

# Cockwood Primary School



## Leadership Report **Autumn Term 2016**

Presented in collaboration by *Governors and Teachers* - December  
2016

## 1. Staffing: *NT & LC*

### 1a. Staffing & Organisation

There will be a major change to the teaching staff for the Spring Term.

Alison Roper will be joining the team as the Class 2 teacher and will assume the Literacy Lead for the school. Debbie Russell will be leaving Class 2 at the end of her temporary contract on December 16<sup>th</sup>.

As before, the teaching assistants will remain in their current classes.

Mel Winsor has been an additional teaching assistant in Class 3 as emergency cover for a pupil with additional needs. This was part funded by an emergency grant. The funding has now finished and the progress shown by the pupil means that Mel will cease her teaching assistant role in the New Year if the needs of the pupil are being met with existing staff.

#### **Governors**

There have been a few changes within the Governing Body with Lewis Harben joining as Staff Governor. Also, Richard Crompton has joined the Resources Committee.

We have also learned that Cliff Curd will be leaving the Governing Body in the New Year. As the LA Governor, it is up to the Governing Body to recommend to the LA for someone to take Cliff's place. A couple of suggestions have been put forward and will be discussed at the next Full Governors Meeting.

### 1b. Staff Development

Investment in the development of our staff is very important and with a diminishing training budget, we need to make sure that we are selecting the most effective training courses that will deliver the most impact for our pupils.

Any training that is undertaken is reported on and disseminated to all staff at regular staff meetings.

To date, the following courses have been attended or are planned for this term (early next term).

- DAPH Conference was attended by Lorraine Curry and Gill Watts as the Senior Leadership Team.

	<ul style="list-style-type: none"> <li>● Success @ Arithmetic training was attended by Lewis Harben, Nicola Rose and Emma Frewin. Interventions are currently taking place in this high impact, short term programme.</li> <li>● Gill Watts has also attended an Early Years training course for outside learning, as well as continuing with Science training in preparation for achieving the Science Quality Mark.</li> <li>● Laura Buttree has attended a training course to help identify and deal with Autism.</li> <li>● Emily Morris has attended SEMH (Social Emotional Mental Health) training focussing on Attachment.</li> <li>● Lorraine Curry has attended both School Pupil Tracker and Fisher Family Trust training, as well as training on Domestic Violence and Fire Safety.</li> <li>● Sue Jago has updated her Asbestos training.</li> <li>● Karen Hannaford will be attending a Mindfulness course later this term or early next term in order to practise this method and disseminate to all staff.</li> <li>● All teaching staff (including Alison Roper) have attended Writing training in the last few weeks.</li> <li>● Alison Roper will also be attending a Mastery in the Curriculum training course as well as attending Somerset Literacy meetings on behalf of the school.</li> <li>● All staff have also attended Maths training supplied by Babcock.</li> </ul>
<p><b>1c. Initial Teacher Training/Other support</b></p>	<p>Currently in Class 3, we are joined by Libby Selley. Libby will be with us until the end of the term. We have a final year student completing a placement in Class 3 from Plymouth University and a Year 2 student from Marjons joining Class 2. We also have a student working one day per week from Exeter College who will support in Class 3 and Ben Whatmore from Exeter Football Club will also be providing sessions in PE for Class 1.</p>
<p><b>2. Pupil Numbers: <i>NT &amp; LC</i></b></p>	

There are currently 95 pupils on the register. Earlier this term, a Year 5 pupil left the school to attend another in the local area.

Discussions are ongoing to decide on the number of pupils we are able to take in September 2017. Whilst space in Class 3 would not be the issue, the large cohort moving into Year 2 will need consideration.

### **3. Attendance: NT & LC**

The attendance for the year to date (11<sup>th</sup> December 2016) is 97.8%. This is well above the 97.2% achieved last year (whole year). The high attendance is encouraging, despite the increase in unauthorised absences for family holidays.

Requests for absences will continue to be monitored by the Head Teacher and will only be authorised in exceptional circumstances, in line with our school's policy. All parents will receive their child's attendance figures at the end of term and Mrs Curry will contact parents if there are concerns with attendance.

Pupil Premium children have achieved 97.5% attendance this term. This is a significant improvement on our Summer Term figure of 95.6%. Our children with a Statement of Educational Needs have achieved 99.2%. Those who receive some form of SEND support have achieved 96.9% attendance. The attendance for pupils with SEND is 98.1% overall. These figures are in line with attendance in the Summer Term.

The attendance of girls is 97.8% and the attendance of boys is 97.9%. These are better figures than the Summer Term and boys are only slightly outperforming girls.

The worst attending year group is Year 2 (96.9%) and the best attending year group is Year 4 (99.2%).

48% of pupils achieved 100% for the Autumn Term, which is very good as there have been many illnesses this term. However, we have 5% of pupils with an attendance which falls below 90%. The reason for this for 60% of these pupils is unauthorised holiday.

## **4. School Improvement Plan**

### **A. Outcomes for Pupils – Writing**

*BF*

100% of pupils at Key Stages One and Two made expected progress in Writing. The absence of children exceeding at Key Stage One was partly due to the strict marking that was adopted.

The evidence from lesson observations was of clear differentiation across the key stages, year groups and ability spread. The teachers employed an admirable range of teaching techniques and accentuated positive

behaviour, while effectively involving other adults in the children’s learning. Appropriate teacher interventions provided opportunities for modelling by both the teacher and pupils.

**A. Outcomes for Pupils – Maths**

*RH*

During this term every class and year group have been introduced to the free White Rose Maths Hub (WRMH) scheme and all children enjoy the open nature of the tasks. The schemes have also been useful to use as inspiration for elicitation tasks.

The WRMH schemes have allowed for greater consistency across the school for work and planning tools and Lewis Harben and Debbie Russell have had meetings to compare implementation across the split Year 4.

Regular assessment is taking place using Star Maths data, Accelerated Maths and teacher assessments along with Student Tracker Online. This allows staff to accurately track pupils’ progress and attainment and intervention is in place for those on watch or requiring intervention.

**Based on STAR Maths Data Autumn Term 2016**

	Working at/above expected	On watch	Requiring intervention
Year 2	58.3%(7)	33.3%(4)	(8.3%)1
Year 3	86%(12)	14%(2)	-
Year 4	83%(10)	17%(2)	-
Year 5	84%(11)	8%(1)	8%(1)
Year 6 *	83%(10)	17%(2)	-

\*excluding two children with Education, Health and Care plans

During the Autumn Term there have been no DLP Maths meetings but Lewis Harben will enquire with others re future meetings.

<p><b>A. Outcomes for Pupils – Reading</b> <i>BF</i></p>	<p>While the Inspection Dashboard reports Reading at KS1 to be well below the national figure for expected or greater depth for the EYFS group, attainment is much higher by the end of Key Stage One and exceptionally high by the end of Key Stage Two.</p>
<p><b>A. Outcomes for Pupils – Science</b> <i>LW</i></p>	<p>Intended impact is to increase the number of pupils working at mastery level by the end of Yr6 by raising engagement and attainment in science for all pupils. After school Science club run by Fizzpop very popular with students.</p> <p>6 pupils from classes 2 and 3 travelled to Exeter University as part of a gifted and talented day centred on light. Topics discussed included the primary colours of light, and the ‘blowing up’ of jelly babies. The day itself consisted of both lecture based activities, experiments carried out by the organisers, and ‘hands on’ exercises for the pupils such as making a pinhole camera.</p> <p>The proposed inter house science competition organised for November was cancelled and is due to be run at a later date. Proposed science display board not completed yet.</p>
<p><b>B. Quality of Teaching, Learning and Assessment</b> <i>JM</i></p>	<p>We observe lessons, look at books, talk to children and look at the learning environment. This gives us a clear, whole picture of the provision in every class and for each year group in that class.</p> <p>We are continuing to focus on improving the quality and consistency of teaching from good to outstanding.</p> <ul style="list-style-type: none"> <li>● External and internal monitoring visits (including peer to peer) undertaken to look at planning, marking as well as observing lessons</li> <li>● Learning walks and monitoring visits for teaching &amp; learning were increased in the autumn term. These had a focus of writing expectations, consistency and opportunities for extended writing across the curriculum</li> <li>● Planning of lessons is monitored on a weekly basis.</li> </ul>

### Teaching

Is judged to be consistently good. During the snapshot of monitoring common strengths included:

- Very good teamwork between teachers, and teachers with teaching assistants, adding value to children's learning
- High expectations set for all children
- Encouragement and opportunities for independent learning
- A secure positive ethos with very good behaviour for learning in all classes
- Effective differentiation allowing children of different year groups and varying abilities and needs to be successful

### Writing

Following a whole school writing survey, analysis of results and target areas for improvement were sent to SLN. This was followed up by a SLN consultant visit on 10/11/16 to undertake a 'Literacy Learning walk' and visit all classes. Working with the Literacy Subject Leader she also looked at sample Literacy Books from Classes 1 and 2.

From the SLN Findings:

- Year 1 children are motivated to write and majority are making good use of prompts and displays to support them.
- On-going 1:1 sessions shows strong evidence of progress for the child undergoing this
- Overall presentation and quantity of work in Classes 1 & 2 books has improved.
- Less able children in Year 1 need more adult supervision and guidance to enable them to access tasks
- In Classes 1 & 2 children need more time to focus on key aspects of a particular genre in depth
- All spelling errors need correcting in planning and written work and then checked in subsequent work

	<p>Areas to develop</p> <ul style="list-style-type: none"> <li>● Quality of teacher-pupil feedback to take into account findings listed above</li> <li>● Planning continues to develop to become outstanding</li> </ul> <p><u>Maths</u></p> <p>Maths is a focus for 2016/2017.</p> <ul style="list-style-type: none"> <li>● In September White Rose Maths Hubs schemes of work and curriculum overviews were introduced to increase consistency – essential to achieve Ofsted outstanding.</li> <li>● Staff and 2 Governors with responsibility for maths attended a morning’s CPD session to consider practical opportunities to offer in lessons to overcome any barriers, motivate and promote learning. Impact of this will be reported on via learning walks in the Spring term.</li> </ul> <p><b>Assessment</b></p> <p>Assessment was difficult in 2015/2016 with no guidance from DfE or Babcock on how to accurately assess without levels. The teaching team worked hard to ensure consistency and accuracy especially in Mastery. On reflection they feel more children achieved mastery than given and therefore there has been on-going working within teaching staff and with school partners for staff to be secure in knowledge of expected and mastery levels and that they are accurately assessing work at these levels.</p>
<p><b>C. Personal Development, Behaviour and Welfare</b> <i>NT</i></p>	<p>Across the school, the children are encouraged to take responsibility for their learning and make decisions that will impact on their progress. This includes the selection of their own reading material from the school library and the ability to bring books in from home to read and contribute to their Accelerated Reader points. Class 1 went on a day trip to see the Exeter Christmas Market in action. This activity was linked to the</p>



	<p>Farmers Market that will be organised for 2017, and following on from the successful Enterprise Project. The children asked the Market Manager and the Stallholders intelligent questions relating to marketing, display and pricing. Further work is planned to continue to improve their business and leadership skills.</p> <p>Class 2 recently went on a residential trip to Bellever, where their behaviour outside of the school environment was observed by members of the governing body. The behaviour throughout the trip was excellent. The children had a number of activities arranged for them, but also the opportunity to display their self-learning skills by choosing from a range of other activities.</p> <p>Class 3 went on a trip to Pennywell Farm, where they enjoyed seeing the animals. As with all trips the behaviour was excellent.</p> <p>The School Council has been very active this term with a new structure involving more regular meetings. The Council are also asked to contribute to the School Assembly every half term. The School Council have also been working on creating a new School Prospectus with governors and have been on a leadership trip to the Eden Project.</p> <p>E-safety workshops have been run for the children and for parents, with the children being encouraged to ensure their parents attend a workshop. The take up from the Parent Body was significantly higher than in past years, with very few parents not attending.</p>
<p><b>D. Leadership and Management</b> <i>NT</i></p>	<p>Lorraine Curry and Gill Watts recently attended the DAPH Conference and came away with a lot of knowledge and contacts, which will continue to assist in moving the school forwards.</p> <p>A number of lesson observations have taken place this term, both internally and externally. An increase in the number of internal observations next term will enhance the skills of the Leadership Team and enable regular checks on the quality of the lessons.</p>

Governors will work with the teaching staff to better understand the marking and assessment policies, attributed to their designated subjects.

The Leadership Team have continued to look at the opportunities available to link with other schools, particularly through a MAT arrangement. Meetings have been held with staff and governors and requests for “not negotiable” demands have been made. A full list will be presented at the next Full Governors Meeting and then disseminated to the staff for initial consultation. A timeline will be created to allow the Leadership Team to decide if the school will look to join with Teignmouth Community School before the end of the financial year.

The expansion of the school has again hit obstacles which are currently being discussed vehemently with the Local Authority. This is an ongoing and sensitive issue.

## **5. Curriculum Enrichment: JM & LC**

An exceedingly busy term for the staff and children.

### **Curriculum Enrichment – Events and visits**

This term’s enrichment was designed to provide opportunities to inspire writing for a purpose. Activities undertaken by class are listed below.

#### Class 1

Has a History day - World War 2  
Went to Exeter Christmas Market

#### Class 2

Had history day - Vikings  
A week’s residential on Dartmoor.

#### Class 3

Class 3 children designed pumpkins, made wands and cat & dog masks to support their reading of the book ‘Room on the Broom’.  
Visited Pennywell Farm to re-enact a nativity with a real donkey

### **Gifted & Talented**

Children from Classes 2 & 3 either went to Trinity School for a special History Day or Exeter University to support their learning in Science

### **Sporting activity**

A team of 12 children took part in the DLP's annual swimming gala. Cockwood School was joint 4<sup>th</sup> with Starcross School.

### **Enterprise**

School Council went to Eden Project to attend a Fairtrade Conference with other school from SW.

### **Charity & Community work**

The children together with staff and parents completed a Race for Life challenge around the village green in support of Cancer Research. Pupils raised money for this good cause. Pupils and parents supported the poppy appeal and Children in Need. Pupils also supported the armed forces with a Red White and Blue Day.

### **Religious education and collective worship**

The school celebrated Harvest Festival with a service at St. Mary's Church. The school also enjoyed a carol service at the church in the final week of term, which was attended by governors and Year 6 parents. The school has also hosted Father Nick who has led some assemblies, as has Alan from the ICE Team (Initiative in Christian Education) who has also supported the learning in lessons for Classes 1 and 2.

## **6. Early Years: TW/GW**

The new Foundation cohort has settled in to Cockwood and is working well within the class and with the eighteen Year 1 children. Progress and actions taken in respect of the items identified in the SIP and SEF summary for the EYFS are:

1) To further improve assessment. External moderation was undertaken in the summer term which was useful. This term the school has used its own baseline assessment as it is no longer a requirement to use an approved scheme such as the EExBA2015 scheme that was used last year. This scheme was found to be too broad and not specific enough for an accurate assessment. Baseline assessment data is important as children are measured from the Foundation stage to Year 6 and therefore needs to be accurate.

2) To develop and improve the standard of the outdoor provision. Staff are

planning for more outdoor activities for the foundation children, to include literacy and numeracy. Mrs Watts is obtaining quotes for the provision of side panels for the canopy and also to redevelop the outside area. This work will be subject to the receipt of a grant of £10,000 but it is hoped it will be completed in the current academic year. The children are using the new climbing wall enthusiastically, although not designed for Foundation children and this use has impacted on their core strength and coordination skills.

3) To address and raise attainment of speech and language and emerging writing skills. This year's Foundation group are a strong cohort but the staff are now looking early for any possible problems with speech and language. Time is being allocated to give more opportunities for talking with pupils through activities such as with puppets, role play and to have time for speaking. Writing is being introduced much earlier and the Foundation children are having the opportunity to start writing sentences.

4) To further develop parental involvement. Parents continued to be involved with their children's education and the school. During the Autumn Term parents have been invited to a parents' meal, a phonic workshop and parent consultations which received good attendance. A 'Parent's' Voice' page has been included in the children's learning journey books and it is hoped that this will encourage more parents to complete the 'Wow' slips when their child does something special out of school time. Some parents join the children and staff on school trips, parents are encouraged to listen to readers in school and to help at Forest School sessions (parents have to be DBS approved).

## **7. ICT: NT & LH**

Class 1 have recently introduced 'Digital Leaders' back into the school. These children have been given access to the school Twitter account and are 'tweeting' regular updates on school life. The 'tweets' have been linked to the school website and are now running a live stream.

After discussion with Irfan Hussain, we are in the process of replacing the WiFi routers, as the current ones are not fit for purpose. Irfan has managed to source free routers from Exminster school. There will be 5 in total and will give the whole site better WiFi coverage (Class 1, Class 3, Sunny Room, Library and Intervention Room).

This term Lewis Harben has introduced 8 Chromebooks into Class 1 in order to utilise 'Google Classroom'. Whilst this is a start, 8 more are required to make the most of the available technology. Using 'Google Classroom' will

allow children to access their homework from outside of the school environment.

There has been an increase in the use of iPads in lessons, as learning aids. The purchase of a docking station that will allow the iPads to 'sync' with each other as well as charge will increase the time available for the children to use them.

Guided access on iPads for the children in Class 3 has started, where the 'app' being used can be 'locked' so that the children cannot close or change it.

The purchase last term of the sound equipment proved successful for the Summer Show and with its use at the upcoming Christmas show will have covered the cost of hiring in equipment.

### **8. Dawlish Learning Partnership/MATs: NT & LC**

MATs continue to be the main topic for the governing body. Meetings with staff have been had and future ones scheduled as we look to decide on whether to join with a particular MAT.

Other MATs are making contact with the school requesting meetings as we are currently in a favourable position and are a good choice.

Sports fixtures with the DLP schools are continuing with more diverse sports being included.

**9. SEND:** Four of the six strengths attributed to the school in the recent Inspection Dashboard refer to the performance of disadvantaged children.

\* Disadvantaged KS2 pupils had an average scaled score equal to or above the national score for other pupils in mathematics.

\* For KS1 disadvantaged pupils, attainment at greater depth in all subjects for all EYFS development groups was close to or above national figures for other pupils.

\* For KS1 disadvantaged pupils, attainment of at least the expected standard in all subjects for all EYFS development groups was above national figures for other pupils.

\* The proportion of disadvantaged pupils that met the expected standard in phonics was above the national figure for other pupils in Year 1.

The school and in particular the SENCo is doing an excellent job in supporting three children with extreme learning difficulties. They have continued to take advice and act on it in a proactive manner in order to enable those children to play a full part in the life of the school.

### **10. Gifted & Talented: RH/RC & LC**

The Autumn Term has provided plenty of opportunities for our Gifted and Talented Children.

Class 1 have been building on the skills developed during the Enterprise Project both in class and during a visit to the Exeter Christmas Market as they build towards a Farmers Market in June 2017.

As planned in the Summer Term Lorraine Curry has organised several gifted and talented events for classes 2 and 3 including science days at Exeter University and a History Day at Trinity School.

Class 1 and 2 have also had history immersion days presented by Kevin Hicks of the History Squad on the Vikings and World War 2.

In November Sarah Cook (Somerset Literacy Network), Lorraine Curry and Bob Foale monitored lessons, planning and books to maintain and expand on the excellent improvements shown by our pupils last year in Writing.

There have been a regular interschool sporting fixtures planned including football, basketball, netball and a swimming gala.

The school has also expanded on the already large number of clubs available after school to cater for sporting and non-sporting talents including the popular science based new addition FizzPop.

### **11. Pupil Premium: RH/RC & LC**

Cockwood currently has 9 Pupils receiving the Pupil Premium and 1 Service Child. Based on the 11 children receiving Pupil Premium and 3 receiving Service Premium in April 2016 the school is currently receiving £15420 (11 x £1320 + 3 x £300) but this will fall after April 2017 if the number of pupils receiving Pupil Premium does not increase.

In 2015-16 progress of pupils in receipt of Pupil Premium exceeded national expectations with 29% of pupils in Reading and Writing and 43% in Maths making above expected progress. 14% of pupils made below expected progress in Maths (2 pupils) and robust measures have been put in place to improve progress with one pupil receiving maths intervention 4 times a week and the other receiving numeracy support 3 times a week.

<b>Progress</b>	<b>Below Expected</b>	<b>Expected</b>	<b>Above Expected</b>
Reading	0%	100%	29%
Writing	0%	100%	29%
Maths	14%	86%	43%

In addition the Pupil Premium funding has been and will be used to provide Thrive practitioner support, 1:1 intervention for Literacy and Maths, additional pupil support, targeted resources such as ipads, to support

assessment in literacy and maths, teaching advisor support, targeted maths training for all staff, subsidise holiday clubs, trips and after school clubs and mindfulness workshops.

## **12. Safeguarding Children: GB & LC**

The final draft of our 'Whole School Model Safeguarding and Child Protection Policy and Procedures' was reviewed and agreed at the FGB meeting in October. It was updated to take account of the new 'Keeping Children Safe in Education' Document which came into force in September 2016.

Guidelines have been written for adult volunteers and all new volunteers now meet with Lorraine (HT) to ensure that they are familiar with our safeguarding policies and what is expected of them when working with the children. The November newsletter also carried information for parents explaining our role in keeping children safe at school.

Lorraine and I carried out a safeguarding audit on December 1<sup>st</sup> 2016. We have rated ourselves as overall 'Good' which reflects us meeting almost all of the requirements. However we need to improve the way in which we demonstrate that we do what we say we do.

Staff completed PIPS (Passive Intervention and Preventive Strategies) training in September and have found its application useful in defusing potentially difficult situations. Lorraine has completed a Masterclass in Domestic Violence. Support has been received from the behavioural team and 2 children now have behavioural plans. A grant of £1000 has been allocated by the inclusion team for the support of a Foundation year child.

Ofsted are reported to have been scathing about the lack of understanding shown by some Governors nationally regarding their responsibility with regard to Safeguarding and in particular their lack of understanding of the changes in the recent guidelines. I am therefore proposing to take time at the next FGB to ensure that we are all aware of this and then review it at all FGB meeting.

## **13. Working with Parents: NT & LC**

The school continues to work closely with parents and carers to ensure that the children are getting the best attention at all times. Regular meetings have

been held with Class 3 parents for children who have had difficulty settling in the first term.

Parent consultations have been held with the Class teachers and the take up was considerably higher than previously.

Parents have been surveyed, with a cycle of surveys planned this school year for new parents, children and staff.

A number of workshops have been run specifically for parents, including Phonics and E-safety.

Holly Hilliard and Karen Hannaford have held regular meetings with our SEND families and with parents who require additional assistance. This includes additional support for both the children and the parents. The introduction of a series of Mindfulness sessions has been well received and training for Karen Hannaford has been added to the School Improvement Plan.

Two new co-Chairs have been elected to the PFA and have hit the ground running with a successful Halloween Disco. This weekend sees the Christmas Fair, with other events to follow in the Spring Term.

#### **14. Premises: LW & LC**

The new school playground installed during the summer months which has greatly improved the outside space with the addition of the basketball nets and climbing wall being greatly enjoyed by the children. The addition of the sponge based flooring in this area may also lead to a reduction in reported accidents that previously were a result of the concrete.

All outstanding actions completed from the H&S walk round carried out by NT in April apart from the ongoing problem with the kitchen hatch. Further quotes needed to be obtained before decision can be made.

Recent H&S walk round carried out by LW in November has found a couple of minor issues which can be easily fixed e.g. carpet tape (more details can be found on the H&S walk round checklist). No obvious structural damage could be observed.

Legionella 6 month audit carried out by LW and found that the legionella monthly and quarterly testing carried out by Eplus is up to date with all paperwork filled in correctly. A couple of items are missing/need updating with newer versions and LW will chase up. It was however discovered that the 6 month check that was due in Oct and is now carried out by Churchill was possibly overdue as no evidence could be found indicating a visit. SJ and LC investigating but it may come to light that they have carried out the check as they don't provide us with documentation at the time of visit.

Regular issue with traffic problems around the site caused by high speeds and parking at drop off/pick up times. Issue continues to be highlighted to parents via monthly school newsletter.



