

# COBHAM PRIMARY SCHOOL

## SEF

SCHOOL		DATE: 6 <sup>th</sup> July 2022	
	SECTIONS	SUMMARY EVALUATION	
1	INTRODUCTION	<p>School context.</p> <p>Heavily oversubscribed school with 218 children on roll - 11.9% SEN and 1.4% with an ECHP (3 children) 2.3% with EAL</p> <p>2022</p> <p>EYFS 84% GLD (2021 71% GLD) 74% Phonic Test Passes (2021 83%) KS1 90% expected+ in all 3 areas (2021 77%) KS2 91% expected+ in all 3 areas (2021 75%)</p> <p>Low staff turnover, however significant numbers of the team on maternity leave over the last 3 years. Low deprivation index.</p> <p>Attendance is high with current figures at 95.6% - whole school FSM-93% PP 94% SEN 96%</p>	
2	PROGRESS IN PREVIOUS INSPECTION KEY ISSUES	Key issues	Progress
		<p><i>Increase the amount of consistently outstanding teaching even further through coaching and mentoring between staff.</i></p> <p><i>Build on the strong start already made in developing the impact of leaders new to the senior leadership team so they extend their influence and impact</i></p>	<p>In the year 21-22 100% of lessons were at least good with 50% outstanding during formal performance management observations in Jan/Feb 2022</p> <p>Teams were paired up and worked along side each to support in personal areas for development alongside SIP areas for improvement. After performance management observations, team members again paired up to observe strengths across the team to develop &amp; share own practice in maths and English primarily.</p> <p>Leadership team continue to both lead and support change within their designated leadership role. Many are now well established in their leadership roles and have been able to influence upon real change in their roles and sustain their impact by continuously reviewing and analysing their key areas of responsibility. Handovers for maternity purposes this year have been very effective!</p>
3	<p>AREAS FOR WHOLE SCHOOL DEVELOPMENT</p> <p>From data (including attendance)</p> <p>What are headlines in school plan.</p>	<p>1) 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.</p> <p>2) To ensure that all areas of the curriculum have high value and are taught well with a continued focus on knowledge taught and skills learnt with an understanding that a 'catch up' outlook will be essential to reduce gaps in children's learning.</p> <p>3) Challenge in all lessons to be the driving force for all children to achieve to the best of their ability in all areas of learning. Maths Mastery and Challenge Project in KS1.</p>	
4	<p>QUALITY OF EDUCATION</p> <p>Intent, implementation and impact of the curriculum</p> <p>In strengths record IMPACT!</p>	Strengths and Judgement	1
		<p>Intent:</p> <p>a) Leaders have constructed 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 by quality first teaching and support for all, taking into consideration individual needs and preferred learning styles where possible.</p> <p>b) The curriculum is successfully adapted to be ambitious and meet the needs of pupils with SEND with subject knowledge and skills map for each year group used to ensure focus is on how we learn as well as what we learn.</p>	<p>Areas for Development</p> <p>1) Leaders to undertake book scrutiny exercises to assess children's use and levels of confidence of skills, knowledge and vocabulary and how successfully children are accessing AFL opportunities. (Dec 2022)</p> <p>2) SEN leader to observe all SEN children in both core and foundation subjects to ensure</p>

		<p>c) Children will be able to read confidently and for meaning. They will also be able to write in a range of genre confidently, be able to articulate their views and opinions both verbally and in writing across a far ranging curriculum, They will enjoy/love the wealth and diversity of the curriculum which will ensure maximum involvement, engagement and progress.</p> <p>d) Provision for SEN across the school in all subjects is strong. We have worked hard this year to look at strategies that can be used to aid independency and give full access to all learning areas.</p>	<p>access and provision to whole curriculum is viable for all SEND children. (Dec 2022)</p> <p>3) SEN leader to observe a variety of interventions experienced by SEND children and assess impact upon children's engagement and progress. (Oct 22)</p>																												
		<p><b>Implementation:</b>          .Massive focus on reading all year– additional guided reading sessions as well as additional phonic sessions in Year R, 1, 2 and 3. PIRA tests and TA assessments to support judgements at the end of Term 1.Little Wandle purchased/all staff trained in and at least 3 sessions a week in Years R, 1, and 2 by the start of term 4 were in place pooling all TAs across the school who underwent extensive training!</p> <p>a) All subject leaders observed and monitored their subjects and provided feedback to all team members each old term</p> <p>b) Pupil surveys were undertaken by all subject leads and views have been shared with team.</p> <p>c) Subject skills and knowledge maps reviewed and shared regularly to support writing of LOs</p> <p>d) Assessments in foundation subjects have been scrutinised to determine areas of strength and areas of weakness in terms of progress and confidence in assessing.</p> <p>e) Supervision and Performance Management Process were successful in identifying further CPD and support where needed.</p>	<p>1) Observations in Phonic Teaching to take place at the end of Term 1 (Oct 2022)</p> <p>2) Skills and knowledge maps to be regularly shared/reassessed at staff meetings throughout the year in terms of appropriateness.</p> <p>3) New vocabulary subject specific lists to be devised for each foundation subject alongside key concepts in each subject.</p> <p>4) Foundation subject assessment data drops over the course of the whole year to inform which subject areas need greater levels of confidence in assessing. Subject leads to support team members. (Whole year analysis of 2021-2022 to be completed in September 22)</p>																												
		<p><b>Impact:</b></p> <table border="1" data-bbox="472 1099 1070 1238"> <thead> <tr> <th></th> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> </tr> </thead> <tbody> <tr> <td>Read</td> <td>71%</td> <td>100%</td> <td>81%</td> <td>94%</td> <td>85%</td> <td>91%</td> </tr> <tr> <td>Writing</td> <td>74%</td> <td>93%</td> <td>75%</td> <td>87%</td> <td>81%</td> <td>100%</td> </tr> <tr> <td>Maths</td> <td>74%</td> <td>90%</td> <td>72%</td> <td>91%</td> <td>78%</td> <td>91%</td> </tr> </tbody> </table> <p><i>97% pupils agreed that 'I am challenged in most lessons.' Feb 22</i></p> <p><i>96% of parents agreed that 'My child does well at this school.' Parent View, Feb 22</i></p> <p><i>Updated/Reviewed subject skill and knowledge maps have refined LOs provided to children in all foundation subjects on a daily basis. Children when asked by the subject leads to distinguish between the two aspects of their learning, were able to do so. AFL questions have been updated to cover both skills and knowledge assessment. 80- 90% children completing them on a daily basis. This is another area for improvement in 22-23</i></p>		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Read	71%	100%	81%	94%	85%	91%	Writing	74%	93%	75%	87%	81%	100%	Maths	74%	90%	72%	91%	78%	91%	<p>1) Gaps in Maths have been identified through assessments-time, measurement and shape and space are all areas that due to infrequency of coverage are concepts in most classes that need revisiting/recapping in early work and starters for maths lessons from Sept 22.</p> <p>2) The use of NF texts as well as texts displaying greater levels of diversity to be planned for and used more frequently during the year. English lead to update book lists and provide suggestions.</p> <p>3) Teaching of Phonics and Readers Theatre sessions to be monitored at the end of Term 1 Oct 22.</p>
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5	<p><b>BEHAVIOUR &amp; ATTITUDES</b>          behaviour, conduct, attitudes to learning and attendance</p>	<p><b>Strengths and Judgement</b></p> <p>Ofsted Parent View Feb 22 (96 parents)</p> <p>100% of our parents think that school makes sure its pupils behave well.</p> <p>99% agreed that their children are happy in school.</p> <p>98% of parents think that the school has high expectations of the children.</p> <p>Pupil Survey 2022</p> <p>100% of children like coming to school most of the time</p> <p>Staff Survey 2020</p> <p>100% of the team think the children behaviour is at least good.</p> <p>100% of the team think that leaders support staff well in managing behaviours.</p>	<p><b>Areas for Development</b></p> <p>1) All stories shared in whole school/class assemblies to be linked to diversity and TRUST values and mental well-being. Stories to be shared with all teams to be revisited as part of P4C and PSHE lessons where they fit.</p> <p>2) Continue to raise profile of SMSC in all lessons and make explicit</p>																												

		100% of the team have the view that the school deals with any cases of bullying of pupils effectively.	links and use as AFL tasks where possible.
		Exclusions None	3) Adopt successfully new Jigsaw (PSHE and RSE curriculum by end of July 22)
		Since September 21, the children's attitudes and behaviours have been excellent. Again since September 21, children talk of 'loving seeing their siblings and spending more time across classes.' They love some of the new routines and have adapted to life and learning back at Cobham with due care and supreme levels of effort. Relationships between each other as well as with their new team members have been positively formed and we have worked hard on children's mental health and well-being and will continue to make it a priority in the first two terms of this new academic year. Double the numbers of Time 2 Talk sessions and play therapy were offered in terms 5 and 6 to ensure all children have outlets for their worries and anxieties.	
		Attitudes and learning within the classrooms have been exemplary. Calm, purposeful and focused on areas for development/ challenges loved and a determination to be the best that they can be.	
		Attendance 2021-2022 - 95.6% FSM-93% PP 94% SEN 96%	1) To maintain these figures across the academic year to ensure maximum impact on progress levels for all children.

<b>PERSONAL DEVELOPMENT</b>			
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<b>6</b>	<b>PERSONAL DEVELOPMENT</b> character development, including resilience, independence, life in modern Britain, active citizens	<b>Strengths and Judgement</b>	<b>1</b>	<b>Areas for Development</b>
		<ol style="list-style-type: none"> <li>1) 70% of the children in 2021-22 had access and participated in an after school club between Sept 21 and July 22.</li> <li>2) Terms 1-5 were dominated by 'Catch Up Clubs' with over 85 + children having participated in a 6 week programme during these terms. Clubs are now back up and running more effectively and currently dance, dodgeball, choir, performing arts are all on offer.</li> <li>3) Much of our amazing Sports Week in June 22 was linked to resilience and developing leadership qualities. 2 GB athletes visited the classes too and led incredibly powerful assemblies, as well as great sporting activities linked to their sporting achievements. Whole school participated in Bush Challenge for the day and team work was the order of the day!</li> <li>4) 3 residential trips took place! All amazing experiences for the children and all developed their independence, resilience and team building skills!</li> <li>5) Class responsibilities became a huge undertaking and each class, each Friday does something to support the school community and environment.</li> </ol>		<ol style="list-style-type: none"> <li>1) Clubs to continue to be diverse and enrich the curriculum, based on school councils wishes and requests.</li> <li>2) More school trips linked to children's learning for next year!</li> <li>3) Classes to choose own charity to raise funds for by the end of the school year.</li> <li>4) Mental health and nurture to continue to be a focus in 22-23</li> </ol>
		<ol style="list-style-type: none"> <li>1) Through our rigorous PSHE, PE and RSE curriculum, we work hard to ensure that our children understand the importance of their own physical and mental health. From September 21 all our our Key TRUST values have been shared in every assembly across the school as we wished to refocus on all of them as the children returned to what was going to hopefully be a full school year!</li> <li>2) Every year group looks at and teaches age appropriate lessons on 'keeping safe online' and Mr Burns (Computing lead) led whole school zoom assemblies on this topic as well as leading Safer Internet Day Feb 22.</li> <li>3) Premier Sports lead PE across all classes for half the curriculum time and children love these sessions and participate enthusiastically. 95% of the children stated that 'my school encourages me to look after</li> </ol>		<ol style="list-style-type: none"> <li>1) To ensure that the team are fully conversant with their new year group's Jigsaw /RSE curriculum. Leader to provide training/information to all team members. Team to make adjustments to planning and resources used. Old teams to provide support to new teams as to what worked well and what they might do differently.</li> <li>2) Keeping Safe Online to be a week long project around Safer Internet Day in Feb 23- to be planned by Computing Lead.</li> </ol>

		<p>my physical health.' 89% of the children stated that 'my school encourages me to look after my emotional and mental health.' Feb 2022.</p> <p>4) We have doubled our number of counselling sessions for children since September and these sessions have had a significant impact on children's well-being.</p>		
		<ol style="list-style-type: none"> <li>1) Our TRUST values truly promote 'World Values' not just British Values and they are used on a daily basis to promote what is important in terms of whole character development.</li> <li>2) Tolerance, Respect, Unity, Strength and Truth are terms that all children know and understand and they are used in all lessons to develop the children's sense of self, integrity and knowledge and understanding of the world at large.</li> <li>3) Reception Class experience their very own TRUST week each January, led by the head, which is a series of daily workshops based on each theme to introduce the vocabulary and explain its relevance and importance to them.</li> <li>4) Collective gatherings via zoom through the year both as classes and as whole school allow us to focus on our TRUST values on a weekly basis as well as through English lessons, PSHE, P4C and RSE lessons. It has been wonderful to have whole school assemblies back on the timetable! LOVE IT!</li> <li>5) Our own privileges and cultural capital are regularly explored (age appropriately) through a variety of means and last year in English we reviewed the texts used and introduced new texts to be studied, exploring diversity and equality. At the start of this year, a team meeting on Cultural Capital through all subjects took place and curriculum maps, skills maps and changes in topics were all discussed to ensure a richer and broader curriculum ensuring children are fully aware of the diverse and changing world round them.</li> <li>6) Since September 2021, many school assemblies focused on sharing our similarities and differences and celebrating them both equally. Since September 21 assemblies have been linked to the new Jigsaw PSHE scheme and our TRUST values. We have also had visits from parents who have shared their interesting job roles! Children have loved both the new scheme and the visits from their parents!</li> </ol>		<ol style="list-style-type: none"> <li>1) All assemblies to be linked to our TRUST values as well as our own cultural capital and how it gives us views and opinions on the world that sometimes need altering/changing and challenging.</li> <li>2) Workshops to be led in Reception Class in Jan 2023.</li> <li>3) Assemblies to pull the school community together and share children's celebrations and achievements within a wider context.</li> <li>4) More 'job' assemblies to promote the diverse job opportunities that exist!</li> <li>5) Anti Bullying Week (Nov 22) to discuss our cultural capital and to challenge views and opinions surrounding diversity and what it means.</li> </ol>
	<b>SMSC</b>	<ol style="list-style-type: none"> <li>1) SMSC is at the very heart of Cobham. Our SMSC jigsaw is used as daily features of lessons and in every assembly, links are made to both our TRUST values and SMSC. Children are incredibly accurate at drawing out from stories shared, which elements of both are being explored and promoted.</li> <li>2) PSHE and P4C on a weekly basis explore SMSC in a variety of ways and our jigsaws are used as part of the children's AFL learning tasks.</li> </ol>		<ol style="list-style-type: none"> <li>1) To be used as a daily feature of the children's learning so that they make links with their own learning in relation to the themes contained within SMSC.</li> </ol>
<b>7a LEADERSHIP &amp; MANAGEMENT</b>				
<b>7a</b>	<b>LEADERSHIP &amp; MANAGEMENT</b> ambitious vision for high-quality, inclusive education, focus on improving staff's subject and pedagogical knowledge, governance, safeguarding	<b>Strengths and Judgement</b>	<b>1</b>	<b>Areas for Development</b>
		<ol style="list-style-type: none"> <li>1) At Cobham, we prepare every child to make a positive difference in the world by being caring, considerate and thoughtful individuals who know their many talents and strengths as these individuals, but also to know their worth and significance as a member of the Cobham family.</li> <li>2) The Cobham team all take responsibility for their individual roles and responsibilities. Our monitoring routines and protocols are consistent and provide exceptional feedback, support and further direction ensuring that the teaching and learning across the curriculum is of a high standard. Skills and knowledge maps for all foundation subjects have been devised and all team members refer to them.</li> </ol>		<ol style="list-style-type: none"> <li>1) Leaders to submit action plans (Sept 22) with tasks to be completed to monitor/evaluate and assess their own and each other's impact upon teaching standards and learning experiences in all areas of the curriculum.</li> <li>2) Leaders to share new developments in their lead areas, as well as providing CPD opportunities for all.</li> </ol>

		<p>3) inform ensure that children are aware of the different aspects of their learning.</p> <p>4) Assessment both formal and informal have been used regularly to inform areas of development for individuals as well as whole classes. Gaps have been identified and these are being addressed in 'Early morning work' and through pre teaching and post teaching opportunities.</p> <p>5) Staff Meetings throughout last year have focused on each foundation subject, curriculum maps have been revised, along with skills and knowledge maps created for all staff to utilise effectively.</p> <p>6) Our learners love the foundation subjects! Each subject leader met with a group of children from across the year groups and reviewed their learning experiences, their loves and dislikes in each area!</p>	<p>3) Assessments to inform gaps in teaching and learning and these to be planned for accordingly.</p> <p>4) Pre teaching and post teaching sessions where needed for identified children with gaps in their learning.</p> <p>5) Each leader to continue to champion their areas with new developments.</p>
		<p>Governors have a far-reaching skills set (audit Sept 22) and both challenge and support the leadership of the school. They all lead their areas of responsibility with due care and challenge. Governors with responsibility for subjects and areas of the school meet at least bi annually with their counterpart team member. Curriculum governor met with all subject leaders in Jan 21 to discuss their impact upon leading their subject area and this had a positive impact on subject leaders' knowledge and understanding of how to develop and lead their subject. Governor Week in Term 1 this year has meant that all governors have visited with a focus to monitor at the start of the school year 21-22.</p>	<p>1) Governors to monitor their areas and have catch ups with their team counterparts to discuss actions and impact in their roles and subjects. Monitoring exercises to be shared at curriculum governors' meetings throughout the year.</p> <p>2) CPD training for Governors linked to their area of expertise/lead.</p>
Evaluation December 2021			
<b>7b</b>	<b>SAFEGUARDING</b>	<p>Safeguarding is always the highest priority at Cobham. Team members have regular updates via emails of Safeguarding newsletters/information. All team members have completed online Safeguarding Training in Term 1 (Sept 2021) and all teams were made aware of concerns/historical updates at the start of the year. We encourage an open culture of 'talk and share' with both team members, children and parents and no information is ever ignored. DSL, DDSL and Safeguarding Governor have all completed full safeguarding training and PREVENT training in Sept 21</p>	<p>1) Ensure all new team members have induction and supervision in Term 1 and ensure they know their responsibilities in relation to Safeguarding.</p> <p>2) All team members and governors to complete relevant online safeguarding training by end of September 2021,</p>
Evaluation December 2021			
<b>8</b>	<b>EYFS</b>	<p>EYFS provision at Cobham is outstanding. Children make great progress both academically, socially and in terms of their learning attitudes, during their time in Reception Class. They are highly challenged and reach good levels of development, before moving into Year 1. All reception children attended school in the final term of 2019-2020 and the children were assessed accurately. 93% of the children in Year R were deemed to have reached a good level of development. At the end of July 21 71% were assessed at having a GLD. Within this cohort, (now in Year 1) are children who had SEN needs identified very early in their learning journey. Speech and language and Autism Pathway are supporting these children.</p> <p>However with limited time that the children had in school at the within the last two years, less children were exceeding in each area of the EYFS as the challenge to reach these standards usually is a push in the last two terms once they have reached expected levels. However children were identified and have been targeted in the early days of Term 1 in Year 1 to be challenged to achieve exceeding at the end of their time in Year 1. The children's phonic knowledge at the end of Year R (July 21) was sound and 90% of the children now in Year 1 are targeted to pass the Phonic Test. Learning and achievements in all areas were good and the cohort made amazing progress despite the upheaval.</p> <p>Our current Year Rs have settled well. Early SEN needs have been highlighted and children have already been assessed by Speech and Language and Occupational Therapy and plans devised for their support. EYFS leader led a handover to her new EYFS teacher and EYFS Governor in June 21 as she is now on maternity leave. Their focus was the new areas of the EYFS and where and how they would fit in to the existing learning experiences.</p>	<p>1) The introduction of 'Curiosity Cube / Small World' bags to hook children, encourage reluctant writers, as well as simple narrative.</p> <p>2) Introduction of a new text each term to support diversity across the curriculum. This will also support the changing curriculum for the next academic year.</p> <p>3) Guided reading to take place with the more able children from term 3 or 4, dependent on ability.</p> <p>4) Again early identification of SEN, who will then have plans and interventions in place at the start of Term 2.</p>

		Phonics teaching is incredibly strong in the EYFS and the team work hard to ensure the children develop in this area with confidence and accuracy. Reading books are well matched with the needs of the children and reading along with number are given the highest priority.	
Evaluation December 2021			
9	<b>OVERALL EFFECTIVENESS</b>		<b>O.E. Judgement</b> 1