

SEF Summary 2019-20
Cockwood Primary School

<p>Whole School Priorities 2019/2020</p>	<ol style="list-style-type: none"> 1. To improve the rates of progress for pupils in Key Stage 2 in Reading, Writing and Maths 2. To improve pupils' understanding of rich language in EYFS and Key Stage 1 3. To refine the curriculum to ensure it is progressive, broad and challenging – with intent and implementation embedded throughout the school 	
<p>A: Quality of Education</p>	<p>Main strengths:</p> <ul style="list-style-type: none"> ● Outcomes almost always above Devon and National at all stages ● Improved outcomes at the end of KS1 which were significantly above national in % of pupils achieving expected and greater depth (particularly in Reading and Maths) ● Progress figures are generally above national and place the school in the 2nd quintile or above (not in 2019) ● Good Ofsted judgement in 2018 – teaching is effective, leading to good outcomes for pupils in Year 6. ● Vulnerable and SEND pupils generally achieve consistently above national ● The school offers a broad range of curriculum opportunities, which are continually evolving. ● Positive, forward thinking and ambitious school culture 	<p>Areas for development</p> <ul style="list-style-type: none"> ● To achieve an end of KS2 progress measure of >0 for Reading, Writing and Maths ● To improve outcomes for current EYFS pupils from their low starting point, particularly in CLL >14% exceeding and >78% at expected ● For attainment in Writing at the end of KS1 to be more in line with that of Reading and Maths (>66% of pupils to achieve expected standard by the end of Yr 2) ● Maintain good outcomes in the phonic screening check To be taken Autumn 2020 ● Continue to improve outcomes for current SEND pupils in Maths (>75% to make expected progress) ● Improve the quality of Writing across the school ● To build a curriculum where intent and implementation are embedded across all subjects. Lessons match the aims of the curriculum, which is coherently planned and sequenced. To develop an effective assessment system for non-core subjects.
<p>Steps taken / Impact of actions taken to address these issues to date:</p> <ul style="list-style-type: none"> ● Increased support of teacher in Class 2 – Leadership time, joint planning time with English Lead – weekly ● Appraisal targets for all staff linked to whole school priorities ● Targeted SEND meetings for staff – weekly ● Staff meeting and non-pupil day time –curriculum focus ● Effective CPD programme in place and being accessed by staff to support SEND, curriculum improvements and subject leader knowledge ● UPS 2 teacher enrolled on SENCO Award programme ● Subject leaders taking a positive lead in refining and enhancing the curriculum thus improving outcomes across the school ● Key resources purchased – e.g Maths Shed 		
<p>B: Behaviour and Attitudes</p>	<p>Main strengths:</p> <ul style="list-style-type: none"> ● Positive climate for learning ● A calm and orderly environment, where pupils are safe and feel safe ● A positive and respectful school culture, in which staff know and care about pupils (OFSTED 2018) ● Pupils take active key roles within school – Mental Health Ambassadors, Play Leaders, 	<p>Areas for development</p> <ul style="list-style-type: none"> ● To improve attendance of SEND pupils >90% in 2019/20 ● Review the behaviour policy with all stakeholders

	<p>Digital Leaders, School Council, Buddies for EYFS pupils</p> <ul style="list-style-type: none"> ● Pupils behave consistently well, demonstrating very positive attitudes to their education and the school. Low level incidents are minimal ● Attendance and punctuality is generally very good for most pupils 	
<p>Steps taken / Impact of actions taken to address these issues to date:</p> <ul style="list-style-type: none"> ● Meeting in place to review policy – governors, pupils and parents (Nov 2019) ● Half termly monitoring of attendance for target group of pupils by LC ● Staff meeting time – focus on SEND pupils, attendance, outcomes and communication with parents ● Digital Leader training in place – weekly with IT technician ● Annual Play Leader and Mental Health Ambassador training planned 		
<p>C: Personal Development</p>	<p>Main strengths:</p> <ul style="list-style-type: none"> ● The school provides a wealth of extra-curricular opportunities and there is a wide take up of these – to include after school clubs, fixtures and visits (to include residential experiences bi-annually from Year 2 upwards) ● The school has substantially increased the opportunity for pupils to take part in competitive sport (South Dartmoor Sports Partnership) ● The school offers a wide range of music lessons from outside teachers (drums, woodwind, singing, keyboard, guitars) ● The school continues to embrace enterprise, and the pupils are involved in designing, making and marketing products within the local community (Harbourside Chutney and Harbourside Chocolate) ● All pupils access Forest School sessions and dance lessons from a trained dance teacher throughout the year ● The school plays an active role in the community, to include linking with the church, local charities and supporting others in need, such as the choir singing in a local nursing and residential home 	<p>Areas for development</p> <ul style="list-style-type: none"> ● To improve the use of the National Online Safety tool purchased by the school and monitor parental engagement ● Develop opportunities for pupils to engage with Parliament and deepen understanding of democracy, rule of law and individual liberty ● Further develop the Sex and Relationships Curriculum, in line with statutory requirements
<p>Steps taken / Impact of actions taken to address these issues to date:</p>		

	<ul style="list-style-type: none"> ● Parents provided with online portal links – website ● Targeted CPD planned – Computing Lead ● Weekly training – Digital Leaders ● Staff meeting and training time – staff to plan and resource effective lessons for all pupils ● Parent workshops to be planned across the year ● Class 1 visit to Parliament planned (Summer 2020) ● Parliament Week in place with curriculum activities planned across the school (November 2019) ● Parliament activities across the MAT due to be planned for this academic year 	
<p>D: Leadership and Management</p>	<p>Main strengths:</p> <ul style="list-style-type: none"> ● Safeguarding is effective, with clear systems in place (OFSTED 2018) and ethos of safety evident across the school, which is shared by staff, governors, parents and pupils ● All staff access high quality CPD ● School improvement planning, monitoring, appraisals and reporting to governors triangulated and targeted ● Staff are supported by the HT, where well-being is a priority ● Governors and the HT have a clear and ambitious vision for the school ● Good parental relationships 	<p>Areas for development</p> <ul style="list-style-type: none"> ● To ensure that 100% of teachers are confident in using the new assessment system (Target Tracker) ● To ensure that all subject leaders have capacity to ensure that their curriculum offer is effective, well taught and assessed accurately ● Ensure new governors become more familiar with their role ● For succession planning for the Chair to be in place this year, to ensure a smooth transition for the GB
<p>Steps taken / Impact of actions taken to address these issues to date:</p> <ul style="list-style-type: none"> ● Staff training for Target Tracker in place ● Staff meeting time prioritised for subject leader training, curriculum and assessment. Staff developing a wider impact across the school, particularly in non – core subjects ● CPD in place for all subject leaders this year ● Subject meetings across the MAT to be planned ● New governors accessing appropriate training ● Succession planning on governor agendas, with a timescale in place for selecting a new Chair 		
<p>E: The effectiveness of the Early Years provision: quality and standards</p>	<p>Main strengths:</p> <ul style="list-style-type: none"> ● Children highly motivated and eager to take part in activities ● Excellent relationships with parents, staff and pupils ● Stimulating learning environment ● Accurate assessment based on a range of evidence ● Staff are clear on the needs of individual children and adopt a flexible approach to support all learners ● Staff supporting writing – clear evidence of a higher % of pupils achieving exceeding in the last two years 	<p>Areas for development</p> <ul style="list-style-type: none"> ● To improve pupils’ understanding of rich language in EYFS ● To improve outcomes for current pupils in EYFS from their low starting points in CLL > 14% exceeding and > 78% expected by the end of the year ● Continue to improve the outdoor provision on site
<p>Steps taken / Impact of actions taken to address these issues to date:</p> <ul style="list-style-type: none"> ● Experienced staff are allocated to this class – two teachers for 3 days per week, to include an 		

	<p>experienced teacher as a TA and HLTA</p> <ul style="list-style-type: none">● Forest School and dance in place for EYFS● Fun fit sessions for selected pupils 2 times per week● Focus on writing in EYFS, to include more able pupils● Class teacher enrolled on the SENCO Award programme this year● Focus within the team on targeted groups – planning and assessment● Parent workshops planned● Speech link assessments carried out and programmes in place, both within school and at home
--	---

Overall Effectiveness

- Leadership at all levels is aware of current strengths and areas for development. Actions are in place to address these
- SMSC development is a strength
- Consistently good teaching and learning
- OFSTED 2018 judgement – retained good education from previous OFSTED (2 areas judged Outstanding)
- Effective safeguarding procedures