

# Cockwood Primary School



Reflection



Teamwork



Learning Journey



Perseverance



Grow and Succeed

## Leadership Report **Autumn Term 2017**

Presented in collaboration by *Governors and Teachers* - January 2018

## Pupil Outcomes and School Performance

### PO1: More pupils achieve the highest levels by the end of Year 2 (DF)

Results according to SPT (School Pupil Tracker):

#### Year 2

	Below expected	At least expected	Above expected
Maths	39%	61%	17%
Reading	16%	84%	22%
Writing	39%	61%	11%

100% of Year 2 children have made progress in Mathematics from September to December.

89% of Year 2 children have made progress in Reading from September to December.

89% of Year 2 children have made progress in Writing from September to December.

Additional support in Class 2 has been implemented to further children's learning and attainment across the curriculum.

### PO2: To raise the achievement in Maths, particularly for pupils in Year 6 and girls (DF)

Results according to SPT (School Pupil Tracker):

#### Whole School

Below expected	At least expected	Above expected
25%	75%	13%

94% of the whole school have made progress in Mathematics from September to December.

#### Whole School Girls

Below expected	At least expected	Above expected
29%	71%	9%

97% of girls in the whole school have made progress in mathematics from September to December.

Action: To increase the percentage of all children, particularly girls, achieving above expected through increased opportunities being given for them to access quality reasoning and problem solving learning across the school.

## Year 6

Below expected	At least expected	Above expected
46%	54%	15%

92% of Year 6 pupils have made progress in mathematics from September to December.

## Year 6 Girls

Below expected	At least expected	Above expected
75%	25%	0%

100% of Year 6 girls have made progress in mathematics from September to December.

AR and I have been involved with the Learning Academy Partnership in developing maths pedagogy. This has involved observations of mastery specialists. I have also received Professional Development through the All Saints Teaching School on raising attainment for disadvantaged pupils or pupils that are below the expected level in maths. This has resulted in weekly incremental coaching of AR in maths; resulting in immediate feedback and goal setting. We have also identified focus children, particularly in Year 5 and Year 6; resulting in extra support in maths lessons. There are also interventions in place for Year 6 children identified as requiring extra support.

**PO3: To continue to improve Reading across the school to ensure all pupils are making at least expected progress and attaining above national (AR)**

All pupils from Year 2 upwards are currently accessing the Accelerated Reader programme. % pupils at expected (100 SS) according to STAR READING data

Year group	September	December
2	46%	60%
3	67%	82%
4	86%	100%
5	91%	90%
6	77%	92%

Parent prompt cards have been sent home to every child to support parents in the teaching of reading. We have seen an improvement in the quality of comments in reading record books and in the record keeping within the class. Staff have received targeted training on guided reading through the Somerset Literacy Network this term.

**PO4: To embed the key principles through the Primary Science Quality Mark to ensure pupils have a greater access to a mastery curriculum (GW)**

During the Autumn Term the quality of science teaching and learning has continued to build on the key principles identified through achieving PSQM. Pupil books in Classes 2 and 1 have a child-speak copy of these key principles, and children are asked to reflect at the end of lessons and discuss which principles have been promoted. The introduction of title pages at the start of each unit support both staff and children in focusing on the key learning outcomes for each year group, and this is reflected in greater differentiation within learning tasks. Following moderation and book scrutiny by GW and LC differentiation of learning outcomes continues to be a focus for the Spring Term to ensure consistency across all classes, and to challenge more able pupils towards achieving mastery. Tracking of pupil progress is now in line with the core subjects, with School Pupil Tracker Online being updated by staff at the end of each unit (½ termly). At present 2 pupils in Year 6, and 3 pupils in Year 2 are on target to achieve mastery level at the end of this year, and this will be reviewed by GW and AR at the end of the Spring Term to see if any further pupils are working towards mastery. Children who will need support to achieve ARE in science have also been identified and are being monitored closely. Children's enthusiasm for science remains high, and as requested by children at the end of the Autumn Term, Science Club has been reintroduced for January 2018, with a huge increase in numbers signing up, and the club needing to be split into 2 groups to make it more manageable.

**PO5: Maintain good outcomes in Writing, especially enhancing writing across the curriculum (AR)**

During the Autumn term, all classes learnt Literacy through drama with excellent writing outcomes. Class 1 embraced the Tudor period and benefitted from a visit to Montacute House, Class 2 went to Dartmoor and wrote about the 'Beast of the Moor' and Class 3 enjoyed learning and writing about 'Naughty Bus'.

The whole school also worked collaboratively during Poetry Week based on local poet, Charles Causley. This embraced the skill of speaking and listening and children enjoyed sharing their writing in a whole school assembly.

At the end of the Autumn Term, Year 2 and Year 6 are currently highlighted as our year groups needing extra support. By the end of Spring 18, Year 2 and 6 will be focussed marked against end of Key Stage criteria highlighting specific areas for development.

**PO6: To maintain good outcomes for pupils with SEND and for those in receipt of Pupil Premium (HH - SEN LC - PP)**

Class provision maps continue to be on google drive and were updated throughout the term. These provide information on the SEN provision in each class and outline need, outcomes and next steps.

During the Autumn Term a new SEN folder was set up in each class where an individual profile was set up on each SEN child. This serves as a detailed current running record on the child's progress, outcomes, outside agency involvement and other significant information.

The CT and TAs update this record weekly.

The Senco also contributes to and monitors the profiles and class SEN meetings.

The HT can readily access Profiles for monitoring and information on the additional provision that SEN children have accessed over time.

Staff have received training in SEMH from the EH4MH team in Normal Magic and Attachment and had the opportunity for an individual consultation from the team.

“Mindfulness” has also been offered to a small number of our children experiencing social and emotional difficulties with training alongside, for our own SEMH TA.

We continue to use outside specialists to advise us on appropriate provision for our SEN children such as the Educational Psychologist

*Pets As Therapy* has continued this term, with pupils across the school having an opportunity to read to Beeble the dog.

All SEN children made expected progress across Reading , Writing and Maths: exceptions were one Y2 child in Reading and one Y2 child in Writing.

43% of SEN children made accelerated progress in Maths. The extra interventions for Maths in both classes 1 and 2, are showing that they are having an impact on the children’s progress in this area.

Progress of SEND children	Autumn Term	Autumn Term	Autumn Term
7 children on SEN register	Reading	Writing	Maths
Tracking Points	1.3	0.8	1.0
% Pupils making <b>at least expected</b> progress	86%	86%	100%
% of pupils making <b>accelerated</b> progress	43%	0%	0%

Progress for pupils in receipt of Pupil Premium at the end of Key Stage 2 was excellent, with pupils demonstrating outstanding progress levels from their KS1 assessments.

Across the school, there was a positive picture in 2017, with the majority of pupils making good levels of progress in Reading, Writing and Maths.

Progress (Summer Term 2017)	Below expected	At least expected	Above expected
Reading	0%	100%	40%
Writing	20%	80%	20%
Maths	20%	80%	20%

Achievement in Reading was particularly good in 2017, with 80% ending the year at expected levels and 40% working above age related expectations.

More focus needs to link to Maths and Writing to match the good results in Reading.

Investment in 2017/18 has focussed on whole school improvement in Maths, small group interventions and social and emotional support for pupils through Mindfulness, staff training and workshops.

At the end of the Autumn Term 90% of pupils in Reading, 70% of pupils in Writing and 100% of pupils in Maths made at least expected progress. Maths interventions and a focus on this area is showing improvements in outcomes.

## **Leadership and Management**

*To ensure that the deployment of staff and resources is effective, leading to improved outcomes for pupils. For Leadership and Management to remain outstanding.*

**LM1: To continue to build capacity for school improvement by becoming an academy and joining with the Teignmouth Learning Trust. (LC)**

Cockwood continues to move forward from the initial discussions with parents and staff in January 2017, with an Academy Order approved at the end of December.

During the term, governors, head teachers and directors from Teignmouth Community School, Kenn and Kenton Primary Schools and Cockwood have met, to consider a shared vision for the future trust, with defined strategic objectives to ensure the best outcomes for learners across the community. This has been positive, with a genuine shared ethos being evident across all schools.

A formal consultation process is underway with all stakeholders having the opportunity to find out more and to voice their views on the potential changes for Cockwood School as we move towards joining the Teignmouth Learning Trust. A conversion date of 1st May is the preferred date at this time, subject to consultation and further due diligence checks for all schools.

**LM2: To remain focussed on the quality of teaching and embed a new monitoring and tracking schedule to enable all stakeholders to be involved in a rigorous process (LC).**

A new monitoring and tracking schedule is in place and staff are clear on the timetable for actions.

Monitoring has taken place in the first half term, and action plans put in place for all teachers, relating to marking and the quality of feedback. This will be reviewed again in the Spring Term, with a focus on sampling groups of pupils across all three classes.

Governors will be contacting the school to organise their visits linked to their focus areas, and the HT and Governors will talk to the children about their learning.

**LM3: To embed effective assessment strategies which accurately record attainment and allow teachers to modify their teaching to meet the needs of the learners (LC )**

Support was put in place for new colleagues who joined the school in September, in the use of School Pupil Tracker and the Accelerated Reader and Accelerated Maths assessment

tools. Moderation is key in the Spring Term and this is planned into the staff meeting schedule. The assessment policy was reviewed in September and this will be revisited by staff and governors in the Spring Term.

Training and professional development has targeted Maths, where 50% of the teaching team benefitted from taking part in various maths projects, to include a closing the gap project for Years 5 and 6, and a mastery teaching project. Assessment was integral, and staff will continue to build on this throughout the year.

#### [LM4: Audit current curriculum provision and refine it to ensure we meet requirements of a mastery approach \(AR, LC\)](#)

AR attended a Continuous Provision conference in Dec 17. This was focussed on looking at alternative ways to approach curriculum development. Amanda Somerwill is to arrange further meetings between partner schools in the Spring Term 2018 to discuss and propose a way forward to introducing continuous provision across some subjects in preparation for the new academic year.

#### [LM5: Continue to build strong partnerships with other bodies such as teaching schools to provide effective CPD opportunities for staff \(LC\)](#)

During the Autumn Term LC attended a strategy meeting led by the All saints Teaching School linked to the significant maths project that the school is taking part in, with the aim of improving outcomes for pupils in Years 5 and 6 in receipt of Pupil Premium. Subsequent training has taken place for staff and in particular Mr Fenton, our Maths Leader.

Alongside this the school has worked with Babcock advisors and the Jurassic Maths Hub within a pupil research project around mastery teaching.

Staff are beginning an Early Years Maths project in January.

Plans for joint school improvement initiatives across the schools of the Teignmouth Learning Trust are also underway, with joint moderation of writing planned, in addition to staff CPD.

#### [LM6: To build capacity for the admin team to allow them to be more effective as the school moves into a period of transition \(LC\)](#)

The school have purchased School Money and introduced online payments for parents. This has enabled admin staff to spend more time on other essential admin tasks and improve the financial systems, as less money is kept on site and the task of banking funds has been reduced. This is safer and seen as good practice with the audit team.

A new phone system has also been installed as the previous one was very out of date and not always reliable. Staff have received training on the operating of the new system, although further support is necessary to ensure consistency.

## Early Years

*To increase the use of outdoor learning opportunities to support EYFS teaching and learning, particularly in emergent writing and CLL.*

### EY1: To raise the attainment levels of children's speech and language and emerging writing skills (GW)

Baseline assessments indicated that all but 4 pupils joined us with CLL at ARE (Age related expectation). These pupils were closely monitored and by the end of Autumn 2017 only 2 were working slightly below ARE. Speechlink assessments were also carried out in the second half of the Autumn Term and small gaps in pupil's language that were flagged are being addressed through small group play based activities. During Spring 2018 the timetable has been reorganised to release Emily on Monday mornings to support CLL and writing within role play activities, as this has been difficult to implement due to interventions and guided group sessions in Autumn 2017, and is a high priority focus for the team. The writing shed and chalkboards in the outdoor area are used regularly by pupils, but they do need adult modelling to use these as a way of consolidating their learning and writing productively.

### EY2: To develop and improve the standard of outdoor provision (GW)

During the Summer 2017 the new Early Years Outdoor Area was installed, and has totally transformed the space. Outdoor provision takes place daily for all EYFS pupils within this new outside area, and is clearly scheduled within the weekly timetable and termly overview, although winter weather can limit the length of time we can be outside. Children enjoyed their seasonal Autumn Walk to explore the changes of the season, and walks are scheduled for Spring and Summer terms to further support their science understanding of their changing world.

### EY3: To develop further our strategies to gather the voice and views of the children and increase engagement of all parents/carers in their child's learning and emotional well-being (GW)

Children in EYFS are enthusiastic about their learning, and throughout the Autumn Term they contributed to their individual learning journeys by asking the questions they wanted to find answers to, and where possible this is incorporated into the planning and delivery of activities. Children have opportunities to share their Learning Journey books with staff, parents and carers, and reflect on what they have enjoyed doing and the progress they have made. Their thoughts are added to the Learning Journeys on post-its, and add to how we value their pupil voice. Every parent of children in EYFS (100%) has attended open class phonics sessions, and have reported on how valuable this has been in supporting their child's learning. We have had a significant increase in WOW slips completed by parents, to celebrate their child's achievements outside of school, which are shared with whole class and celebrated before being added to individual Learning Journey books.



## Quality of Teaching and Learning

*The quality of teaching, learning and assessment continues to improve and is consistently good or better.*

**QT1: To ensure assessment within lessons is consistent across the school, with a particular focus on questioning for depth (LC)**

All staff have been observed this term and monitoring of books and planning has taken place in line with the schedule. There has been some good evidence of deeper questioning, and this will continue to be built upon. LC has attended data training around the use of FSP data alongside the new School Performance data, as have governors.

Further training on assessment is built in for the Spring Term. Currently the teaching is solidly good across the school.

**QT2: To improve the quality of feedback to pupils, to ensure their next steps are clear (LC)**

This has been inconsistent across the classes although there has been very good practice evidenced. Subject leaders assessed the quality across the school and an action plan was put in place. A review of this is to follow in the early part of the Spring Term. There was consistency in the marking against the marking policy and presentation in books was generally good.

Key areas for improvement include: to ensure more lesson time is given to pupils to respond to marking and to incorporate more opportunities for peer and self assessment.

**QT3: To provide quality opportunities for reasoning and thinking at depth across the curriculum, but most notably in Maths (DF)**

DF is continuing to ensure that all maths lessons in Class 2 have quality opportunities for reasoning and that greater depth thinking opportunities are embedded within them. DF has also provided staff training on quality reasoning and questioning. An observation of GW teaching maths demonstrated evidence of both rich mathematical discussion and questioning. As a result of ongoing training and continuous professional development, DF will be looking to further implement more opportunities for children to access reasoning and problem solving across the school in maths.

**QT4: To provide effective support for the new Maths Leader, through collaboration with teaching schools and continuous professional development (LC)**

DF (Maths Leader) has received a range of training opportunities this term. Please see above sections. There have also been in-house meetings around the use of school pupil tracker and assessment.

**QT5: To improve the quality of guided reading sessions to ensure consistency and effectiveness (AR)**

All teaching and support staff attended training by SLN (Sarah Cook) on Guided Reading. As a result of the training, guided reading folders are now in place in all classes and there is a shared understanding that the recording of reading needs to be more specific to age related

expectations. A yearly plan for Class 1 and 2 has been implemented to ensure coverage of all genres through guided reading and this will be reviewed at the end of the Spring Term. There has been an improvement in the consistency of teaching reading and a range of targeted reading activities has been put in place across all classes.  
(See reading data PO6)

### **Personal Development , Behaviour and Welfare**

*Pupils develop the necessary skills for secondary school and beyond. Pupils are self assured learners, who take an active role in their own learning..*

[PDW1: To develop the PSHE curriculum further to ensure key areas of SMSC are embedded. To include Internet Safety, promoting British Values and SRE \(Gill\)](#)

Staff have a heightened awareness of the importance of high quality PSHE teaching, and a class PSHE Big Book has been trialled in Class 3 to support the recording of the range of PSHE experiences and learning the children take part in. This has been highly successful and manageable, and is to be introduced in Class 2 in Spring 2018. Class 1 pupils record their PSHE learning in separate books, and the children have enjoyed learning about British Values, in particular The Rule of Law, and this is evident in both their books and class display. GW and LB have carried out an audit of the current PSHE curriculum, and added learning objectives to the Curriculum Plans for each class to ensure more thorough coverage across the 3 classes. In addition to this an overview has been collated to identify the inclusion of Internet Safety, British Values and SRE (Sex and relationships education). A staff meeting has been scheduled for March 2018 to discuss the implementation of SRE that is in line with the ethos and needs of our school, and this will be presented to governors for approval in April 2018. The school nurse has also agreed to continue to support in the delivery of SRE in the Summer Term.

[PDW2: For pupils to continue to develop their levels of independence and leadership, to include organising community based projects and making links with pupils from other schools \(LC\)](#)

Pupils across the school designed and made their own Christmas bags to be sold at the Christmas Fayre. Class 1 also spent the term designing and making their own chocolate bars named Harbourside Chocolate . This enterprise has evolved from the Harbourside Chutney produced last year. Pupils costed the raw materials, designed the packaging and sold the produce themselves.

Pupils will be organising a Celebrations Event in the Spring Term, where we hope to further develop links with other pupils from partner schools.

[PDW3: To increase the opportunities for pupils to take part in sporting activities both within school and the wider community. To include Sports Premium update. \(Gill\)](#)

As a result of the doubling of Sports Premium Funding this year, there is a fantastic opportunity to enhance children's experiences in PE, but also an increased accountability for the impact of this funding. GW has attended an Active Devon and a St Luke's Conference to be fully up to date with developments. Closer monitoring of impact across the 5 key indicators as outlined by the DfE will take place through the use of the Devon School PE

Sport and Health Wheel, an online tool that enables targets to be set, and evidence to be collated in one place. Reporting of 2017/18 budgeting and spending to be reported on our website by GW, April 2018. We continue to work closely with Primary Sports Education, who are employed to deliver high quality PE lessons and clubs, support the staff in up-skilling their confidence and competence in delivering PE lessons or sports clubs. A twilight session is to be planned for the end of the Spring Term 2018 in order to further identify staff needs and to draw up a timetable of CPD for staff in PE planning and delivery. Through our partnership with South Dartmoor Schools Sport Partnership, we have had the opportunity for pupils across the school to take part in a wide variety of events including Y5/Y6 Netball festival, Y2 SEND Boccia, Y3-6 Cross Country, football fixtures and Y1/2 Aesthetics festival. We have also had a session delivered by an Olympian, to raise pupil awareness of international sporting events. Pupils in Year 5, along with Mrs Frewin, have received Young Play Leader's training, and are supporting our youngest children in positive active play during break and lunch times. They will continue to receive termly training through the partnership, and then go on to train up our next group of Play Leaders in Autumn 2018!. AR, LB, GW and HH have attended Quicksticks Hockey training also delivered by SDSSP. In addition to this Katie from Step-Up and Dance has worked with all three classes which has really enriched all pupils' experience of dance. We have continued to deliver bikeability to our Y6 pupils in the Autumn Term to ensure they have this importance life skill. Already 100% of pupils in Y5/6 have taken part in at least one of the events above, with many taking part in 2 or more. Focus group for next term will be Y4.

### **Periodic/Specific Areas**

#### **Attendance (LC)**

The attendance for the term to date is 97.2%. This exceeds our 97% target. There was a difference between Boys (97.1%) and Girls (95.7%) with the lowest attendance featuring in Class 3. All of the sessions were authorised for the girls in Class 3, and were sickness related absences. The current attendance exceeds that of last year, which was 96.7%. 12.6% of pupils have at least one unauthorised session, with the greatest percentage of these being in Class 2. These are predominantly holiday or lateness, with 7 separate holidays being taken in this class.

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. Where appropriate, penalty notices have been issued to parents who take unauthorised holiday.

Pupil Premium children have achieved 97.86% attendance, which is a good result, and higher than last year's total figure. The attendance of pupils with SEND is also 97.76%, which supports the good progress SEND pupils have made over the first term of this academic year.

#### **Health and Safety to include Safeguarding (LC)**

The safeguarding audit was completed by LC and GB and action points raised from this. We assessed the school at Good, with action points linked to improving information on the school website, improving the PSHE provision and improving a particular area of staff expertise. GB as safeguarding governor met with pupils and fed back findings. The overall

feeling from the children is that they felt safe and knew who to go to if they had a problem or worry. GB also contributed to a newsletter outlining safeguarding practice and procedures within school.

CAP (Child Assault Prevention) workshops and training were completed this term for pupils, parents and staff. LB and GW have completed an online safeguarding course *Keeping children safe online* and all staff received a Prevent refresher in October. GW attended a meeting linked to Operation Encompass and how the police support children and families who are suffering from domestic violence; information is to go to parents in the Spring Term. Pupils in Class 1 attended bikeability training and all new staff have undergone a safeguarding and health and safety induction. LC has completed *Safer Recruitment* training and all MTA's received a safeguarding refresher in December.

DF and MW completed PIPS (Passive Intervention Prevention Strategy) training as they missed the whole staff training as new appointments to the school.

A fire safety officer completed a spot check on policies and procedures and found that all was in place and the school was compliant in the area of fire safety.

#### Premises and Other Training

A number of premises improvements have been made this term to include: drainage work to improve the flow under the school, the stone wall has been repaired, a new sail shade has been fitted at the bottom of the playground, new broadband and phone system have been installed and the new Early Years area completed. Finger guards were added to all doors in the school and new gates were built to house the rubbish area and storage in the playground. New benches were also built.

Staff training has been substantial this term and much of this has been around supporting maths improvements across the school. In addition to these sessions which have been accessed by three members of staff and are ongoing throughout this year, all staff have completed training through the Early Help for Mental Health team, GW has attended Sports Premium training, PE training with Dartmoor Sports Partnership, all teaching staff have attended Quick Sticks Hockey training, EF has attended First Aid, SJ has attended bursar briefings and GDPS training, all teaching staff have attended Somerset literacy Network training, LC has attended a Health and Safety briefing and from this improved the way we complete risk assessments across the school, AR has also attended a Curriculum based day exploring alternative routes into curriculum design and attended a writing moderation session. LC and NR have also attended a GDPR training session linked to the new data protection laws coming into schools in May 2018.

LC and AR attended the annual leadership conference.

#### Visits and events (LC)

The whole school celebrated harvest at St Mary's Church with parents and carers, and we enjoyed a super whole school Christmas performance at the Langstone Cliff Hotel in December, which again was very well attended by parents and the local community.

The Christmas Fayre was a wonderful event, where the children were able to sell their Christmas bags and the Harbourside Chocolate.

Class 1 visited Montacute House in Somerset to support learning around the Tudors, and Class 2 pupils visited Dartmoor.

All children enjoyed some brilliant dance workshops this term, run by Katie from Step Up and Dance. These enhanced the Literacy work within classes and bespoke training. We have planned future sessions with Katie as they were so successful.

Pupils in Year 5 have attended Play Leader training and are now successfully supporting our younger children at break and lunchtimes.

A selection of pupils travelled to Plymouth to enjoy the musical Elf before Christmas and a Fair Trade Cafe was held by the School Council, which again was very well attended.

A huge number of sporting events have taken place and are planned for the coming two terms through both the South Dartmoor Sports Partnership and our links with Premier Sport and Education.