



CPS Strategic Plan Update

Leadership & Management: To continue to develop subject leaders and those new to role, at both middle and senior level
Quality of Education: To improve the quality of teaching so that all pupils, particularly disadvantaged, make better progress in all year groups and key stages.
Behaviour & Attitudes: To foster a positive attitude towards learning.
Personal Development: To develop emotional self-regulation and resilience in children
Safeguarding Priorities To ensure the CPS early help offer identifies and supports vulnerable families To raise staff awareness of the importance of meticulous record keeping in identifying wider safeguarding/behaviour issues (extending use of CPOMS to all staff) To raise our children's' awareness of the wide range of support mechanisms available through CPS and beyond

Dear Parents and Carers,

This term, our focus is naturally to ensure a smooth transition as the children return to our school through a focus on 'Recovery' rather than 'catch up'. As a staff team we have spent a lot of time and training pre-empting this and was already highlighted on our Strategic Development Plan post Lockdown 1!

We have honed this further and drilled down to an approach based on: **Restoration, Reconnection, Resilience, Relationships** and then our **Response to Need; CPS; 5Rs to**

Recovery. We are acutely aware that assessing children and filling gaps can only be addressed once the children feel safe, happy and listened to... and our Recovery Teacher is already busily releasing teachers so they can work with children identified as needing additional support, whilst our ELSA is ensuring we all have tools to support all children!

The children are naturally tired but so many have surprised us with their enthusiasm, resilience and eagerness to resume learning. Children are keen and enjoying face to face learning again. So many children (with the incredible support from parents) actively engaged with lockdown learning and have made progress throughout their time away. Some children are finding readjusting to the norms of a busy classroom, playground and school difficult - especially those who are adjusting to having full classes again after being in small bubbles, so we are particularly vigilant and, through **CPS; 5Rs to Recovery**, we hope to quickly support everyone's successful transition back to a full school. Do discuss any concerns at next week's parent consultations!

CPS journey of improvement did not pause during lockdown and continues ... as any good school would; and we feel we are exactly that... a GOOD school! We have looked at and acted upon all of the areas noted by Ofsted. Although, as you know Ofsted applauded us for having already identified and created a strong Strategic Plan for improvement and we were already underway, prioritising the many necessary changes which we had identified as needing to be improved and addressed.

Our focus on writing and in particular, the editing process continues. We have re-introduced our new 'Finale Folders' where children can proudly keep their final pieces of writing, building a portfolio throughout their time in school. We have also monitored 'feedback and marking' across the school again to ensure all expectations continue to be in place and move children's learning forward.

Mrs Ali applied for our school to participate in a writing assessment project with other forward thinking Surrey Schools and we are excited to have been selected! This also shows that the LA feel we have the capacity for such a project. In line with our Strategic Plan, this will enable us to work with others to ensure high expectations in writing across the school as well as ensuring our assessment systems are robust and our judgements sound. This is incredibly important as we

sadly have no SATs data again this year; our predicted results were excellent last year and would have been strong again this year; such a shame as this would show everyone the impact of all we have achieved.



The English team's focus on Reading has not paused and we have purchased a wide range of books celebrating diversity and many with a focus on citizenship and British Values. This is important as part of our journey to foster values across the school and across the curriculum.

We have also launched MyOn, our online library and hope our library will 'reopen' after Easter.

You can just see our new 'grass' carpet!



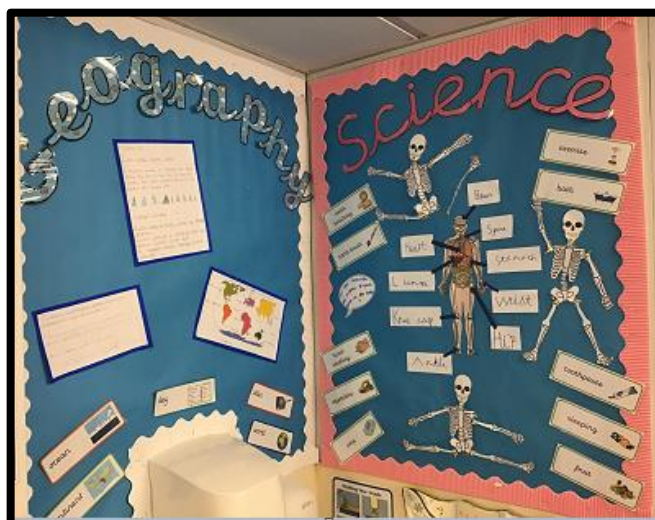
We are developing the Link Corridor which houses our Reading Books, all labelled with their Accelerated Reader ZPD Levels. We are aiming to purchase more hexagonal stools for this area! I hope School Council will lead further improvements, including a name for this area!



Equally in Mathematics, Mrs Nelson has continued her work as part of the Surrey Maths Hub. We are acutely aware that 'catch up' in maths should not mean racing through the curriculum, but to teach well and to revisit and embed concepts. Research has shown that in Japan, for example only 54% of the curriculum is explicitly taught but the children's outcomes and understanding is very high. This is because children are encouraged to make mathematical connections, a key focus of the maths mastery approach. At CPS, our aim is to build firm foundations, to build confidence and enable children to engage in mathematical conversations. We will use formative assessment effectively, starting with what our children already know and building layers upon that!

This year, as we have already embedded our approach to maths mastery, our focus has been to ensure we have a clear and consistent approach to the explicit teaching and learning of multiplication tables. All children are expected to have quick recall of all multiplication facts and their inverse division facts up to and including their 12 times table before they leave Year 4 and we will trial the Multiplication Check (MTC) this summer with our current Year 4 Cohort.

CPS is now forward thinking and proactive. Many other subject leads have continued to action targets from their development plans, in particular our focus subjects for this year; Computing, DT, MfL and Art. These leaders have ensured they are champions of their subjects, supporting their colleagues and ensuring planning and resources are ready to facilitate a broad and balanced curriculum where 'sticky knowledge' and the use of technical vocabulary are key and progressive skills are taught.



Mrs Dobson, our Design and Technology Lead has been working with a colleague in another school to look at provision and resources. She will lead a whole new approach to the teaching and learning of DT at our April INSET and has already been trialling this in Year 5. Mr Godfrey, launched Kapow, our computing scheme after visiting several schools last year to explore different approaches to Computer Science and he is supporting staff and ensuring this scheme is embedded and has not been negatively impacted by so many lockdowns! We now have a set of chrome books housed in a recharging trolley for every year group from Year 1 to Year 6, which will definitely facilitate the teaching and learning of discrete Computing as well as encouraging cross curricular opportunities.



In EYFS, our new lead, Miss Dias is driving further improvement across all aspects of continuous provision. The LA National Leader for Education specialising in EYFS visited our school again in Autumn and was thrilled to see the changes and improvements since last Summer, now grading EYFS provision as Good with some outstanding elements...we can't wait for her return (which has been delayed due to Covid) so she can see how much further we are on our journey now!



Mini-Woodies is now fully established and free flow across the classrooms, each with different areas of learning with focussed resources and learning opportunities is working brilliantly! The children love the opportunity to explore, to create and use our home-made swing and of course splash in the mud!

We are also delighted to have completed the construction of a doorway to separate the two Year 1 classrooms! Doesn't it look smart!

This was one of our actions post Ofsted (and something we wished to do) and we are thrilled for the staff and the children alike; it is so much calmer and quieter! One year 1 child said 'I can hear Miss Rainbow now' and another said 'I can hear myself think' (which really made me chuckle!). This means all children can now focus on their learning without any disruption from the other class, or their teacher's input! This has been incredibly successful already and construction is underway to do the same between the Year 2 classrooms.

The governors are also keen to return to face to face visits to CPS, and are impressed with Team CPS' continued drive for improvement, we are not content to just be 'GOOD' and will always strive to be better!

