

**Cockwood Primary School**

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**SCHOOL IMPROVEMENT PLAN**

**WHOLE SCHOOL PRIORITIES FOR 2021/2022**

* To implement and embed strategies to support the positive emotional and mental wellbeing of all members of the school community
* To develop a whole-school approach to embedding Oracy across the curriculum and create a sustainable Youth Parliament across the Trust
* To identify gaps in learning for all pupils, refine the curriculum to address these gaps, and provide targeted support in key areas for identified groups of pupils
* Continue to upskill subject leaders to enable them to drive curriculum improvements and monitor progress effectively

**KEY PERFORMANCE INDICATORS:**

1. To improve outcomes in Maths and Writing, ensuring a greater percentage of pupils meet their potential.
2. To improve outcomes for current EYFS pupils to address the impact of Covid preschool non-attendance, particularly in CLL (Communication, Language and Literacy) . To match or exceed Devon and National outcomes for the percentage of pupils achieving a Good Level of Development (exceed 80%).
3. Target groups make at least expected progress (6 steps) with a higher percentage making accelerated progress (8 steps) from baseline assessment data.
4. Improve outcomes for SEND and disadvantaged pupils >75% to make expected progress in Reading, Writing and Maths.
5. 100% of subject leaders feel that they have an effective curriculum offer, which is well taught, resourced, accurately assessed and monitored. Oracy is a golden thread which runs through all subjects. Recommendations from the external curriculum audit (October 2021) have been met.
6. The school has successfully achieved key milestones within the Orators of the Future/Orators for Change project, Artsmark Award and Rights and Respecting Award.

This improvement plan works in conjunction with subject action plans.

**QUALITY OF EDUCATION -** To identify gaps in learning for all pupils, refine the curriculum to address these gaps, and provide targeted support in key areas for identified groups of pupils

| **OBJECTIVES** | **KEY ACTIONS (including dates and deadlines where applicable)** | **WHO** | **Cost** | **IMPACT CHECK** |
| --- | --- | --- | --- | --- |
| For a greater percentage of pupils to make accelerated progress in Maths and Writing.  See Maths and English Subject Action Plans.  See also SEND Action Plan.  Improve outcomes for SEND and disadvantaged pupils >75% to make expected progress in Reading, Writing and Maths.  Target groups make at least expected progress (6 steps) with a higher percentage making accelerated progress (8 steps) from baseline assessment data. | * Baseline assessments completed and target pupils/groups identified - Star Reading, Star Maths, Spelling diagnostic, EYFS baseline (Sept ). * Pupil progress meetings held - strategies and provision mapping completed (October) * Staff meeting agenda plan includes a specific programme of CPD for Maths and Writing (Termly). SLN training in place termly * Complete staff appraisals, with targets linked directly to School Improvement Priorities (Sept) * Utilise catch-up funding, prioritise pupils and plan specific individual interventions (Sept). Interventions to begin early Sept. Funding tracked half termly and outcomes discussed with teams * Parent workshops and information sharing organised (Oct 21) * Set up SEND meetings monthly for each teaching team with the SENCO, to focus on needs and resourcing (Sept). * Plan SEND training for all staff to include effective use of the Graduated Response Tool, using the Nurture area effectively post-covid, (including support staff), Fine Motor Skills and Fun Fit, talking to pupils with SEND and their families to build positive relationships (Sept onwards). SENCO to share EEF guidance report findings in staff CPD time * Subject leaders have monitoring schedule set up for the year * Curriculum Audit (External) with D Wring (October 21)completed and feedback shared with staff and governors. Action plans reviewed * Speech link assessments completed - October 21 * Employment of independent SLT Sally Anne Taylor across Trust to target SLCN across whole school for target pupils * Moderation across classes and other trust primaries set up (Pobble) * SEND register completed * Targeted support and available staffing in place. Support Staff timetable and focus tasks in place (Oct 21) * Whole school focus on Oracy to support progress in Maths and Writing (See plan) * HT tracks target groups to ensure pupil progress is accelerated. Subject Leader meetings planned with a focus on pupils outcomes and support * Monthly monitoring opportunities for DF and AR to meet - moderate outcomes and provision across classes. Joint planning and targeted discussions. Split Year 4 group tracked half-termly to ensure consistent provision * If necessary, HT and SENCO assess quality of remote provision for any pupils being educated off site | All  LC/GW  LC  LC/GW  GW  GW  AR/DF  LC/AR  AR  DW  AR  GW  AR  GW  AR  LC  DF/AR  LC/GW | £320 SLN memb  £7500 catch up funding  £360  Supply  £320  £1000 ST  £350 |  |
| **EYFS**  To improve outcomes for current EYFS pupils in CLL to address the impact of Covid preschool non attendance.  To match or exceed Devon and National outcomes for the percentage of pupils achieving a Good Level of Development (exceed 80%).  Promote and develop parental engagement in EYFS. | * Weekly Class team meetings to review provision and plan for next steps in line with raised expectations of new EYFS framework * Implementation of ongoing EYFS guidance and updates, in response to Babcock and DfE * Whole school focus on Oracy, regular training and reading of recommended materials to upskills and develop practice in EYFS CLL (Voice 21) * LB to provide support and training of Class 3 team members in the use of Tapestry (online platform) * Training of 2 class teachers (LB and GW) in NELI (Nuffield Early Language Intervention) during Autumn 2021, and implementation from Spring 2022 to support pupils working below ARE in CLL alongside current practice of Language Link assessment * Engagement with EYFS Forum and liaison with local schools within the MAT to share good practice * Use of new platform Tapestry to raise profile of CLL and enable high quality, thorough assessment of this area * Use of Mighty Writer within targeted interventions to promote CLL as a foundation for writing * Use of transition documents, pre school phone conversations and baseline assessments to ascertain individual pupils’s starting points and next steps * Introduction of Tapestry (online platform) to promote and develop communication and involvement of parents throughout their child’s EYFS learning journey * Termly workshops (remote or face to face in light of Covid restrictions) ;   Autumn 2021 - Phonics and Oracy / CLL  Spring 2022 - Maths  Summer 2022 - Early Writing   * Spring Term phonics drop in sessions (Covid dependent) | GW LB JM  AR, C3 team  LB  LB GW  LB GW  C3 team  JM  LB GW  LB GW  LB GW | £100  DfE funding - 2 years |  |

**BEHAVIOUR AND ATTITUDES -** To implement and embed strategies to support the positive emotional and mental wellbeing of all members of the school community

| **OBJECTIVES** | **KEY ACTIONS (including dates and deadlines where applicable)** | **WHO** | **Cost** | **CHECK** |
| --- | --- | --- | --- | --- |
| To develop and embed wellbeing practices among staff and pupils across the school, to support self-regulation, resilience and wellbeing.  Review of key policies.  Staff wellbeing is supported post Covid, enabling the team to positively impact on pupils and meet their needs.  To develop the use of C-Poms to log safeguarding and behaviour concerns.  To support the DDSL and Senior Teacher to gain a greater knowledge base and understanding of leading safeguarding across the school. | * Open Minds Wellbeing Programme to run for the second year; sessions delivered by Helen Wilson through twilight meetings - all staff * Review PSHE Curriculum and policy to ensure it reflects key priorities * Wellbeing a weekly agenda item on staff meeting agenda * HT to ensure staff are given additional time to complete tasks/team teach and provide support when needed. Explore effective feedback and work together as a team to develop good practice whilst retaining a focus on work life balance and wellbeing. Termly review * Staff meeting time planned to feedback progress and strategies used to support pupils. What else is needed? * Termly review on next steps. Pupil feedback is discussed to ensure we are meeting their needs * Set up termly opportunities for pupils to work together, either face to face or remotely. Reintroduce buddy system, School Council meetings, Fair Trade events etc. Link with Oracy plans. * Explore the use of Mental Health Ambassadors once again - organise further training for new pupils and allocate time for this * Review Mental Health Strategy for the school and share with all stakeholders. Staff to implement further strategies to support pupil wellbeing. (Oct 21) * Share the reviewed Behaviour and Anti-Bullying policies. Ensure all parents, staff and pupils are aware of the principles. Class behaviour rules in place with a clear understanding of why they are needed (Sept 21) * LC and SJ to set up C-Poms. Training delivered to staff and system shared. Ensure all staff are confident in how it is used. (Sept 21) * Half termly meetings to discuss key areas, priority families, Early Help support, statutory expectations, training etc. * Complete safeguarding audit together (Dec 21), alongside governor for safeguarding * Work with staff, PFA and governors to engage parents more with school when restrictions ease through coffee mornings, community events and drop-ins. * Plan an annual programme of Forest School for all pupils to access, to support their emotional and mental wellbeing | LC  GW  LC  GW  LC/GW  GW  GW  LC  LC/SJ  LC  LC/AR/GW  LC  LC | £1000  £350  £3000  (Grant funding, Sports Premium) |  |

**PERSONAL DEVELOPMENT -** To develop a whole-school approach to embedding Oracy across the curriculum and create a sustainable Youth Parliament across the Trust

| **OBJECTIVES** | **KEY ACTIONS (including dates and deadlines where applicable)** | **WHO** | **Cost** | **IMPACT CHECK** |
| --- | --- | --- | --- | --- |
| (See Oracy Action Plan)  For all staff to have a shared understanding of effective oracy in the classroom, and to build a culture of talk-rich classrooms where every voice is valued.  To develop an Oracy Policy across the MAT, and build collaborative opportunities for shared staff training and development.  Set up a Youth Parliament event for all local schools, enabling pupils to come together and discuss issues which are important to them.  To enable pupils to be strong, articulate advocates for change. To develop Pupil Voice opportunities and further develop pupils’ understanding of parliament. | * All staff attend Oracy training SLN (Sept 21) * Attend Oracy project (Voice 21 Oct) * Purchase Votes for Schools resource and set up assembly/lesson programme for the school * Audit current Oracy provision for all year groups, use SLN resources to plan for all lessons to encompass Oracy opportunities. All teaching staff to set up Oracy folder of CPD and resources. Purchase of key text ‘ *Transform Teaching and Learning through Talk*’ for all teaching staff * Planning to have clear Oracy objectives across all subjects * Create an Oracy Action Plan for Cockwood (Sept 21) * Share Oractors for the Future/Orators for Change rationale and aims to trust heads (sept 21) * Attend Closing the Gap vocabulary training to enhance this work - Alex Quigley (sept 21) and Vocabulary Ninja whole staff training (Sept 21) * Oracy Lead to set up a timetable for tracking pupil progress, but in particular PP pupils * Set up Parliament Week activities and share with partner trust primaries (Nov 21) * Join Voice 21 project. Review Action Plan and share priorities, CPD and next steps with all staff and governors (Jan 22) * Build additional opportunities for the School Council post Covid, linked to areas of interest, such as Climate Change and Fair Trade * Develop pedagogical interventions to support staff CPD. LC and AR to plan staff inset using Tom Sherrington and other research evidence. Link to Oracy recommendations within Voice21 * Undertake classroom based research on the impact of the project (Summer Term) * Visit schools of outstanding progress in Oracy (Spring Term) * Create a Youth Parliament Event for pupils allowing them to work collaboratively across the trust to develop their oracy skills * Share next steps (Year 2 and 3 of the project) with staff, parents, governors and partner schools. * Survey pupils and staff to measure the impact of the project * All staff to attend joint CPD opportunity with Tom Sherrington (July 22) exploring the language of learning | AR  AR  AR  LC  AR  AR  LB  AR  LC | £300  £360  £40  £7500  DEF grant fund  £2000 DEF Grant (MAT) |  |

**LEADERSHIP AND MANAGEMENT** Continue to upskill subject leaders to enable them to drive curriculum improvements and monitor progress effectively

To achieve the *Rights Respecting School Award*. To support the delivery of high quality opportunities within the Arts, and achieve the Gold Standard *Artsmark Award* over a two year period

| **OBJECTIVES** | **KEY ACTIONS (including dates and deadlines where applicable)** | **WHO** | **Cost** | **IMPACT CHECK** |
| --- | --- | --- | --- | --- |
| To ensure all stakeholders are aware of the principles of the Rights Respecting School Award and why rights for children are so important.  Develop an action plan for the school, encompassing key UNICEF priorities. Build priorities into curriculum time/assemblies.  To improve provision in the Arts for all pupils.  Support the Arts Subject Leader in achieving Year 1 of the Artsmark Award (Gold Standard).  See Arts Subject Action Plan  100% of subject leaders feel that they have an effective curriculum offer, which is well taught, resourced, accurately assessed and monitored.  All recommendations from external audits and internal deep dives are being met.  See Subject Action Plans | * Staff meeting time allocated to share principles, build an action plan and share outcomes termly * Staff to disseminate to pupils. School Council to act as a focus group to lead discussions and actions across the school. Class charters to be discussed * Information shared with governors and parents via newsletters and meetings * Link with partner schools to create opportunities to collaborate * Complete evaluations - what has been the impact? * Share statement of intent with staff and governors (Sept 21) * AR to overhaul Arts curriculum, with a focus on progression, Oracy and Pupil Voice * Build a programme of events and enrichment - Links with Royal Opera House and Dance project (Oct 21) * Whole school event in the village showcasing progress so far * Spring Term CPD to be planned to support continued improvements * Develop Arts Council for pupils to develop ideas encompassing Arts Projects 9 to meet monthly with AR (commence Oct 21) * Half termly meetings with AR - ensure support and time is available to meet expectations of the award * Complete recommendations from May 21 and October 21 audits. Review intent and implementation for 2021/22 (Sept 21) * Subject leaders plan staff CPD, review and further refine rolling programmes and medium term planning in line with oracy priorities and focus on higher order concepts * Review subject action plans (Sept 21) * Share curriculum information on school website termly * Review knowledge organisers and their effectiveness termly - ensuring key concepts, vocabulary and specific subject elements are present * Subject leaders to build enrichment opportunities for pupils post-covid, to include residentials for 2 classes this academic year * Set up governor days and links with subject leaders * Plan staff CPD to support a deep dive approach to monitoring and incremental coaching (termly), to include a wider use of Target Tracker for non-core subjects * Build additional time into each term to support subject leaders completing deep dive reviews | LC  LB  LC  AR  AR  AR  AR  LC  LC  All  LC  All  LC  LC | £300 supply  £200  Supply cover  £1500 |  |

**Financial Summary 2021/22**

| **FUNDS AVAILABLE FOR SCHOOL IMPROVEMENT** | |
| --- | --- |
| School budget | £453 196 |
| Pupil Premium | £15 415 |
| Grant funding | DEF £9500  FS £ 1500 |
| Catch Up Funding | £7500 |

| **SUMMARY ALLOCATION**  **MAIN COSTS** | | **Staff CPD** | **Supply** | **Resources** | **Total** |
| --- | --- | --- | --- | --- | --- |
| **A** | **Quality of Education** | **£670** | **£360** | **£1320**  **£7500 Catch Up Funding** | **£9850** |
| B | **Behaviour and Attitudes** | **£1000** |  | **£3000**  **£350** | **£4350** |
| **C** | **Personal Development** | **DEF Grant £9500**  **£300** |  | **£400** | **£10200** |
| **D** | **Leadership and Management** |  | **£1800** | **£200** | **£2000** |
|  | **Early Years** |  |  | **£100** | **£100** |