

COBHAM PRIMARY SCHOOL

SEF

SCHOOL		DATE: 1 st December 2022	
SECTIONS		SUMMARY EVALUATION	
1	INTRODUCTION	<p>School context.</p> <p>Heavily oversubscribed school with 218 children on roll - 12% SEN and 2% with an ECHP (5 children)</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. 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 & 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.</p> <p>Handovers for maternity purposes this year have been very effective!</p>
3	<p>AREAS FOR WHOLE SCHOOL DEVELOPMENT 22-23</p> <p>From data (including attendance) What are headlines in school plan?</p>	<p>1) <i>To ensure consistently good and outstanding standards of teaching across the school (in all year groups) demonstrating secure subject knowledge, excellent use of questioning, effective differentiation, reduction of gaps and challenge for all through an engaging and inspiring curriculum.</i></p> <p>2) <i>To ensure that all areas of the curriculum have high value and are taught well with a continued focus on knowledge taught, skills learnt, emphasis on vocabulary, concepts linking all leaning together with an understanding that a 'catch up' outlook will be essential to reduce gaps in children's learning.</i></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	QUALITY OF EDUCATION	Strengths and Judgement	1	Areas for Development/Actions	Evaluation/ Impact (December 2022)
	<p>Intent, implementation and impact of the curriculum</p> <p>In strengths record IMPACT!</p>	<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>c) Children 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 to be strong. We have continued to work hard this year to look at strategies that can be used to aid independency and give full access to all learning areas.</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. (Jan/Feb 2023)</p> <p>2) SEN leader to observe all SEN children in both core and foundation subjects to ensure access and provision to whole curriculum is viable for all SEND children. (Jan/Feb 2023)</p> <p>3) SEN leader to observe a variety of interventions experienced by SEND children and assess impact upon children's engagement and progress. (Jan 23)</p>	<ul style="list-style-type: none"> • Our curriculum has been developed once again in terms of ensuring coverage across all subjects is transparent. • Knowledge, skills, vocabulary and concepts are part of every lesson. • Book scrutiny feedback has been shared and has impacted upon consistency of approach and application in Maths Mastery and SEN provision. All children are being well catered for and their individual needs are being met. • Provision maps for SEN and additional strategies/offers for PP children have been shared with parents. • Children are reading more regularly and confidently and have greater exposure to a far and wide reach of diverse texts and higher level texts through reader's theatre.
		<p>Implementation:</p> <p>.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 to be 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>1) Observations to take place in Phonic Teaching (Oct 22) and feedback to be provided with the focus on consistency across KS1.- also shared team observations to take place in Dec 22 to provide opportunities to share best practice.</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.</p>	<ul style="list-style-type: none"> • The additional guided reading session (4 x a week) have been fantastic in embedding expectations and routines in Year 1 and Year 2. Year R are to begin these in Jan 2023. The children love them! They are having regular opportunities ti share appropriate levelled texts with an adult and be asked retrieval and inference questions to deepen children's levels of understanding. • Maths and areas of English have been monitored and outcomes fed back. Timetable of observations for Term 3 in the foundation subjects has been devised. • Concepts were reviewed at the end of Term 1 and were amended

		<p>e) Supervision and Performance Management Process were successful in identifying further CPD and support where needed.</p> <p>Impact July 2022:</p> <table border="1" data-bbox="450 443 1061 555"> <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> <i>96% of parents agreed that 'My child does well at this school.'</i> <i>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>	<p>accordingly to make them more accessible and child friendly.</p> <ul style="list-style-type: none"> Assessment Data at the end of Term 1 in foundation subjects were analysed and some interesting findings were noted and to be considered as the data progresses throughout the year. All subject skills and knowledge maps have been updated as well as concepts in each subject, which have been reviewed at the start of Term 2. We are now moving to looking at the very extensive vocabulary lists that we have for subjects and are looking to review them at the end of Term 4. Phonics and Reading Theatre sessions were monitored and feedback given. From this monitoring, we then organised the KS1 team to all observe each other to share best practice and to provide greater consistency. This was a great activity to ensure that LW is being taught in the same way across the key stage.
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5	<p>BEHAVIOUR & ATTITUDES behaviour, conduct, attitudes to learning and attendance</p>	<p>Strengths and Judgement</p> <p>1</p> <p>Ofsted Parent View Feb 22 (96 parents) 100% of our parents think that school makes sure its pupils behave well. 99% agreed that their children are happy in school. 98% of parents think that the school has high expectations of the children. Pupil Survey 2022 100% of children like coming to school most of the time Staff Survey 2022 100% of the team think the children behaviour is at least good. 100% of the team think that leaders support staff well in managing behaviours. 100% of the team have the view that the school deals with any cases of bullying of pupils effectively.</p>	<p>Areas for Development/Actions</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 links and use as AFL tasks where possible.</p> <p>3) Adopt successfully new Jigsaw (PSHE and RSE curriculum by end of July 22)</p>	<p>Evaluation/ Impact (December 2022)</p> <ul style="list-style-type: none"> A paper survey was simply devised for the recent parent meetings and there were some incredibly positive comments. Many focussed on how important and valued the communication is, but equally how sometimes it is overwhelming. Team and Governors will analyse and look for any improvements that can be made realistically and with the intention of not being too time consuming! 																												

		Exclusions None			
		<p>Since September 22, the children's attitudes and behaviours have been excellent. Again since September 22, 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.</p> <p>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.</p>			<ul style="list-style-type: none"> Behaviour recently has not been as good as it could be. The hall lunchtime is incredibly noisy and we have worked hard to ask the children to be more understanding of the level of noise. A pocketful of children seem to be repeatedly having behaviour issues and have caused upset within their own classes. Assemblies have really unpicked and focussed on these behaviours and how the children should be aware that every action/deed has a consequence. It's only been in the build up to Christmas – but it is definitely not as good as it could be. We will look at and realign whole class awards and what they look like in practice. As we feel that a greater sense of collective responsibility is needed by each class.
		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.	End of Term 2 97% attendance!
6	PERSONAL DEVELOPMENT character development, including resilience, independence, life in modern Britain, active citizens	Strengths and Judgement	1	Areas for Development/Actions	Evaluation/ Impact (December 2022)
		<ol style="list-style-type: none"> 70% of the children in 2021-22 had access and participated in an after school club between Sept 21 and July 22. 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. Much of our amazing Sports Week in June 22 was linked to resilience and developing leadership qualities. 		<ol style="list-style-type: none"> Clubs to continue to be diverse and enrich the curriculum, based on school councils wishes and requests. More school trips linked to children's learning for next year! Classes to choose own charity to raise funds for by the end of the school year. Mental health and nurture to continue to be a focus in 22-23 	<ul style="list-style-type: none"> They have been 9 after school clubs on offer in term 1 and Term 2. From Dance, Choir, Gymnastics, to Running Club. 180 places offered in total with only 35 children participating in more than 1. This is due to the team members both teaching and teaching assistants offering these amazing opportunities. The impact has been

		<p>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!</p> <p>4) 3 residential trips took place! All amazing experiences for the children and all developed their independence, resilience and team building skills!</p> <p>5) Class responsibilities became a huge undertaking and each class, each Friday does something to support the school community and environment.</p>		<p>without doubt many happy children and good levels of attendance.</p> <ul style="list-style-type: none"> • School trips are being planned throughout the year. Sadly Year 6s trip to Bletchley Park was waylaid by traffic we went to the cinema instead! • We have a number of events from Bring a Teddy to school, Bottle Tombola that the funds have been shared with charities chosen by the children. • World Mental Health Day was celebrated and a range of activities throughout the day were experienced. Amazing blankets were made in each class to celebrate everyone's individual talents in terms of being a good citizen! • Workshop run by Family Support was also held for parents on Well-being. 8 parents attended and they really valued the time together in this workshops. More will be planned for later in the year.
		<p>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 had 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!</p> <p>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.</p> <p>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 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>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.</p> <p>2) Keeping Safe Online to be a week long project around Safer Internet Day in Feb 23- to be planned by Computing Lead.</p>	<ul style="list-style-type: none"> • Jigsaw is being embedded this year and the team are fully conversant now in its content. Moving year groups for most colleagues has meant that they have to get to know the new content for the year group, but children and the team both still love it. • This will take place but there have been several assemblies led by the Head and the ICT lead on Keeping Safe online and information has been shared with parents during the first two terms. • Premier Sports have taught handball,dodgeball, gymnastics and multi skills in the first two terms and the children have loved it. Gymnastics is always the area that the rest of the team feel less confident in teaching due to space

		<p>4) We have doubled our number of counselling sessions for children since September 22 and these sessions have had a significant impact on children's well-being.</p>		<p>and resources, so it is great for the team to be able to learn from the skilled Premier Sports team and for the children.</p> <ul style="list-style-type: none"> • Time to Talk – has been incredibly positive over the last two terms. Over 12 children have received weekly sessions for 4/6 weeks and children have been supported with their worries and anxieties.
		<ol style="list-style-type: none"> 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. 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. 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. 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! 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. 	<ol style="list-style-type: none"> 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. 2) Workshops to be led in Reception Class in Jan 2023. 3) Assemblies to pull the school community together and share children's celebrations and achievements within a wider context. 4) More 'job' assemblies to promote the diverse job opportunities that exist! 5) Anti Bullying Week (Nov 22) to discuss our cultural capital and to challenge views and opinions surrounding diversity and what it means. 	<ul style="list-style-type: none"> • Our Trust Values are very much at the heart of our ethos and vision. All assemblies led by the head relate to them in one way or another. • The impact is that any discussion around the behaviour of the children is always referred back to them allowing a conversation to be had regarding expectations. • Dates are in the diary for the Head to visit Reception daily for a week in January. • We no longer need to lead Zoom assemblies this year and it has been lovely! However the hall is I use on a Tuesday, Wednesday and Thursday morning so these have become class assemblies. Mr Burns as Music lead has planned two terms worth of music assemblies covering the ages, with cultural references and age appropriate content. • Cultural Capital is evident through many of the books used in English and many of the topics through History/Geography/Art/DT/etc. Curriculum maps now reflect these changes as they were reviewed in Term 1.
	<p>SMSC</p>	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> • SMSC is shared and discussed through a variety of avenues - PSHE lessons, RE lessons and P4C sessions. Children are very aware of their social, moral, spiritual and cultural responsibilities.

		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.			
7a	LEADERSHIP & MANAGEMENT ambitious vision for high-quality, inclusive education, focus on improving staff's subject and pedagogical knowledge, governance, safeguarding	Strengths and Judgement	1	Areas for Development/Actions	Evaluation/ Impact (December 2022)
		<ol style="list-style-type: none"> 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. 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 to ensure that children are aware of the different aspects of their learning. 3) 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. 4) 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. 5) 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! 		<ol style="list-style-type: none"> 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. 2) Leaders to share new developments in their lead areas, as well as providing CPD opportunities for all. 3) Assessments to inform gaps in teaching and learning and these to be planned for accordingly. 4) Pre teaching and post teaching sessions where needed for identified children with gaps in their learning. 5) Each leader to continue to champion their areas with new developments. 	<ul style="list-style-type: none"> • Action plans have been shared and teaching teams are fully aware of the areas for school improvement and many of them have seen real progress- such as the consistency in the teaching of LW, Maths Mastery across the school and the focus on concepts and vocabulary across the school. • Learning and the components of learning are very much intrinsic to each lesson taught. We have cemented the use of skill LOs alongside the knowledge LOs and concepts and vocabulary. They all feed into and have impacted upon the children's understanding of what they are learning and how they are learning. We are also beginning to discuss 'memory' with the children and how all these strategies help to commit their learning to memory. • Assessments in Term 1 allowed individual teachers to ascertain any gaps in key areas as well as subject leaders being able to analyse their subject data to inform decisions moving forward around subjects. There is a new RE curriculum that will be shared with the team in Term 3 with the view to trial it in terms 5 and 6. • Staff meetings have been incredibly productive. We have had training on GPAS, Memory, Reading, Maths Mastery and this has allowed the team to clarify strategies, spend time looking at resources and have a collegiate

				and consistent understanding of what is expected. Changes have been made to timetables to ensure a fairer balance between maths and English in KS1.
		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 biannually with their counterpart team member.	<ol style="list-style-type: none"> 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. 2) CPD training for Governors linked to their area of expertise/lead. 	<ul style="list-style-type: none"> • Governors have monitored in all the key areas- English, Maths, SEN and Safeguarding and their findings and challenges have been addressed. • At Governor meetings, subject leads have shared subject developments and upskilled the governors in their knowledge. • A wealth of training from EYFS, Safeguarding, Performance Management and Finance have all been undertaken in Terms 1 and 2 and again the challenges and questions from these sessions are regularly reviewed and addressed.
Evaluation December 2022				
				Evaluation/ Impact (December 2022)
7b	SAFEGUARDING	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 2022) 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 22.	<ol style="list-style-type: none"> 1) Ensure all new team members have induction and supervision in Term 1 and ensure they know their responsibilities in relation to Safeguarding. 2) All team members and governors to complete relevant online safeguarding training by end of September 2022, 	<ul style="list-style-type: none"> • The whole team and Governors all undertook training in Safeguarding, Prevent and KCSIE 2022 in Term 1. • Our Safeguarding Governor met with a number of children in Term 1 and there were actions/impact from her findings such as a review of Pantasaurus and Childline for the whole school.
Evaluation December 2022				
				Evaluation/ Impact (December 2022)
8	EYFS	EYFS provision at Cobham is outstanding. GLD in July 22 was 84% compared to 71% the previous year. 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. Our current Year Rs have settled well. Early SEN needs have been highlighted and children have already been identified for	<ol style="list-style-type: none"> 1) The introduction of 'Curiosity Cube / Small World' bags to hook children, encourage reluctant writers, as well as simple narrative. 2) Introduction of a new text each term to support diversity across the curriculum. 	<ul style="list-style-type: none"> • The small word bags have really supported the development of language as children use them to rehearse, practice and mimic familiar stories. A lovely asset to the resourcing in R. • New texts shared with the children to represent their own diversity have

		<p>Speech and Language and Occupational Therapy and plans have been devised and shared with parents.</p> <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.</p> <p>The team have worked incredibly hard to ensure that the provision is the best that it can be and that it is wholly entrenched in the children's interests and passions.</p>	<p>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>	<p>been successfully used. What a family ca look like has been very successful with this cohort5 of children.</p> <ul style="list-style-type: none"> Phonic teaching is strong and colleagues who have returned from maternity leave have worked incredibly hard to upskill themselves with the LW training as well as observe each other to ensure consistency in approach not just in Year R but across the key stage.
9	OVERALL EFFECTIVENESS	O.E. Judgement	1	Evaluation/ Impact (December 2022)