

Cockwood Primary School  
Strategic Framework and School Development Plan Priorities  
Sept 2018 - July 2019

**School Vision Key Areas (reviewed in 2018)**

- Perseverance
- Respect
- Reflection
- Creativity
- Ambition
- Happiness

**Governors Vision**

- To provide an outstanding education in a safe environment
- Identify the areas where improvement is required and consolidate outstanding practice
- To actively research opportunities for growth, both physically and educationally
- To work alongside other good schools to prioritise continuing professional development
- To ensure that the key aspects of the school vision are promoted

Strategic Priorities: (Agreed by FGB Nov 2018)

Over the medium term we will focus on:

**Outcomes for Pupils**

- To ensure that standards in Reading, Writing and Maths improve in KS1 so that a greater percentage of pupils achieve the expected standard
- To increase the number of pupils achieving a good level of development in EYFS
- To maintain the good levels of achievement for more able pupils at KS1 and 2 and build on this for the future
- To improve outcomes in Writing across the school and also to increase the number of pupils in EYFS who exceed national expectations
- To continue to build on success in Maths across the school
- To continue to improve outcomes in Science and the other non-core subjects
- To maintain good outcomes for all pupils with a particular focus on pupils in Year 3, disadvantaged pupils and those with SEND

### **Quality of Teaching and Learning**

- To improve the quality of questioning and reasoning across subjects but most notably in Maths, to ensure pupils are embedding key skills to a greater mastery level.  
To allow adequate time for practice to embed new skills
- To work towards the Gold Science Quality Mark and increase opportunities for staff to offer expertise to other settings
- To improve the quality of feedback to pupils, with a particular focus on improvements in the quality of writing across all subjects
- For subject leaders to be more proactive in monitoring and improving provision in their key areas
- To continue to give support for the Maths Leader, in order to provide him with skills to improve the quality of teaching and learning across the school

### **Leadership and Management**

- To manage a smooth transition in becoming an academy and ensure that opportunities and outcomes are enhanced for pupils when the school joins a multi-academy trust
- To build on assessment so that teachers are confident in using this to modify teaching to meet the needs of individual learners
- To continue to build links with partners such as teaching schools to increase the capacity for ongoing school improvement
- To ensure all staff are effective by reviewing their roles and responsibilities – to build additional time to enable the Literacy Subject Leader to accelerate progress in Reading and Writing across the school, and to ensure new staff receive good quality CPD
- To continue to explore options to increase the size of the school footprint to meet the needs of the local community
- To maintain a focus on supporting staff and pupils by building a mental health strategy which encompasses training and time for key individuals

### **Personal development, behaviour and welfare**

- To continue to develop SMSC to ensure that pupils are prepared for secondary school and beyond
- To continue to empower pupils and ensure that the curriculum encourages enterprise, leadership, creativity and independence.
- To ensure that attendance rates are consistently good and exceed national figures.
- To continue to improve pupils' understanding of how to stay safe, to include staying safe online
- To provide opportunities for pupils to communicate and complete joint projects with pupils from other settings
- To review and refine the curriculum to ensure it meets the needs of all learners – to increase the diversity of provision, to include Forest Schools

## Cockwood Primary School Key Priorities for School Improvement 2018-19

### Leadership and Management

*To ensure that the deployment of staff and resources is effective, leading to improved outcomes for pupils.*

**LM1:** To continue to build capacity for school improvement by becoming an academy and to successfully manage the final aspects of joining the MAT alongside the induction of early membership

**LM2:** To remain focussed on the quality of teaching and refine the new monitoring and tracking schedule to enable all stakeholders to be involved in a rigorous process

**LM3:** To provide effective support to core subject leaders to enable them to raise standards in their subjects/areas of responsibility

**LM4:** Continue to build strong partnerships with other bodies such as teaching schools to provide effective CPD opportunities for staff

**LM5:** To build capacity for the admin team, to allow them to be more effective as the school moves into a period of transition

### Quality of Teaching, Learning and Assessment

*The quality of teaching, learning and assessment continues to improve and is consistently good or better.*

**QT1:** To ensure assessment within lessons is consistent across the school, with a particular focus on questioning for depth

**QT2:** To improve the quality of feedback to pupils, to ensure improvements in writing and subject related next steps are clear

**QT3:** To provide quality opportunities for reasoning and thinking at depth across the curriculum, but most notably in Maths

**QT4:** To provide effective support for the new Maths Leader, through collaboration with teaching schools and continuous professional development

**QT5:** To improve the quality of guided reading sessions to ensure consistency and effectiveness

**QT6:** To improve the quality of Writing across the curriculum

### Early Years

*To increase the use of outdoor learning opportunities to support EYFS teaching and learning, particularly in emergent writing and CLL (Communication, Language and Literacy)*

**EY1:** To ensure that the proportion of EYFS pupils achieving Greater Depth in Writing is more consistent with the proportion reaching Greater Depth in Reading and Maths

**EY2:** To raise the attainment levels of children's writing skills

**EY2:** To develop and improve the standard of outdoor provision

**EY3:** To develop further our strategies to gather the voice and views and increase engagement of all parents/carers in their child's learning and emotional well-being

### Pupil Outcomes

**PO1:** Improve the rates of progress for pupils (particularly girls) in Year 3 (Reading, Writing and Maths)

**PO2:** To increase the proportion of pupils meeting expected standards and beyond in Year 2 in Reading, Writing and Maths

**PO3:** To maintain good outcomes in Maths, particularly for pupils in Year 6 and girls

**PO4:** To improve Writing across the school to ensure all pupils are making at least expected progress from their starting points

**PO5:** To embed the key principles through the Primary Science Quality Mark to ensure pupils have a greater access to a mastery curriculum

**PO6:** To maintain good outcomes for pupils with SEND and for those in receipt of Pupil Premium

### Personal Development, Behaviour and Welfare

*Pupils develop the necessary skills for secondary school and beyond. Pupils are self-assured learners, who take an active role in their own learning. Pupils make informed choices about fitness, healthy eating and mental well-being.*

**PDW1:** To develop the PSHE curriculum further to ensure key areas of SMSC (Social, Moral, Spiritual and Cultural) are embedded. To include Internet Safety, promoting British values, staying healthy and SRE (Sex and Relationships Education)

**PDW2:** To review and refine the curriculum to ensure it meets the needs of all learners – to increase the diversity of provision, to include Forest Schools

**PDW3:** To increase opportunities for pupils to take part in sporting activities both within school and the wider community

**INTENDED IMPACT**

**Leadership and Management**

**LM1:** There is an increased capacity for staff development, alongside that of the headteacher, leading to improved outcomes for pupils. Governors and staff have a clear knowledge of actual beneficial impact and manage any possible disadvantages to minimise their impact.

**LM2:** Governors, Senior Leaders and Middle Leaders can make accurate assessments of the strengths and weaknesses of the school, ensuring timely interventions are in place where criteria are not being met.

**LM3:** Subject leaders have assessed areas to develop, met their own targets and can evidence clear progress and improvement.

**LM4:** The teaching team have benefitted from effective tailored professional development through the teaching school and other CPD opportunities, ensuring pupil outcomes are met.

**LM6:** Communication to parents is more effective. The admin assistant has become proficient in a range of new skills and the school business manager has successfully coordinated finance across three schools.

**Quality of Teaching and Learning**

**QT1:** Assessment is accurate, is used to modify teaching, which then leads to positive outcomes for pupils.

**QT2:** Pupils are clear on their next steps and how they can improve.

**QT3/4:** Key concepts in Maths will be more embedded. Pupils are more equipped at demonstrating their understanding. The quality of pupil reasoning has improved and with it pupil outcomes in Maths.

**QT5:** Guided reading sessions are effective, with a consistent approach adopted across the school. Staff are clear on the strengths and weaknesses of their pupils and target these within their guided reading sessions. Assessment is informative and supports intervention which leads to improved outcomes.

**QT6:** The standards of Writing across the school show a marked improvement, with a greater proportion of children making at least expected progress.

**Early Years**

**EY1:** The proportion of pupils achieving exceeding in Writing matched that of Reading and Maths.

**EY2:** Children demonstrate a 'have a go' attitude to writing even before they are secure in blending and segmenting and use it to enhance their play. More pupils achieve expected standards in CLL by the end of the year.

**EY3:** Opportunities for learning through active play outside are continually enhanced with a new EYFS friendly play area. Outdoor learning experiences are embedded as every day practice with use of a wider local area (Forest Schools), to improve outcomes for all pupils, but especially boys.

**EY3:** The EYFS section on the website provides valuable information for new families. Parent feedback is used to develop it further to meet their needs. Parents feel well informed and involved in their child's learning. Parent workshops and drop in sessions have been well attended.

**Pupil Outcomes**

**PO1:** 67% of girls in R, 58% in W, 67% in Maths to meet at least the expected standard.

**PO2:** For at least 80% in R, 75% in M and at least 70% in W to meet the expected standard at the end of Year 2.

**PO3:** 80% of pupils in Year 6 achieve the expected standard. 100% of girls to achieve expected in Maths in Yr 6.

**PO4:** The progress measure for Writing in Year 6 exceeds 1.0 and is in line with Reading and Maths.

**PO5:** At least 36% of Year 6 pupils and 18% of Year 2 pupils achieve greater depth by the end of the year in Science.

**PO6:** For more than 75% of pupils with SEND to make at least expected progress in Writing, Reading and Maths.

**Personal Development, Behaviour and Welfare**

**PDBW1:** Pupils have an excellent understanding of how to stay safe, to include staying safe online. Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and wider society.

**PDBW2:** Pupils develop key skills and enhance their Science, Art and PSHE curriculum through a Forest Schools experience, which is consistently delivered throughout the year.

**PDBW3:** Pupils are given a wider variety of opportunities to exercise and participate in competitive sport. The school deploys specialist teachers to enhance provision where possible.