

**SEF Summary 2020-21**  
**Cockwood Primary School**

<b>Whole School Priorities 2020/21</b>	<ol style="list-style-type: none"> <li>1. To implement and embed strategies to support the positive emotional and mental wellbeing of all members of the school community</li> <li>2. To improve pupils' understanding and use of rich language within their writing across the whole school</li> <li>3. To identify gaps in learning for all pupils, redefine the curriculum to address these gaps, and provide targeted support in key areas for identified groups of pupils (based on Autumn Term baseline assessment data)</li> <li>4. To continue to build on a progressive, broad and challenging curriculum whilst responding to pupils' changing SEMH needs</li> </ol>		
<b>Key Performance Indicators</b>	<ul style="list-style-type: none"> <li>• Specific targets for attendance and achievement are met. A system of support is in place where qualitative data demonstrates a positive impact for the emotional and mental wellbeing of pupils, staff and parents</li> <li>• For a greater percentage of pupils to make accelerated progress in Writing from their Spring Term 2020 level, but with a particular focus on Years 1, 5 and 6 Year 1 to exceed 60% of pupils achieving the expected standard Year 5 to exceed 60% Year 6 to exceed 75%</li> <li>• To improve the outcomes for current EYFS pupils to address the impact of Covid preschool non-attendance, particularly in PSED and Writing, and in Year 1 pupils (Autumn Term). To match or exceed Devon and National outcomes for pupils achieving a GLD (73%)</li> <li>• Target groups make at least expected progress (6 steps) with a higher percentage making 8 steps</li> <li>• Improve outcomes for current SEND and disadvantaged pupils &gt; 75% to make at least expected progress in R, W and M</li> <li>• 100% of subject leaders feel that they have an effective curriculum offer, which is well taught, resourced, accurately assessed and monitored.</li> </ul>		
<b>Context</b>	<p>During the academic year 2020/21, the school faced a national lockdown from January through to March. Alongside this, significant numbers of pupils had to self-isolate, either individually or as a class group. Class 3 isolated for 1 week during July, and Class 1 isolated 9.5 days, also in July. This followed a Summer Term lockdown in the previous academic year</p>		
<b>A: Quality of Education</b>	<table border="1"> <tr> <td data-bbox="323 1285 874 2145"> <b>Strengths from the year:</b> <ul style="list-style-type: none"> <li>• Progress was good overall from Sept baseline data in focus area (Writing) Year 1 - 88% pupils made at least expected progress in writing Year 5 - 100% of pupils made at least expected progress Year 6 - 100% of pupils made at least expected progress 83% of pupils in Year 6 achieved age related in Writing</li> <li>• Attainment in Reading is good (exceeds Local and National figures - Target Tracker data comparisons) (Years 1 - 6)</li> <li>• Good levels of progress in Maths and Reading</li> <li>• 100% of current Year 2 passed the Year 1 phonic screening</li> <li>• Catch up funding was used wisely with good pupil outcomes</li> <li>• Pupils in receipt of FSM made good progress</li> </ul> </td><td data-bbox="874 1285 1528 2145"> <b>Areas for development</b> <ul style="list-style-type: none"> <li>• Although progress in year was good, attainment is below National and Local data (Target Tracker data comparisons) in Writing and Maths</li> <li>• Writing is a key focus area again for this year with significant numbers of pupils not working at age-related expectations 38% of current Year 2 only at expected levels, 53% of current Year 6.</li> <li>• Although SEND pupils made good progress in Reading and met the target, they did not meet it in Maths or Writing (&gt;75% of group to make expected progress)</li> <li>• Writing attainment in EYFS and Year 1 was not meeting age related expectations (progress was good)</li> <li>• Pupils in EYFS did not meet the target set for the percentage achieving a good level of development (60%). 4 out of the 6 who did not meet expectations have S and L difficulties. The area not achieved was Writing for all 6 pupils.</li> <li>• Improve the quality of external support provided for pupils with Speech and Language difficulties</li> </ul> </td></tr> </table>	<b>Strengths from the year:</b> <ul style="list-style-type: none"> <li>• Progress was good overall from Sept baseline data in focus area (Writing) Year 1 - 88% pupils made at least expected progress in writing Year 5 - 100% of pupils made at least expected progress Year 6 - 100% of pupils made at least expected progress 83% of pupils in Year 6 achieved age related in Writing</li> <li>• Attainment in Reading is good (exceeds Local and National figures - Target Tracker data comparisons) (Years 1 - 6)</li> <li>• Good levels of progress in Maths and Reading</li> <li>• 100% of current Year 2 passed the Year 1 phonic screening</li> <li>• Catch up funding was used wisely with good pupil outcomes</li> <li>• Pupils in receipt of FSM made good progress</li> </ul>	<b>Areas for development</b> <ul style="list-style-type: none"> <li>• Although progress in year was good, attainment is below National and Local data (Target Tracker data comparisons) in Writing and Maths</li> <li>• Writing is a key focus area again for this year with significant numbers of pupils not working at age-related expectations 38% of current Year 2 only at expected levels, 53% of current Year 6.</li> <li>• Although SEND pupils made good progress in Reading and met the target, they did not meet it in Maths or Writing (&gt;75% of group to make expected progress)</li> <li>• Writing attainment in EYFS and Year 1 was not meeting age related expectations (progress was good)</li> <li>• Pupils in EYFS did not meet the target set for the percentage achieving a good level of development (60%). 4 out of the 6 who did not meet expectations have S and L difficulties. The area not achieved was Writing for all 6 pupils.</li> <li>• Improve the quality of external support provided for pupils with Speech and Language difficulties</li> </ul>
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	<ul style="list-style-type: none"> <li>EYFS pupils made good progress in PSED (Personal, social and emotional development)</li> <li>Pupils in receipt of PP funding made good progress and met school target</li> </ul>	
<b>B:</b> <b>Behaviour and Attitudes</b>	<b>Strengths for the year:</b> <ul style="list-style-type: none"> <li>Remote learning was good quality and set up very quickly. Parents and pupils were well equipped to use the platform to support their child's learning. (See Parent Survey results)</li> <li>The school remained positive throughout lockdown and the difficult academic year.</li> </ul>	<b>Areas for development</b> <ul style="list-style-type: none"> <li>Due to significant effects of lockdown and self-isolation for all pupils, good attendance must be maintained 2021/22. Annual attendance was 97.9% which does not reflect actual attendance in school</li> <li>SEND, PP attendance was good overall but outcomes for these groups must be accelerated further during this academic year</li> <li>Continue to support the emotional and mental wellbeing of all stakeholders</li> </ul>
<b>C:</b> <b>Personal Development</b>	<b>Strengths for the year:</b> <ul style="list-style-type: none"> <li>PSHE and RSE delivered well as flexible timetabling enabled key lessons to be covered around lockdowns</li> <li>Good quality CPD for staff provided, in addition to wellbeing sessions led by Open Minds</li> <li>Staff wellbeing prioritised by HT and governors</li> <li>CAP sessions and individual interventions for target children used to support wellbeing</li> <li>Timetabling focused on needs of all children, with a priority placed on outdoor learning, PSHE, PE, Music and the Arts</li> <li>Fair Trade Achiever Award achieved by the school</li> <li>The school continued to provide external opportunities where possible - peripatetic music lessons, PE impact days etc</li> </ul>	<b>Areas for development</b> <ul style="list-style-type: none"> <li>Explore improved ways of linking with parents and sharing important information about their child</li> <li>Continue to upskill parents in online learning</li> <li>Enable pupils to have key roles in school post-Covid and allow for greater involvement and enhanced Pupil Voice opportunities</li> <li>Increase opportunities to be involved in collaborative projects for pupils and staff - Oracy Project and Youth Parliament as an example</li> <li>Increase opportunities to attend visits and residentials</li> <li>Continue to support staff, pupil and parent wellbeing</li> <li>Increase opportunities for good quality performance/Oracy throughout the curriculum</li> </ul>
<b>D:</b> <b>Leadership and Management</b>	<b>Strengths this year:</b> <ul style="list-style-type: none"> <li>Positive outcomes from external reviews - Health and Safety, Safeguarding and Curriculum</li> <li>SRE statutory requirements met</li> <li>The curriculum audit demonstrated that the school was successful in adapting the curriculum to support learners by prioritising what was most needed</li> <li>Increased CPD opportunities throughout the academic year for all staff</li> <li>Improved assessment of non-core subjects and Dance. Staff working alongside outside providers to ensure quality and consistency</li> <li>Good use of catch up funding - effective and timely</li> </ul>	<b>Areas for development:</b> <ul style="list-style-type: none"> <li>Improve programme for staff CPD in PE (not as successful due to Covid limitations and pressures)</li> <li>Continue to build on progress in the area of curriculum development - refine subject intent statements, build further aspirational planning and progression and demonstrate a clear and consistent focus on concepts and skills. Develop further the use of knowledge organisers to support pupil learning, both in school and at home. Support development of subject leaders and upskill them to be strong leaders who can monitor effectively</li> <li>Continue the drive to improve outcomes for all pupils, but in particular target groups, PP and SEND pupils</li> </ul>

	<ul style="list-style-type: none"> <li>● Subject Leaders have taken an increased responsibility in maintaining good standards in their subjects</li> <li>● The school provided consistent provision for pupils through another Covid affected year. Low staff absence and good quality cover provided where needed</li> </ul>	<ul style="list-style-type: none"> <li>● Refine marking policies to ensure feedback is meaningful and supports teachers in managing workload</li> <li>● Following the 'Speak for Change' report and successful bid allocation for Orators for Change project, ensure good oracy skills are developed and enhanced across all areas of the curriculum</li> <li>● Ensure the new EYFS framework and baseline assessment is in place and delivered well. Use the Nuffield Early Intervention programme to support language delivery in EYFS</li> <li>● Achieve Artsmark Award and Rights Respecting Award over the next two years</li> <li>● Safeguarding to remain a priority: - set up CPOMS as a new management tool to support this</li> </ul>
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