

Cockwood Primary School



Perseverance



Respect



Reflection



Creativity



Ambition



Happiness

Leadership Report Spring Term 2018

Presented in collaboration by Governors and Teachers - April 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	33%	67%	22%
Writing	64%	36%	11%

In Maths and Reading the Year 2 cohort are performing relatively well and the expectation is that more children by the end of the Summer Term will achieve the highest levels once the whole curriculum has been taught comprehensively.

Writing in Year 2 has been identified as a focus for the Summer Term and discussions have been held with AR and LC on how to move forward with improving their competence in this area. More time dedicated to writing has been allocated; children's writing has been evidenced against curriculum objectives and targets have been identified. Grammar is also going to be taught in line with the focus for each literacy lesson as well as a stand alone learning task in guided reading sessions.

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 (Autumn)

Below expected	At least expected	Above expected
27%	73%	18%

Whole School (Spring)

Below expected	At least expected	Above expected
26%	74%	18%

Children consolidated their knowledge and understanding in Mathematics during the Spring Term. DF continuing to work with Class teachers on quality reasoning and problem solving. Expecting more children to be above expected at the end of the Summer Term.

Whole School Girls (Autumn)

Below expected	At least expected	Above expected
33%	67%	16%

Whole School Girls (Spring)

Below expected	At least expected	Above expected
35%	65%	16%

Year 6 (Autumn)

Below expected	At least expected	Above expected
46%	54%	23%

Year 6 (Spring)

Below expected	At least expected	Above expected
46%	54%	23%

Year 6 Girls - Autumn(4 girls)

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

Year 6 Girls - Spring (4 girls)

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

There is an ongoing focus on how to improve girls attainment in Maths, particularly in Class 1 and Class 2. For example, teachers are targeting students for interventions and extra small group support and bringing parents on board with 10 minutes mathematical fluency practice per night. Girls are also being targeted for questioning, once prior knowledge has been acknowledged by the teacher. This enables students to gain in confidence. Girls also targeted in Class 1 and Class 2 to share and explain their answers verbally. There is a major fluency focus in Class 2 generally which is to enable underperforming girls in the cohort to practice and consolidate their number skills.

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

SPT Data

Whole School

Below expected	At least expected	Above expected
21%	50%	29%

Currently, Year 2 are our weakest performing cohort for Reading with 67% at least expected and 33% below. As a result, we have focussed on Guided Reading in Class 2 and identifying children needing reading intervention. Accelerated Reader is now being used more accurately to inform book choices.

The highest current performing cohort are Year 5; 91% at least expected and only 9% below.

A range of incentives have been put in place for reading in Class 1 along with closer tracking of children's book choices.

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

SPT0 Data

Year 2

	Below expected	At expected	Above expected
Year 2	22% (4 pupils)	50% (9 pupils)	28% (5 pupils)
Year 6	38% (5 pupils)	46% (6 pupils)	16% (2 pupils)

In Year 2, 5 pupils (28%) are already working at ARE and have been working alongside Year 3 pupils to provide greater challenge in their learning opportunities. These pupils are expected to achieve greater depth by the end of the year.

In Year 6, 2 pupils (15%) have already achieved greater depth, with a further 2 pupils making accelerated progress this term. If these pupils continue to make accelerated progress they too could achieve greater depth at the end of the year, meeting our aspirational target of 4 pupils (30%). A focus on interventions and raising attainment for our lower ability pupils in preparation for Y6 SATs has meant less time for teaching science. Further blocks of science teaching and targeted group work are planned for after SATs to accelerate progress for all pupils, but particularly LA, in this cohort.

Ofsted recently commented on the good quality of science delivery in the school, and a greater focus on developing skills in scientific enquiry, particularly in Class 2, have had a significant impact in pupils levels of confidence in recording independently without the support of worksheets. Pupils enjoyment of science learning continues to be high.

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

All Year 2 and Year 6 writing has been moderated this term. Year 2 with our partner schools and Year 6 by Sarah Cook from SLN. This has identified clear areas for improvement and ensured we are teaching specifically what the children need to be demonstrating in their writing.

Writing across the curriculum is still a focus and all staff are providing opportunities for writing, when appropriate, in all non-core subjects.

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

Spring class provision maps completed with outcomes and next steps to inform the new summer maps.

Class SEN folders are regularly updated by the class staff teams and monitored by the Senco. Class teams continue to meet on Mondays to overview SEN provision in classes.

SEMH training by EH4MH team was postponed this term.

Mindfulness in house training continued this term and is almost completed for our own SEMH TA -EF

Fun Fit started after half term with 6 KS1 children run by EM on 3 mornings a week.

Support staff have attended some CPD courses- PT teaching, bereavement support, Early Years Maths.

We continue to use outside specialists to advise us on appropriate provision for our SEND children, eg. the Educational Psychologist and Speech Therapist.

67% of SEN pupils made expected progress in reading (44% making accelerated progress.) with 56% in writing and 78% in Maths. (22% making accelerated progress.)

The extra interventions for Maths in both Classes 1 and 2 continue to show that they are having an impact on the children's progress in this area.

Writing continues to be an area where some SEND children struggle to make progress. More opportunities for writing in class is an action point this term to improve attainment.

We have a small number of SEND children with specific needs. Assessment processes are currently being put place to help us address these needs more effectively.

Progress of SEND children	Spring Term	Spring Term	Spring Term
7 children on SEN register (9 from Jan 18)	Reading	Writing	Maths

Tracking Points	2.1	1.3	2.0
% Pupils making at least expected progress	67%	56%	78%
% of pupils making accelerated progress	44%	0%	22%

Pupil Premium progress and attainment

There are 10 pupils across the school who qualify for Pupil Premium funding and three who access the small amount for service children

For the 10 pupils please see progress below for the Spring Term 2018.

Progress of children in receipt of Pupil Premium	Spring Term	Spring Term	Spring Term
10 pupils	Reading	Writing	Maths
Tracking Points	2.1	1.7	2.1
% Pupils making at least expected progress	100%	70%	100%
% of pupils making accelerated progress	10%	0%	10%

These are improved results from the Autumn Term, and Reading is a particular strength across the subjects. An action point for the Summer Term is to focus on writing and improving attainment in this area.

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. \(LC\)](#)

The formal consultation period has been completed and there have been many discussions between school leaders around school improvement and moving into the trust. Solicitors are acting on behalf of Cockwood and the financial due diligence checks are almost completed. A meeting will be scheduled by the end of May for all findings to be shared by the solicitors who have undertaken the checks to all governors of each school.

The expected date for movement across to the trust is October 2018, as there was a significant delay from the DFE in releasing the funds to each school, which then delayed land checks etc.

There is a strong sense of collaboration, and we are already exploring ways to utilise strengths across the school, to include staffing, GDPR, catering and resource procurement.

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).

The monitoring schedule is in place and as a staff we need to continue to focus on this during the Summer Term. The Spring Term saw an audit and an Ofsted inspection, so there needed to be some alteration of monitoring in light of this. The positive inspection reinforced the school's own self evaluation and we continue to move forward with the plan.

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)

Assessment and progress were key to the Ofsted inspection in February, and these areas were found to be accurate and judgements in line with what was expected. These are key areas for staff development this term, as we approach the end of the academic year.

Staff have worked with other teachers to moderate writing and Sarah Cook's visit from SLN provided some useful support for AR, and expectations are in line.

Internal data is demonstrating good levels of progress across the school in Reading although Year 2 is continuing to be a focus for the team. Maths progress across the school is mostly in line or better in all years other than Year 1. This is again because pupils who exceeded in EYFS struggle to match the Year 1 criteria for greater depth. We also have a SEND pupil who is not making progress despite intense support and are therefore applying for an Educational Health Care Plan.

Progress in writing is not as good as the other areas, with focus groups this summer being SEND pupils, Year 1 and Year 2.

More support in assessing progress and attainment will be put in place to ensure we move writing forwards for key children in Class 2.

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

AR has begun an audit of our curriculum as a whole although this is still in its infancy. Ofsted recognised the good breadth and depth of the curriculum and so any changes will lead to clear enhancements for the children.

Following on from the curriculum training AR received in December, she has jointly led a staff training event with Amanda Somerwill and a lead teacher from Mill Lane Primary School for all staff across the 4 schools. Cockwood staff are taking away some practical ideas on how to include more problem solving in sessions and a staff meeting is in place to discuss this further.

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

The links made with the teaching schools and the impact were recognised by Ofsted. This work is continuing with the Year 5 closing the gap project, Early Years Maths project and the Mastery Teaching Pupil Research project.

In addition, the membership of the South Dartmoor Sports Partnership has seen an increase in competitive events for pupils across the school, excellent staff training opportunities and useful play leader training for Year 5 pupils.

Alongside these partnerships, we are continuing to utilise resources and skills across the MAT.

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)

Many of the initiatives to support this objective were put in place in the Autumn Term. We are working together with partner schools in ensuring we meet GDPR requirements and are already moving to joint procurement as this provides some cost savings.

Discussions are continuing around admin support in each school and how this can be streamlined, allowing individual roles to become more manageable and efficient.

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)

During the Spring Term we were joined by a final year teaching student, and this enabled staff to be released to work with small groups of children to develop CLL and writing skills for our lowest attaining pupils in this area. There were 4 pupils (all Summer born) identified to be in this group, and 3 of these pupils (75%) are now working at expected levels within CLL. The one pupil still working below ARE also received Early Support at pre school, and is being monitored closely. Despite extensive planned opportunities for emergent writing, very few pupils are choosing these activities independently, and our Summer born pupils are still below expected levels for writing. They are receiving small group (1:4) phonics sessions and Susan Mitchell handwriting intervention to improve their letter formation. The Summer timetable has been restructured to allow more time for small group phonics and whole class and group literacy sessions (talk for writing, CLL, topic) and more able writers in EYFS will have access to these extended writing opportunities in addition to their phonics learning.

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

The new outside area installed in Summer 2017 has continued to be an invaluable area for the children to use, both during break and learning times. We continue to plan in designated outside learning activities in our weekly timetable for our EYFS children, although this has been less so during the winter months with the cold, wet weather. Children have continued to use the village for seasonal walks, and we are awaiting a response regarding the installation of a pebble beach at the Village Green pond to enhance science learning. Forest School sessions are planned for the second half of the Summer Term, and we have 2 parents who have volunteered to help with these sessions. An outside provider will be visiting us this term to view the woods and give us some advice, with a view to her delivering a weekly sessions on a termly basis to all children (one class per term) from September 2018. This will be funded by the Sports Premium Funding for 2018-2019 as part of promoting healthy lifestyles.

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)

Parental engagement this term has continued to be high, with 100% of EYFS parents attending class drop-in sessions to see how we develop the children's reading and writing skills through our delivery of phonics in Read Write Inc. Feedback from this through questionnaires has been very positive, with parents feeling better informed to support their children's learning in phonics at home in a way that is consistent with the school's delivery. The use of the Class 3 Parent's Board is working well, with 50% of parents having already signed up for a further drop-in session to see how we move the children on in their writing skills in preparation for Year 1. There will be a workshop and drop-in sessions over the coming term. This links closely with our Ofsted focus on raising standards even further, particularly in our more able EYFS writers. Staff in Class 3 have, however, noticed a dip in parental engagement with hearing their children read at home. This will be a key focus for the Class 3 team, who are putting a reward scheme into place for children whose parents read with their child 5 times weekly, and record this in their reading record book.

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)

The Ofsted team visited the school in the Spring Term, and this area was explored, particularly in Maths. The inspector was satisfied that the assessment procedures in the school were sound and that these processes, linked with the above focus on questioning, was leading to accelerated improvement.

"The school's assessment information now demonstrates that most pupils are making accelerated progress in maths."

DF has been working closely with the All Saints Teaching School Alliance, and a recent visit by the Specialist Leader in Education for Maths (SLE) highlighted progress made in the area of assessment and reasoning.

"Evidence of reasoning activities for all to deepen children's thinking within concepts they have grasped. High expectations for the level of explanation from children as young as Year One. Multiple methods expected."

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

Books from all year groups were scrutinised during the Ofsted inspection and this formed a major part of the day. Feedback is improving across the school as we move to greater consistency. This is still an area for us to focus on. A book monitoring exercise is planned for the Summer Term. This will be carried out by the subject leaders and they will focus on small samples of books.

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

In Mathematics, DF is continuing to share quality White Rose reasoning and problem solving resources. All teachers are booked onto White Rose training in June, which focuses on planning for reasoning and problem solving as well as assessment. Expectation in all maths lessons is that there is significant time dedicated to mathematical thinking and discussion. Evidence has been noted of children writing explanations in their books; showing a greater depth of understanding with the mathematical concepts being learnt. DF monitoring books in the Summer Term to ensure consistency.

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

DF has continued to attend sessions with SLE's for the Mastery Pupil Research Project and the Closing the Gap project. DF's confidence has improved and Ofsted recognised that subject leaders were proactive in seeking support from outside professionals and this was having a clear impact on their practice. "Leaders have developed highly productive relationships with other schools, including enlisting support to improve the effectiveness of subject leaders. Teachers have embraced this culture of continuous improvement and welcome coaching alongside their colleagues as a professional opportunity."

DF has scheduled staff meetings and more informal sessions to ensure that his knowledge and guidance is disseminated across the school. The use of incremental coaching has had a positive impact for pupils in Class 1.

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

AR has been working closely with DF to support him in his delivery of Guided Reading. An observation was carried out in Spring Term and will be followed up again, based on targets set, with an observation in the Summer Term. AR has monitored GR planning across both classes to ensure consistency in the quality of the independent activities. This will continue to be monitored throughout the Summer Term.

New books have been purchased for all three classes to enhance classroom reading, guided and whole class.

Consistent record keeping is still a focus and will continue to be monitored next term.

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 (GW, LB)

During our recent Ofsted inspection the strength and good breadth of our PSHE curriculum was commented on, and we are looking to further develop this in order to fully meet the requirements of the PSHE curriculum if it does become statutory in 2019, with a strong focus on relationships education in primary schools. GW and LB have met to create an overview for our rolling programme and learning outcomes to be delivered in each class, each term within PSHE. All staff will be meeting this term to look at this together ready to implement it from September 2018. Classes 2 and 3 have been using a Class PSHE Book to evidence the PSHE learning that has taken place, and Class 1 have individual PSHE books which show that children have been learning about a wide range of key areas, including British Values and Internet Safety. All children received 3 days of CAP workshops in February around the theme of being 'staying safe, being strong and free to make positive choices', and pupils in Class 2 and 1 completed questionnaires about internet safety to enable staff to identify any concerns and follow them up with individuals. LC and GW are liaising with Teignmouth Community School regarding effective engagement of parents in their understanding of internet safety issues and how to support their children in being safe. Parent Workshops to be scheduled for Autumn Term 2018.

[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 \(LC\)](#)

The school arranged a large community event for local residents and families. This was a successful event, despite the really poor weather, where the school welcomed 98 people from the local community to celebrate success and take part in a number of activities. Children in each class were integral in enabling this event to be successful. Other schools attended, and strong links were made.

The children designed and produced a super piece of artwork, which is now displayed in Class 3. Pupils in Years 4, 5 and 6 were particularly involved in the organising and managing of the event, thus further developing skills around communication, independence and organisation.

[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. \(GW\)](#)

Through the South Dartmoor Schools Sport Partnership we have been able to access a wider programme of inter-school events and competitions again this term. This has included a Gymnastics Competition (Y3-6), Quicksticks Hockey Festival (Y5&6), Dance and Aesthetics Festival (Y1&2) and Cross Country Races (Y3-6). In addition to this our Young Play Leaders have worked alongside Mrs Frewin and other schools to further develop their skills in this area, and are supporting our younger pupils in their playtime games. Our children continue to be enthusiastic to take part in events, and are always a pleasure to take, demonstrating excellent behaviour and a wonderful fair sporting attitude. GW is tracking pupils to identify who has not had opportunities to take part in a sporting event, and further events will be sourced in Summer 18 with the aspiration that all pupils will have had the opportunity to take part in at least one event. Teaching staff have also attended INSET in the delivery of Quicksticks Hockey and Dartmoor 3 Ball, and this has increased all of our confidence in teaching some elements of PE! Following the annual St Luke's Conference conference, GW has introduced the Devon Assessment Wheel to identify school strengths and an Excel Spreadsheet Budget Planner for Sports Premium to support her effective planning and monitoring of spending.

Periodic/Specific Areas

Attendance (LC)

The attendance for the term to date is 97.7%. This exceeds our 97% target. There was a slight difference between Boys (97.4%) and Girls (97.8%) with the lowest attendance featuring in Class 2 at 97.5%. All of the sessions were authorised for the girls in Class 3, and were sickness related absences. The current attendance exceeds that of last term, which was 97.2%.

6.5% of pupils have at least one unauthorised session, with the greatest percentage of these being in Class 2 for the second term. These are predominantly holiday or lateness, with 12.5% of pupils in this class having unauthorised sessions.

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 96%, which is lower than it was in the Autumn Term.. The attendance of pupils with SEND is also 96.77%, which again is lower than the Autumn Term.

Overall, attendance is good for the school for this term.

Health and Safety to include Safeguarding (L Premises and Other Training) LC

Ofsted recognised the high standards of safeguarding within the school in Feb 2018, and the provision was effective. The inspector recognised that the the records, training and procedures within the school were robust and of a high standard, and the governance in this area was also mentioned.

"Governors are closely involved with this element of the school's work because they are highly committed to their role. This is demonstrated in the annual safeguarding letter written by the safeguarding governor and produced for parents to highlight the importance of keeping children safe.."

This term the school focussed on Internet Safety Day in February and pupils also received fire safety talks from the fire service in Classes 1 and 2.

LC has attended an Educational Visits Coordinator's course to refresh on current legislation and safe practice in addition to the Level 3 Safeguarding Course.

LB has completed her 'Keeping children safe in education' online training.

Safeguarding training for all staff has been scheduled for the non-pupil day in June.

EF has attended bereavement training.

LC/LG/NT have attended the Heads, Chairs and Clerks training.

Df and AR have attended numerous maths training events, to include observing teachers from Shanghai.

LC and NR have attended GDPR training.

LB has attended maths training centring on an Early Years project.

Visits and events (LC)

There have been numerous events across the term. Please see the monthly newsletters for all details. Here are a small selection:

- Dance sessions with Kate from *Step up and dance* to enhance Literacy
- Swimming for Classes 1 and 2

- Community event funded by the Big Lottery Fund to encompass leadership skills and art
- Sports - various throughout the term and to include whole staff hockey training
- Gifted and talented to include *Exeter Chiefs Writing Project for Boys*
- Rotary challenge where pupils in Class 1 won the design technology competition
- Beauty and the Beast performance for all pupils
- Class 1 visit to Aerospace Bristol