understanding of equality for all-gender, race, religion and disability.</i></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>JIGSAW scheme of work to be a whole school initiative and support and enhance our existing excellent practice in this area.</p> <p>Staff Meeting in each term, Assembly introducing each theme for each term.</p> <p>Online Safety Day – Feb 22 Parent Workshop – Jan 22</p> <p>Assemblies on going through the year</p>	<p>Head, T&amp;L Leader and all team members</p> <p>Computing Lead – Online Safety Day</p>	<ul style="list-style-type: none"> <li>• Our new JIGSAW scheme has 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. <b>Thus, the impact will be that pupils have a high respect for each other and for the team members who lead them and vice versa.</b></li> <li>• 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 and <b>impacting upon their self-worth, esteem and empathy and relationships with others.</b></li> <li>• Children know how to keep themselves safe online as well as a knowledge of age-appropriate dangers and who to turn to if needed. <b>Impact is that less children find themselves vulnerable online and know what to do/how to react in these circumstances.</b></li> </ul>

## Behaviour & Attitudes Evaluation December 2021

- 1) Children's attitudes and behaviours have been incredibly positive this year. We are extremely proud of our children. It has been a great first two terms. Children have loved the new Jigsaw PSHE scheme and loved their class pieces of the jigsaw names as well as their Jerry the cats! They have loved learning and singing the songs alongside the two themes so far – Being Me in the World (Term 1) and Celebrating Difference (Term 2). Having observed recently PSHE, the scheme links beautifully to our Trust Values and rays of the lighthouse, which are always explored and identified as key skills in these lessons.
- 2) Our Anti Bullying Week in November was a fantastic week and the theme of 'One Kind Word'. Sat nicely again with our rays of the lighthouse – the teaching & learning lead and PSHE lead planned an array of activities for the children to tackle – all making the same point. Just one look at the displays in all the classrooms demonstrates the impact of this week.
- 3) We introduced a friendship club late September in Years 1, 2, 3 and 4 as after the summer holiday, in the initial first weeks of school, some children found it hard to reform old friendships. With greater understanding and reflection, it appears that Covid has clearly had an impact on friendships as new ones had been forged during key worker months and many children had not seen each other over the summer. Our play leader from Premier Sports has worked with 16 children in the last term – children who have struggled alongside friends who they wish to reforge friendships with, as well as new friendships. This will continue in 2022.
- 4) Black History 365 week was well planned and prepared by our History and Geography lead and in fact the content and aspirations of the work planned were so good that the team want to use the information throughout the year, thus its name. The children loved learning about black people throughout history, both in the past and more recently that have made a difference to world, our views and our different cultures and beliefs.
- 5) Job assemblies was reintroduced and parents with interesting jobs that challenge stereotypes have been planned and delivered with more in the future. From engineers, hairdressers, space projects, Google, business owners and a Makaton signer have all been welcomed or planned to visit the school.
- 6) Internet safety as well as keeping yourself safe day to day continues to be of paramount importance at Cobham. Children have benefited from our Computing lead's assemblies throughout the last two terms as well as a recent assembly on Childline. Time to Talk sessions in Term 1 were doubled as many children returned to school with levels of anxiety and they all benefited enormously from 6 weekly sessions with our trained counsellor.
- 7) We have recruited a play leader for two children who we felt would benefit and their attitudes and application to learning have seen a significant improvement.
- 8) The children have benefited enormously from the plethora of enrichment activities that they have participated in from Quidditch, to Bounce, Glow in the Dark Dodgeball, Dance, Indian Dance, Diya Lamp making, Indian Drumming and many more. Attendance has been high and way above national average. At the end of term 1, attendance was 96.3%. Term 2 was 94.8 making a cumulative over the two terms of 95.5% which is much higher than the national average.
- 9) Pupil voice has been captured in all areas of the curriculum and comments about school in general and specifically pertinent to individual subjects has been positive. These will be shared with Governors at the next Quality of Education committee meeting.

**'The school's TRUST values (Tolerance, Strength, Unity, Respect, Truth) are threaded through the fabric of the school and it is clear they fully inform the quality of relationships within it. Adults and children treat each other with kindness and respect and the atmosphere around the school is such that children feel safe, happy and ready to learn.'**

**Chris Jacobs, School Improvement Advisor - Oct 21**

**'The school makes sure that its pupils behave well.' 100% parents agreed with this statement on the Ofsted Parent Survey, Oct 21 (91 responses out of 158 families)**



<p><b>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 &amp; passions as well as developing individual talents, Use of new Jigsaw PSHE scheme of work to promote success, well-being and talents.</b></p> <p><b>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.</b></p> <p><b>Challenge in all lessons to be the driving force for all children to achieve to the best of their ability.</b></p> <p><b>Pupils develop their ability to discuss and debate issues with sensitivity; to be a responsible and respectful citizen.</b></p> <p><b>To actively promote positive well-being and mental health for all stakeholders associated with Cobham and ensure that both adults and children understand how to develop their own well-being and thrive emotionally displaying resilience and strength in adverse situations.</b></p>	<p>Talent Show – Easter 2022</p> <p>Share plan of events for the year and share with School Council to add their views by late Oct 21</p> <p>Revisit expectation of 'challenge' in all lessons for all children – Staff Meeting Sept 21 - Monitoring in Term 2 of what it looks like in English and Maths Term 3- what it looks like across the curriculum?</p> <p>Debate Day – each term</p>	<p>Dates to be added to diary and format agreed by teaching team in September staff meeting</p> <p>Head / English lead to plan and deliver</p> <p>One kind word anti bullying week theme? Linked to Equality Week November 2021 Head and T&amp;L leader to plan</p>	<ul style="list-style-type: none"> <li>• Talent Days in Term 2, 4 and 6 in each class to provide all children with an opportunity to share a passion, love and talent that they have within or outside of school. <b>Impact will be that all children will feel proud of their own gifts and talents whilst appreciating others.</b></li> <li>• 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. <b>Impact will be a balance between the core curriculum and the broad and wider curriculum ensuring that there is something of interest and captures every child.</b></li> <li>• All children to be challenged in all lessons across the curriculum, extending children's knowledge, skills and talents in all areas of the curriculum. <b>Impact will be reflective, developing thinkers who like to and ask to be challenged and have no fear of facing problems.</b></li> <li>• To use our TRUST values to discuss the values and benefits of democracy, the rule of law, individual liberty, tolerance and respect. <b>Impact will be that children make good choices day to day in all aspects of life and know right from wrong, freedom to voice their thoughts and feelings in a considered and mindful fashion.</b></li> <li>• Children know how to recognise and look after their own sense of well-being. To recognise emotions and feelings and have strategies to deal with times of anxiety and worry. To know who to talk to in order to seek help and advice. <b>Impact will be a strong positive attitude to their own mental health and a knowledge of how it can be looked after as well as their part to play in the mental health of others.</b></li> </ul>
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## Personal Development Evaluation December 2021

- 1) Both the Chair of Governors and the Vice Chair of Governors met with groups of children during their monitoring day to discuss the school's vision and values underpinned by the TRUST values. I am delighted to say that children were able to verbalise and give examples of how and why they were important to us as a school. See monitoring reports!
- 2) Each class has taken on a school community responsibility! Year 5 wrote to the Head and demanded new recycling bins as well as a new compost bin and they have taken on the collection and disposal of such items. Year 3 are litter- picking the site and leaf collection at this time of year!
- 3) Talent Day in Nov 21 across the school celebrated the children's many gifts and talents both in and out of school and these were shared within each class. It was so well received that we will hopefully be able to do this again in Term 4.
- 4) After school clubs have been incredibly well attended. From Kick boxing, to Dance, to Performing Arts, to Gymnastics, Dodgeball, STEM Computing for Girls to Fizz, Pop, Bang (Science). A Spanish Club for Reception has also been part of our enrichment opportunities.
- 5) Mental health and Well-being is tackled in the first instance through the PSHE Jigsaw lessons, through assemblies (careful selection of books), the use of our TRUST values (Strength) on a daily basis, as well as the amazing range of sporting and creative opportunities that the children have had since September. Children are very aware of how physical health is linked to mental health. Roots to Food worked alongside our junior children back in October where the message most certainly was that 'you are what you eat.' The children made the most delicious healthy meals! Although Tolerance is our overarching TRUST theme for the year, Strength and its link to Mental Health and Well-being will always be on our agenda.
- 6) Through our carefully chosen English texts, to our P4C questions, to the debates and speaking and listening opportunities throughout the school our children are developing their ability to debate issues with sensitivity. Our set texts tackle a whole range of themes from loss, grief, the effects of war, disability, bullying, friendships and displacement of people across the world. These texts have been recently reviewed to ensure that every book makes a difference to the children's understanding of the world beyond Cobham.
- 7) In December Dr Crowther organised KRAN (Kent Refugee Action Network) to visit school with 3 of their young ambassadors. They spoke in assembly, as well as meeting with Year 5 afterwards and their stories were utterly moving. Our children were asked to bring a teddy to school on this day with a monetary donation for the charity. Meeting the 3 ambassadors and hearing their stories of survival certainly proved to our children their own cultural capital.
- 8) Our children make great choices in their behaviours and words. They are allowed to make mistakes as long as they are seen to then alter or amend their behaviours and attitudes – we are proud of the personal development of every individual child.

'In addition to a broad and balance curriculum, the school has a very strong focus on wellbeing and invests resource into support positive mental health. As part of this provision, the school employs a counsellor, a play therapist and makes full use of Early Help provision.'

'The focus on cultural capital is impressive.' Chris Jacobs, School Improvement Advisor - Oct 21

'My child is happy at school' and 'The school supports my child's wider development.' 99% parents agreed with these statements on the Ofsted Parent Survey, Oct 21( 91 responses out of 158 families)



# Cobham Primary School

**Caring, Proud, Successful**

## School Improvement Plan

2021-2022



## 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 off rolling.
  - 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><b>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.</b></p>	<p>Each leader to present to Governors their subject action plans &amp; findings after Foundation Subject Monitoring at Governor Quality of Education meetings during the course of the year.</p>	<p>All teachers</p>	<ul style="list-style-type: none"> <li>• 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. <b>Impact is a highly effective team who are able to fulfil their duties to the highest possible standard.</b></li> </ul>

<p><b>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.</b></p> <p><b>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.</b></p> <p><b>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.</b></p> <p><b>Workload 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.</b></p> <p><b>All new team members to have a positive induction and to feel fully supported in their roles. To support in the building and forging of new teams as well as bringing the whole team back together after covid restrictions.</b></p>	<p>Governors to meet with team members to discuss opportunities for improvement, their well-being and their effectiveness at each Governor Visit to the school</p> <p>Guided reading sessions in Term 1 All team members to observe Challenge in Maths by Term 2</p> <p>By end of Term 1 &amp; 5</p> <p>School diary kept up to date – agreed deadlines by all staff. Shared timetable of when tasks are to be completed.</p> <p>Inset Days to have elements of team building throughout the year. Regular face to face team meetings and leadership meetings. Supervision meetings at the end of Term 1</p>	<p>Governors and team members</p> <p>T&amp;L Leader and Maths leader to be observed.</p> <p>Head and all Team members plus governors</p> <p>All team members to use school diary to look ahead at deadlines and events.</p> <p>All team members to actively support new members of the team and each other across year group.</p>	<ul style="list-style-type: none"> <li>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 &amp; development on their radar. Team to be highly effective in delivering their role to the very best of their ability. <b>Impact will be a forward-thinking team who looks for a continual drive for school improvement, improving and refining experiences and learning opportunities.</b></li> <li>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. <b>Impact will be a team strong in all areas of the curriculum, sharing and learning from each other for the benefit of all the children.</b></li> <li>All team members to take stock of their achievements and successes. <b>Impact will be that they know 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.</b></li> <li>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 provided with a full day PPA each week. <b>Impact will be teachers will know that they are valued as well as knowing that the role is achievable to a high standard.</b></li> <li>Team members to ask for support when needed. Team members to share excellent practice for the benefit of all. <b>Impact will be that team members to feel supported and happy to teach at Cobham.</b></li> </ul>
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## Leadership & Management Evaluation December 2021

- 1) All Governors have undertaken a monitoring visit in the area /subject that they scrutinise. They have met with the relevant members of the team to partake in information sharing, as well as observing in classrooms and meeting with children. Team members have been keen to share their plans, actions and impact upon their areas of leadership and governors have been impressed with their findings whilst asking further questions to deepen knowledge and challenge us further.
- 2) CPD opportunities over the last 2 terms has been incredibly powerful from governors to teachers to teaching assistants. The team should feel confident in each of their roles, have been able to share best practice and areas have been developed over the last two terms. Our CPD package with National College has supported all subject leads to get to grips with deepening subject knowledge and skills across their area of responsibility. The whole team have undertaken Phonic training in readiness for the whole school move to Little Wandle Phonics Scheme in Jan 22. TAs have undertaken Autism Training, Mental health and Well-being Training, SEND training and are all due to undertake Colour Semantics Training in Term 3.
- 3) Inset Day in September along with supervision and performance management reviews and target meetings were held in Sept 21 ensuring that everyone had a collegiate view of the school's areas for development and vision for the forthcoming year. Safeguarding responsibilities as always have been taken seriously and everyone is well informed in KCSIE 2021 and the Prevent Duty.
- 4) Workload in this job is always high but where leadership can provide time for team members to undertake tasks, research and training, it is given. Every teacher has above their actual time amounts for PPA, with all full – time teachers receiving a whole day PPA and job shares having time together to plan, assess and reflect on their impact as well as their own PPA entitlement.
- 5) New team members had a great start to Cobham and I am incredibly proud of how they are fulfilling their roles and responsibilities. They have been a great addition to an already great team.
- 6) Governors have taken on board a plethora of training across the full range of their responsibilities in the last two terms. This has undoubtedly impacted upon and informed their monitoring visits as they have proven challenging, pertinent and insightful with questions of reflection to be answered.
- 7) Induction for new Governors has also taken place – 2 new governors were welcomed to the board and they have completed all safeguarding duties/training required of them.
- 8) Governors have really challenged the leadership's thinking and has often supported a greater clarity of vision when we have been entrenched in procedural duties!

'There is a high emphasis on professional development and this helps to ensure practice is up to date and personalised. All subject leaders access the National College. Staff are valued and their work life balance is taken into account when making organisational decisions. For example, all teachers receive double their PPA entitlement. On a tour of the school, the impact of initiatives such as this was clearly evident. Staff seemed enthusiastic, happy and energised. These are key qualities if children are to consistently receive a high quality education.'

Chris Jacobs, School Improvement Advisor - Oct 21

'I would recommend this school to another parent.' 99% parents agreed with this statement on the Ofsted Parent Survey, Oct 21

(91 responses out of 158 families)



**Cobham Primary School**  
 Caring, Proud, Successful  
 School Improvement Plan  
 2021-2022



## 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.
- 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.
  - Children have a good understanding of oral health, eating healthily and the importance of exercise.

Target	Actions & Target date	Lead person/s	Monitoring/Evaluation/Impact
<p>The EYFS curriculum will <b>nurture, engage, motivate and capture</b> 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 &amp; individual needs.</p> <p>The <b>richness and diversity</b> of the curriculum will be based upon <b>accurate assessment</b> 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 <b>phonic teaching</b> and <b>early maths</b> teaching will be outstanding.</p>	<p>Planning scrutiny – Terms 1, 3 and 5</p> <p>Baseline assessments in Term 1 and in terms 2, 4 and 6.</p> <p>Phonic observation in Term 1 Maths observation in Term 2</p>	<p>EYFS teacher and whole team</p> <p>EYFS teacher and whole team</p> <p>EYFS teacher and the whole team</p>	<ul style="list-style-type: none"> <li>• <b>Impact will be that 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.</b></li> <li>• <b>Impact will be that 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.</b></li> <li>• <b>New Reception Baseline introduced in September 2021 to be completed in first 6 weeks of the children starting school.</b></li> <li>• <b>Early Phonic teaching, interventions and additional support needed to be identified and provided early in</b></li> </ul>

<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>Parental engagement</p> <ul style="list-style-type: none"> <li>- Phonic, Maths and writing workshops</li> <li>- WOW Slips</li> <li>- Termly Stay &amp; Play where/if possible</li> <li>- Shared Tapestry Learning Journal</li> <li>- Parent Surveys</li> </ul> <p>EYFS target for 2021 - 2022 is that 85% of children will achieve at least a good level of development.</p> <p>The new EYFS framework to be introduced in September 2021. The use of non-statutory guidance from Development Matters to be implemented into the EYFS curriculum covering new areas of learning where needed.</p> <p>With the new EYFS curriculum the 'exceeding bracket' has been removed, the challenge for all children, especially those more able needs to be even more explicit and next steps to be carefully planned for to ensure we are supporting all ability levels.</p> <p>The use of 'Curiosity Cube / Small World' bags to hook children, encourage verbal storytelling, children telling their own narrative and a good understanding of how a good story is made. Encouragement for children to move towards written story writing in term 5 and 6, if not before.</p> <p>White Rose Maths – this was changed to the new curriculum last year, however from using for a year there still needs to be opportunity for shape, space and measure in the continuous provision, as well as an earlier focus on introducing 'teen number' and combining, subtracting amounts.</p> <p>To develop a data collection format to show progress of children using the new curriculum and outcomes. Look at new expectations throughout the year, as well as expectations for the end of the year.</p>	<p>Ongoing – Year R Termly Workshops</p> <p>Reviewed Termly</p> <p>September 2021 and reviewed termly to ensure curriculum coverage</p> <p>Weekly</p> <p>Weekly/termly</p> <p>Weekly</p> <p>Prior to data collection</p>	<p>EYFS Leader and whole team</p> <p>EYFS Leader/teacher</p> <p>EYFS Lead/teacher and whole team</p> <p>EYFS teacher and EYFS team.</p> <p>EYFS teacher and EYFS team</p> <p>EYFS teacher / Whole team</p> <p>EYFS Leader/ICT Leader</p>	<p>Term 2 where needed. Impact will be that children receive the support needed in their early stages of the learning journey, thus reducing the gap.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Target based on knowledge of the children we have joining our cohort. This will be reviewed in term 1.</li> <li>• Children to achieve a good level of development at the end of EYFS. All staff to have a good understanding of the new curriculum and expectations.</li> <li>• Challenge through provision and well throughout learning/activities. Impact will be that staff have a good understanding of children's next steps to be able to move children on in the moment. As well as add to provision to support the children's ability.</li> <li>• A range of resources set up for the children to encourage speaking and listening, story narrative, retelling of stories, role play, imagination. This could then lead to detailed writing / mark making.</li> <li>• Children to have a good understanding of shape, space and measure and be able to use appropriately vocabulary to support this. Continuous provision to be supported to help this. Impact will be better quality of teaching and renewed focus in this area ensuring children grasp the skills and knowledge in this aspect of maths. Adults in the class to understand the children's next steps and move on where needed.</li> <li>• To enable to show progress to senior leaders and track progress look into ways of how we will record this, highlight children who are not making individual expected progress and what this will look like using the next curriculum.</li> </ul>
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## Effectiveness of the EYFS Evaluation December 2021

- 1) Our new Reception children settled incredibly well in September and despite our assumptions of the impact of the pandemic upon them, they are confident children who are keen to learn. They seem to love school. On a recent open day tour, they were asked 'what do you love about school?' The response was school dinners and friends! Job done!
- 2) Reception class have had a flying start with their Phonic teaching and acquisition and now as we move to the implementation of Little Wandle, discussion have been had about how changes will be successfully made. The training undertaken and the time to sort and plan resources has been time well spent as we prepare to start earlier than the DFE guidance.
- 3) The Maths Mastery Project has had significant benefits to the whole class in Year R – we are finding that the learning is at a much slower pace of coverage and the children are emerging in their basic number knowledge for longer, offering them the opportunity to be really secure in number before moving on. The impact should be a bridging between any gaps as the children move through the year.
- 4) Baseline assessment was completed and the results helped to inform target for the end of the year as well as identify key areas of learning that needed a focus. It also highlighted children who needed interventions and support very early on in their learning journey!
- 5) Early engagement with parents has been crucial to ensuring that the children are happy and the parents are kept well informed with a fortnightly newsletter. This allows parents to know what the children are learning and how best they can support them. Another picnic in the early start of the year allowed parents to see the children's learning areas and for children to share their learning. Tapestry has proven a great tool to demonstrate to families what & how the children learn. A phonic workshop was also very well attended in October by the parents.
- 6) Target of Good Level of Development (GLD) is still 83% but as the year progresses we hope to increase this figure slightly.
- 7) The new EYFS curriculum/framework has been studied and additions have been planned for within the plans for the year and where best to make changes so that they are relevant and pertinent to the children's knowledge and experiences.
- 8) Although the 'exceeding' assessment has been removed, children are being challenged through small group focus to ensure that they all reach their full potential.
- 9) New data drop formats have been designed to show children's progress in all 16 areas term on term! Tracking is on a termly basis and pupil progress meetings

With regards to phonics, a decision has been taken to purchase a validated SSP programme and this fidelity to one scheme will ensure all children get a strong start in reading.

Chris Jacobs, School Improvement Advisor - Oct 21

'My child feels safe at school.' 100% parents agreed with this statements on the Ofsted Parent Survey, Oct 21 (91 responses out of 158 families)