



# Cobham Primary School - Caring, Proud, Successful

## School Improvement Plan

2022-2023



## 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
  - The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

### 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

Objective/ Target	Actions & Target date	Lead person/s	Monitoring & Impact
<p>1) <b>To ensure the curriculum equally 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 feedback, 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 scrutiny tasks throughout each term to monitor standards of teaching.            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>A focus on language and vocabulary attributed to each learning area. Vocabulary lists devised for all foundation subjects by end of Term 1.</p>	<p>SENCO – Emma Heasman</p> <p>English Leads – Raj Resoda/Polly Crowther</p> <p>Maths Lead – Emily Joshua</p> <p>Release time required to undertake monitoring - HLTA costs</p>	<ul style="list-style-type: none"> <li>• <b>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. Impact to be children who engage with their learning and who make individual progress in line with their peers.</b></li> <li>• <b>Children in all year groups to have a rich and inspiring whole curriculum that engages their learning alongside excellent Maths and English learning. 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>• <b>Teachers to plan using clear differentiation to ensure all cohorts and abilities make expected progress in their learning. Impact to be that all children make expected levels of progress from their starting points. 6+ points</b></li> <li>• <b>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. Impact to be that at least 25% children meet greater depth/mastery levels in their attainment across Reading, Writing and Maths and all foundation subjects.</b></li> <li>• <b>Teachers to target groups of children who need additional support and interventions. 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>• <b>Children in all year groups to have opportunities to develop language and vocabulary attributed to their subject and topic. Impact to be that all children develop high communication skills both in the written and verbal form.</b></li> <li>• <b>Children to be challenged to develop their knowledge, understanding and skills in all areas of the curriculum. 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

Objective/ Target	Actions & Target date	Lead person/s	Monitoring & Impact
<p>1. <b>Early Reading: Sustained implementation of Little Wandle phonics in the EYFS, KS1 and for children who require some additional catch up support.</b></p> <p>2. <b>Reading for Pleasure: Sustained development of high-quality reading instruction across the school in every class.</b></p> <p>3. <b>Writing: Ensure our excellent outcomes in writing are sustained and that all children are supported to be effective writers and benefit from effective feedback which can be acted upon.</b></p> <p>4. <b>Oracy: To explore and prepare for a whole-school approach to oracy for implementation in 2023/24</b></p> <p>5. <b>Mastering Number in KS1 and EYFS to continue to be consistently applied and regularly reviewed to ensure maximum impact.</b></p>	<p>English lead to monitor Phonic and Reading Theatre sessions in term 1, 3 and 5</p> <p>Termly Phonic Meetings in EYFS and KS1 x 6</p> <p>Recap Little Wandle Training for all team members and new members – end of Term 1</p> <p>English lead to monitor writing sessions in term 2, 4 and 6.</p> <p>English leads to undertake research &amp; observations to devise a plan to develop whole school in this area. Jan 23</p>	<p>English leads and all team members</p>	<p><i>Ensure phonic teaching and learning in EYFS and KS1 is consistently applied and regularly reviewed to ensure maximum impact. Observe an increased frequency and impact of Application of Phonics to Reading lessons. Monitor a consistent use of phonics instruction for children who need support beyond KS1 (with outcomes in increased progress in reading for these children). Monitor the focus on providing tailored support to the 20% lowest attainers in reading. <b>Impact will be children have an excellent command of their phonic knowledge allowing them to develop into confident readers and lovers of reading!</b></i></p> <p><i>Continue to motivate parents, staff and children to prioritise reading and analyse levels of engagement by providing an increased range of enrichment activities focused on reading for pleasure. Continue to monitor and support reading instruction, developing our book-based English curriculum so that all children access a range of diverse, high-quality texts. Embed and adapt Reader's Theatre for our unique school community and observe across KS2. <b>Impact will be to focus on the importance of reading and developing a real life long love of reading providing support for all children and parents to actively engage in this partnership.</b></i></p> <p><i>Monitor the implementation of Letterjoin handwriting scheme to ensure all children are able to develop an accurate, fluent and sustained handwriting style. Monitor GPAS teaching and learning across the school. In all observations, check there is a focus on providing tailored support to the 20% children who need the most support to keep up in writing. Monitor the use of a connected vocabulary and spelling instruction approach. <b>Impact will be a more consistent approach to handwriting across the school and children writing cohesively, confidently and with speed.</b></i></p> <p><i>Identify the priorities for oracy across the school, understanding existing excellent practice and where development could help. Research programmes or practices that meet our specific need. Identify school readiness and required training/support/ preparation needed to implement the chosen approach. <b>Impact will be a devised plan for further developments in this area of English for 23-24.</b></i></p> <p><i>Ensure that new teams understand the requirements and expectations of each year group and monitor at the end of each team how things have been implemented and ensure confidence in 'what next?' Teams to share prior practice, resources and top tips for the new teams in situ. <b>Impact will be embedded practice in KS1 ensuring greater levels of understanding and consistency in teaching and learning.</b></i></p>

<p>6. <b>Develop Teaching for Mastery across the school, working alongside the Kent and Medway Maths Hub.</b></p> <p>7. <b>Children's understanding of the key skills/concepts they use in maths to be developed.</b></p> <p>8. <b>Fluency and rapid recall of times tables to be developed whilst embedding the connections and relationship approach of the Numberlink Board.</b></p>	<p>Undertake maths learning walk - Term 1 &amp; 5</p> <p>Training to be undertaken in Term 1 &amp; Monitoring of planning – Nov 22/ Jan 23/ April 23</p> <p>Book Scrutiny – Terms 2 and 4</p>	<p>Maths lead and Year R, 1 and 2 team members</p> <p>Maths leader &amp; Class Teachers</p> <p>Maths leader &amp; Class Teachers</p>	<p><b>Undertake training and share practice and expectations within Term 1. Ensure that staff meetings have Teaching for Mastery as a regular item agenda so that queries/questions and clarification can be sought. Time might be needed for additional training and support to ensure that planning reflects a mastery approach that encourages depth and makes links between concepts. Planning and children's tasks to reflect a conceptual and procedural variation. Impact will be that the Teaching for Mastery approach will become embedded across the school giving all children equal access to the Maths curriculum. Also that practitioners can share experience and expertise and our own practice is developed as a result.</b></p> <p><b>Through Pupil Voice and workbook scrutiny, ascertain how children are making links between their learning, their key skills used in lessons, in relation to concepts taught. Impact will be that children truly can see and explain how their learning is linked, making it memorable and fixed, and therefore able to build upon key skills and concepts as they move through their learning journey.</b></p> <p><b>Monitor the teaching of times tables as a thread through all learning and how rapid recall can be enhanced through a variety of visual connections and relationships. Monitor how often and frequent that this concept is given status and support. Impact will be that children have a quicker recall of multiplication facts supporting their accuracy and speed at solving number based problems.</b></p>
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# IMPACT

Objective/ Target	Actions & Target date	Lead person/s	Monitoring & 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 25% to achieve an exceeding level of progress in all key areas.</b></li> <li>• <b>At KS2 at least 85% of children to achieve expected levels in Reading, Writing and Maths.</b></li> <li>• <b>85% 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 (6 points) within all key areas of learning.</b></li> <li>• <b>All SEN and PP children to pass the Phonic Test.</b></li> </ul>	<p>Baseline assessments and projected targets to be completed by Oct/Nov 22 in EYFS and reviewed in January 23 and April 23.</p> <p>Targets to be set in Oct/Nov 22 by EYFS, KS1 and KS2.</p> <p>Data to be collected and analysed – Oct 22, Jan 23, Mar 23 and July 23.</p> <p>Pupil Progress Meetings 4 times during the year – Oct 22, Jan 23, Mar 23 and July 23.</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 - where appropriate English &amp; Maths Leader</p> <p>Oct 22, Jan 23, Mar 23 and July 23.</p> <p>Year 1 and Year 2 teacher</p>	<ul style="list-style-type: none"> <li>• <b>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. Impact will be a great foundation of learning skills and attributes that will make them life-long learners.</b></li> <li>• <b>Children to leave KS1 at expected levels and therefore are well prepared to face the challenges of the KS2 curriculum. Impact will be that the children moving from KS1 to KS2 are well prepared and ready for the challenges of KS2!</b></li> <li>• <b>Children to leave KS2 secondary ready and well equipped to flourish and the impact will be that they thrive at KS3 and build upon excellent learning at Cobham.</b></li> <li>• <b>All children to make expected levels of progress in each year group in all key areas with some children exceeding expected levels of progress. The impact will be that children are ready for the next steps in their learning journey.</b></li> <li>• <b>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. 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>• <b>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. Impact will be confident, fluent, lifelong readers.</b></li> <li>• <b>To assess gaps, needs and provide intervention for relevant children. Impact to ensure gaps are covered and children develop their reading and writing skills.</b></li> </ul>



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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 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 & Impact
<p><i>To continue to 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>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>Head and all team members</p>	<ul style="list-style-type: none"> <li>• <i>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. 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, as well as a developing each child's understanding of the key concepts within PSHE – Physical &amp; Mental Health, Growing &amp; Changing, Relationships, Personal Safety, Community &amp; Responsibility.</i></li> <li>• <i>Children know how to keep themselves safe online as well as a knowledge of age-appropriate dangers and who to turn to if needed. Impact is that less children find themselves vulnerable online and know what to do/how to react in these circumstances.</i></li> </ul>
<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.</i></p>	<p>Online Safety Day – Feb 22          Parent Workshop – Jan 22</p> <p>Assemblies on going through the year</p>	<p>Computing Lead –          Online Safety Day</p>	

<p><b><i>To continually promote the channels and avenues that children can utilise to seek out support and advice both internally and externally.</i></b></p>	<p>Termly assembly focus</p>	<p>Headteacher/PSHE lead</p>	<ul style="list-style-type: none"> <li>• <b><i>Through assemblies, promote Cobham's well - being offer ensuring that children are regularly reminded of how to access support. The impact will be that children feel secure in the knowledge that Cobham is their safe place and can access support both when in school and when not.</i></b></li> </ul>
<p><b><i>To ensure children understand how their choices and attitudes reflect upon their own personal and academic successes.</i></b></p>	<p>Termly assembly focus</p>	<p>Headteacher/PSHE lead</p>	<ul style="list-style-type: none"> <li>• <b><i>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 impacting upon their self-worth, esteem and empathy and relationships with others.</i></b></li> </ul>
<p><b><i>To understand how effective feedback can be used to develop one's own learning skill set, to also gain an understanding of how the brain works and the types of learners that we have in school.</i></b></p>	<p>Monitoring and research in Terms 1-4</p>	<p>Polly Crowther as lead as well as all subject leads</p>	<ul style="list-style-type: none"> <li>• <b><i>Every subject lead to think about how best to provide a range of effective feedback for all children within their subject expertise. Through book scrutiny and pupil voice captures, to ascertain if children have a growing awareness of how they best learn and what works for them. The impact will be children seeing themselves as developing learners and what works best for them in relation to acting upon feedback given!</i></b></li> </ul>
<p><b><i>To reduce the amount of 'persistent absences' from key families who are regular poor attendees.</i></b></p>	<p>Monthly meetings with SEEAS to review figures. Parent meetings when needed.</p>	<p>Office Manager, Head and SEEAS</p>	<ul style="list-style-type: none"> <li>• <b><i>A closer scrutiny of data and trends over a number of years, then to write to these families from the end of 21-22 - at the start of the year to remind them of procedures, protocols that must be adhered to. Impact will hopefully be a reduction in persistent absences from the same families year on year and that they realised the value and importance of children attending school.</i></b></li> </ul>



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## Personal Development

- The school meets all the criteria for good in personal development securely and consistently.
  - Personal development is exceptional.
  - 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 & Impact
<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 development is the priority for all children. To openly promote and demonstrate the school's TRUST values to help with individual's personal development.</p>	<p>Review TRUST values and SMSC jigsaw with whole team – ongoing through year</p>	<p>Head to prepare and share PowerPoint. To be on the agenda on each TA, staff and leadership meeting.</p>	<ul style="list-style-type: none"> <li>• <i>To demonstrate and evaluate the school's efforts to develop and promote the personal development of all pupils. Chair of Governors and School Improvement Partner to meet with group of children to discuss in Term 1, 2, 4 and 5. P4C evidence to demonstrate children's contributions and opinions during discussions and how the TRUST values are used and related to. <b>Impact will be great citizens of the future who will make a positive contribution and difference to their part of the world.</b></i></li> </ul>

<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 &amp; passions as well as developing individual talents.</p>	<p>Talent Days in Term 2 and 6 Talent Show – Easter 2023</p>	<p>Dates to be added to diary and format agreed by teaching team in September staff meeting Head</p>	<ul style="list-style-type: none"> <li>• <i>Talent Days in Term 2 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 &amp; Talent show in Term 4 to showcase to whole school. Impact will be that all children will feel proud of their own gifts and talents whilst appreciating others.</i></li> </ul>
<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>Share plan of events for the year and share with School Council to add their views by late Oct 22</p>	<p>Head</p>	<ul style="list-style-type: none"> <li>• <i>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. 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.</i></li> </ul>
<p>Challenge in all lessons to be the driving force for all children to achieve to the best of their ability.</p>	<p>Revisit expectation of 'challenge' in all lessons for all children – Staff Meeting Sept 22 - Monitoring in Term 2 of what it looks like in English and Maths Term 3- what it looks like across the curriculum?</p>	<p>Whole team</p>	<ul style="list-style-type: none"> <li>• <i>All children to be challenged in all lessons across the curriculum, extending children's knowledge, skills and talents in all areas of the curriculum. Impact will be reflective, developing thinkers who like to and ask to be challenged and have no fear of facing problems.</i></li> </ul>
<p>Pupils develop their ability to discuss and debate issues with sensitivity; to be a responsible and respectful citizen.</p>	<p>Debate Day – each term as part of our Oracy focus</p>	<p>Head / English lead to plan and deliver</p>	<ul style="list-style-type: none"> <li>• <i>To use our TRUST values to discuss the values and benefits of democracy, the rule of law, individual liberty, tolerance and respect. 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.</i></li> </ul>
<p>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.</p>	<p>Anti Bullying Week Nov 22 – 'Reach Out – by being the change that you want to see.' Linked to Equality Week November 2022</p>	<p>Head to plan</p>	<ul style="list-style-type: none"> <li>• <i>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. 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.</i></li> </ul>



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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 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 & 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 'Effective Feedback.'</p> <p>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.</p> <p>Safeguarding to always be the first priority in ensuring that our children feel safe to be themselves, share any worries knowing that school is their safe place and that it will do all it can to alleviate concerns and anxieties.</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>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>Reflection, Research and Discussion during Staff Meetings in Term 1, 2, 3 and 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>Inset Days/ Supervision Meetings/Pupil Progress meetings</p>	<p>All teachers</p> <p>Governors and team members</p> <p>All class teachers and subject leads</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> <p>Head and all team</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> <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> <li>Cobham to be a safe and caring environment for all stakeholders. Analyse Pupil, Staff and Parent Surveys – share feedback from termly assemblies with children – Share strategies, resources and protocols so that everyone has a collegiate understanding and responsibility. <b>The impact will be that children are safe and know who and where to turn to - to seek out support.</b></li> </ul>



**Cobham Primary School**  
**Caring, Proud, Successful**  
**School Improvement Plan**  
**2022-2023**



## 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**

- 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 & Impact
<p>To cement and develop our teaching of the Little Wandle Phonics programme, alongside promoting a love for early reading and writing.</p> <p>The quality of <b>phonic teaching</b> and <b>early maths</b> teaching will be outstanding.</p> <p>EYFS target for 2022 - 2023 is that <b>85%</b> of children will achieve at least a good level of development.</p>	<p>Observations in each term</p> <p>Phonic observations in Term 1 Maths observations in Term 2</p> <p>Complete Baseline Assessments in Term 1 and then review target</p>	<p>Whole team</p> <p>EYFS teacher/Governors and whole team</p> <p>EYFS teacher and the whole team + head</p>	<ul style="list-style-type: none"> <li>• <i>Early Phonic teaching, interventions and additional support needed to be identified and provided early in Term 2 where needed. Impact will be that children receive the support needed in their early stages of the learning journey in becoming successful and active readers.</i></li> <li>• <i>Phonic and Early Maths teaching to be monitored during the year and standards in provision and learning environment to be of the highest calibre. The impact will be that children will be confident in having acquired a basic skill set in both these areas to be successful later in their learning journey!</i></li> <li>• <i>Target based on knowledge of the children we have joining our cohort. This will be reviewed at start of Term 2.</i></li> </ul>

<p><b>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.</b></p>	<p>September 2022 and reviewed termly to ensure curriculum coverage</p>	<p>EYFS Leader and whole team</p>	<ul style="list-style-type: none"> <li>• <i>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. Impact will be that children continue to be challenged and the more able are still pushed to reach above expectations where possible to support their journey as they head to KS1.</i></li> </ul>
<p><b>To continue build a language rich environment which focuses on children’s use and understanding of vocabulary.</b></p>	<p>Daily focus across all areas</p>	<p>EYFS Leader/teacher</p>	<ul style="list-style-type: none"> <li>• <i>Challenge through provision and well thought out 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.</i></li> </ul>
<p><b>To continue build a language rich environment which focuses on children’s use and understanding of vocabulary.</b></p>	<p>Daily focus across all areas</p>	<p>EYFS Lead/teacher and whole team</p>	<ul style="list-style-type: none"> <li>• <i>A range of resources and role modelling opportunities to be planned for/ 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. The impact will be that children are immersed in language which they themselves use to become confident, articulate learners.</i></li> </ul>
<p><b>To enhance and develop the existing learning environment so that it is challenging, inside and out, and meets the needs of all learners and all areas of learning.</b></p>	<p>Weekly</p>	<p>EYFS teacher and EYFS team.</p>	<ul style="list-style-type: none"> <li>• <i>Planning to show details of how learning areas are catered for and resourced. In observations, for it to be transparent as to which learning areas are being utilised/catered for and how they have been adapted to the needs and interests of this specific cohort. The impact will be strong progress in all areas of the EYFS and every area being planned to meet the needs of the individual children.</i></li> </ul>