

# Cockwood Primary



## School



Perseverance



Respect



Reflection



Creativity



Ambition



Happiness

## Leadership Report

# Summer Term 2018

Presented in collaboration by Governors and Teachers - July 2018

## Pupil Outcomes and School Performance

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

The percentage of pupils achieving **greater depth** at the end of Year 2 in 2017 compared to 2018 are as follows:

	Reading	Writing	Maths
2017	16.7%	16.7%	0%
2018	28%	22%	28%

In 2017, there were no children achieving greater depth in maths compared to 28% children achieving greater depth in 2018. This equates to 5 out of 18 children. These children have made accelerated progress in maths with an average of 3.8 progress points (3 being expected). These children will continue to be exposed to quality reasoning and problem solving questions and continue to be monitored and therefore challenged next year.

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

Expected outcomes from the School Improvement Plan was for 77% of pupils in Yr 6 to achieve the expected standard. This has been surpassed with 85% of children achieving at least expected.

As a school we were also aiming for 30% of pupils to achieve greater depth and this has been achieved.

75% of girls met the expected standard (only 1 pupil didn't) but progress for girls was 5.8 tracking points (the expected is 3 tracking points for the year) therefore girls in Year 6 have made accelerated progress of almost 2 years progress in 1 year. There has been a real focus to expose children to quality teaching and learning and enhance children's understanding and knowledge of the mathematical curriculum. Through the various research groups and projects that Cockwood School has been involved with, aligned with some outstanding teaching in Yr 6, it's clearly had a very positive impact on the children's progress.

DF to continue with the 'closing the gap' project and we're waiting to hear if the 'mastery research group' will continue next year. DF will continue to expose staff to quality reasoning and problem solving resources, monitor books and run CPDs.

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

Expected outcomes in Yr 6 - 70% of pupils in Yr 6 achieve expected. 46% to achieve greater depth in reading. Year 2 - 67% of pupils met expected standard against national of 75%.

There has been good progress in reading across all year groups this year, with the exception of Year 2. Year 6 and Year 4 making the most progress. This is due to intensive support in the lead up to SATs with Year 6 and structured Guided Reading to push our GD pupils. Year 2 has had intensive reading intervention and, although they did not meet national expectation, there have been small steps of improvement. In Class 2, Guided Reading has been more consistent since the Spring Term, children have been in targeted groups reading with an adult at least 3 x a week and new books have been purchased for the library to engage the children.

A target for next year is to use the new features on Accelerated Reading to identify learning pathways for all reading groups across Classes 1 and 2 to ensure we have a more targeted approach to reading activities. We are also going to change our approach to choosing books and give children more freedom and a wider range to choose from, along with Class 1 taking a vocabulary quiz alongside their reading quiz to widen their knowledge in this area.

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

### **Year 6:**

At end of Summer Term 2 pupils (15%) achieved greater depth. Although this did not meet our aspirational target of 30% (4 pupils), evidence in the books showed that more pupils were accessing a mastery curriculum and 2 additional pupils were close to achieving greater depth. AR and GW have already discussed the current Yr 5 cohort to identify pupils who have the potential to achieve greater depth next year, with a continued focus on scientific enquiry and investigations.

### **Year 2:**

At the end of the Summer Term 4 pupils (22%) are working at greater depth, exceeding our outcome target. 3/18 pupils (17%) are working below ARE and 2 additional children are working at #1 within ARE; these LA children will need to be a focus for next year to raise confidence and independence in wider contexts.

Achievement of the Primary Science Quality Mark, and a renewed focus on Science as a core subject within the school has had a positive impact; cohorts coming through the school are showing increased numbers of children working at greater depth, and fewer children working below ARE.

	Working at or above ARE	Working above ARE (greater depth)
Year 3	83% (10/12 pupils)	2 pupils (17%)
Year 4	92% (12/13 pupils)	2 pupils (15%)
Year 5	82% (10/12 pupils)	2 pupils (18%)

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

This year we were externally moderated for writing in Year 6.

Year 6: 23% Greater depth, 92% at expected or above and 8% below expected.

We had set a target of 30% at GD and missed this target by one child. The moderator felt we were secure in our assessment of writing and praised the quality and detail of the SLN grids both Yr 6 and Yr 2 use to identify gaps at the end of key stage.

Year 2: 17% Greater depth (against 16% nationally), 61% at expected or above (against a national of 69%) and 39% below expected.

Two cohorts we need to focus on next year- Year 3 and 5 girls, both made less than expected progress. This could be partially down to our choice of writing topics; in previous years we have struggled to motivate boys and as a result have chosen boy friendly topics. We need to ensure next year we are catering to the interests of everyone.

We will continue to use SLN grids as a form of assessing writing.

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

Summer class provision maps completed with outcomes and next steps to inform the Provision maps in the Autumn Term.

Outside specialists have continued to advise us on appropriate provision for our SEN children e.g. the Educational Psychologist and Speech Therapist.

Fun Fit provision is now well established and will continue to take place 3 times a week in the Autumn term.

Senco received training on "Right for Children". This is the newly adopted system to store and share confidential information on high needs children across multi agencies in the authority.

An application was made for a EHC plan for a child in Year 1 with complex needs. This was turned down at the end of term so the school will be looking at the next steps in this process

early in the Autumn Term in order to support the child's needs in an appropriate and manageable way.

57% of SEN pupils made expected progress in reading (44% making accelerated progress.) with 67% in writing (22% making accelerated progress.) and 44% in Maths ( 22% making accelerated progress.)

Our KS2 children with SEN all made expected or accelerated progress this year, apart from one girl in Year 3 with identified Mathematical difficulties.

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

The children in KS1 with SEN have more complex needs and progress has been limited due to a number of factors affecting each individual child. Close monitoring , further assessment and interventions will need to be planned next term for these children to improve attainment across all areas.

In house and external training will be a focus in SEND for next year as we lose experienced staff and employ new staff.

The SEND governor has met with Senco to review SEN provision and planning.

Progress of SEND children	Summer Term	Summer Term	Summer Term
9 children on SEN register (9 from Jan 18)	Reading	Writing	Maths
Tracking Points	3.3	3.0	2.7
% Pupils making <b>at least expected</b> progress	56%	67%	44%
% of pupils making <b>accelerated</b> progress	44%	22%	22%

Across the school we have just over 10% of pupils in receipt of Pupil Premium. In year progress levels for these pupils has been good.

A priority for next year would be to continue to raise the percentages to closer to 100% and retain the good work in Maths teaching to ensure progress levels match Reading and Writing for the group.

Progress	Reading	Writing	Maths
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	80% of pupils made expected progress with 20% making accelerated progress. TP - 3.1	80% of pupils made expected progress with 20% making accelerated progress. TP - 3.0	70% of pupils made expected levels of progress with 20% of pupils making accelerated progress. TP 2.9
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**LM1: To continue to build capacity for school improvement by becoming an academy and joining with the Teignmouth Learning Trust. (LC)**

With the move into the MAT we were hoping to see an increased capacity for staff development. Although the conversion date has been put back to next term, we have seen a number of joint staff projects and training this year, to include curriculum design and more recently work around GDPR. We are scheduling some staff training in the early part of the Autumn Term where the Data Controller will talk to staff at Cockwood, and there is a continued focus on joint working. LC has spent a considerable amount of time liaising and working closely with partner heads and this will continue next year. Governors have a clearer understanding of advantages and disadvantages but as this process is not yet complete this will remain a target. A joint meeting for governors across the schools was well attended and key questions were answered by the trust.

**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 has evolved throughout the year. There will be some review for the Autumn Term, but going forward in September, AR has some allocated time to support the monitoring process across the school. A key focus area will be next years Year 3 cohort. Governors have been more involved in collecting data and information and a new structure of pupil surveys has been set up to include more interviews and meeting with pupils throughout the year. The quality of teaching across the school has remained at a very good level, with the teaching of maths being much improved. Data demonstrates this, as does other evidence collected throughout the year.

**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 consistency will remain a focus for next year, although both writing moderation for Year 6 and the Ofsted inspection highlighted that practice in this area was accurate. We have new staff in September, so involving teaching assistants further in the assessment process will require additional training which is currently being set up. The curriculum has evolved to meet the needs of the learner, although we recognise that further work is needed with particular focus groups. PSHE is more in line with requirements and the teaching of maths is very good. The school offers an engaging curriculum which we will continue to enhance next year. For example, new weekly dance classes are planned for all classes, and forest schools will be delivered consistently from the Autumn Term. An external provider had been organised, but can no longer deliver sessions due to other commitments. An alternative provider has been contacted by GW, and an outline programme for all pupils (two lots of 6 sessions in half termly blocks) is being finalised using funding from the Sports Premium.

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

The curriculum was partly audited but this wasn't completed, due to external factors such as the inspection and moderation visits. These all demonstrated that we have a strong assessment process and the curriculum is fit for purpose, but we do want to continue to build on current practice. This will be an area to explore further next year. A new curriculum and teaching and learning policy will be in place by the end of the Autumn Term.

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

The school has built some strong partnerships this year, particularly around maths provision. SEND groups are set up for next year, which will further upskill the SENCO, and the Maths Closing the Gap project will have a second year to build on the progress from 2017/18. Partnerships with sport have evolved further and we are hosting a trainee sports coach completing a 1 year apprenticeship next year. Staff CPD around administration and GDPR is already under way and joint bids for funding to support staff and pupils are being planned within the MAT group of schools.

**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)**

From September 2018 SJ will undertake the responsibility of providing finance support to Kenn and Kenton primary schools. She will complete this for a trial period initially, with the hope that this will continue after Christmas. NR is being upskilled and will be taking responsibility for more admin tasks within the school office, thus providing us with a greater capacity in this area. The addition of School Money has ensured that time has been saved on particular tasks. We are still going through a period of transition and both SJ and NR will need continued support as they become accustomed to their new roles and the new financial systems which will be in use when the school joins the MAT.

**Early Years**

**EY1: To raise attainment levels of children's speech & language and emerging writing skills**

<b>% of pupils in EYFS achieving at least expected levels</b>			
	<b>2017</b>		<b>2018</b>
	<b>School</b>	<b>National</b>	<b>School</b>
<b>CLL Listening &amp; Attention</b>	91.6 (33% exceeding)	86.2% (22.8% exceeding)	100% (20% exceeding)
<b>CLL Understanding</b>	100%	85.9%	100%

	(33% exceeding)	(22.8% exceeding)	(33% exceeding)
<b>CLL Speaking</b>	100%	85.4%	100%
	(8.33% exceeding)	(19.3% exceeding)	(20% exceeding)
<b>Literacy; Writing</b>	92%	73.3%	80%
	(0% exceeding)	(11.1% exceeding)	(13% exceeding)

The number of children achieving **at least expected** attainment in each of the 3 areas CLL is significantly higher (15%) than national standards from last year, with children **exceeding** the expected level being broadly in line with national data.

The number of children achieving **at least expected** in writing is above national standards, despite a dip from last year due to 5 late-summer born children in the current EYFS cohort. Due to increased writing opportunities for HA pupils in this cohort, 2 pupils were able to achieve **exceeding** in their writing, in line with national standards but an increase on previous years for our school. This was an Ofsted target.

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

The new EYFS outside area was installed Summer 2017, and timetabled outdoor provision has enabled pupils to have access to outdoor learning and play activities throughout the year, excluding the very cold spell at the start of this year. Children have participated in termly seasonal walks in Cockwood and visits to the field and Dawlish Warren Conservation Area to enhance their learning in KUoW. We are still waiting for the pebble beach at Cockwood Village green to be installed, but Mel Kirby has now taken this on and it is expected to be completed by December 2018. Forest Schools has not taken place during the Summer Term. GW had met with a FS provider, and carried out a woodland site inspection, drawn up a timetable for 2018/19 and created a financial plan. However, the provider arranged is no longer able to deliver due to other commitments. An alternative provider has been contacted and an outline plan is in place for 2018/19, with funding to be sourced from the Sports premium and parental contributions. Initially each class will have 6 weekly sessions over a half term, with a view to continuing into the summer term if felt to be valuable.

#### [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 \(GW\)](#)

At the start of the year an EYFS tab was set up on the school website to support parents in their children's transition to Cockwood and how to support learning in phonics and early learning milestones and independence skills, such as getting dressed or using cutlery competently. There has also been increased communication with parents this year around pupil home and school learning through Class 3 letters and Twitter updates. Parent feedback on these has been very positive. Parent and child voice have been raised in pupil profile books through increased use of WOW slips, and this has been invaluable in ascertaining a picture of the 'whole child' and their learning journey in EYFS. Pupil voice about their school experiences were collected from EYFS and Y1 pupils through a small group discussion led



by Glynnis Buckle rather than through questionnaires as in previous years, and an email from Glynis was received by the Class 3 staff commenting on the children's caring attitudes and positive feelings towards school. Parents initially engaged well with their child's learning, with raised attendance at phonics workshops and 100% attendance of parent drop in sessions, with, some parents joining us for more than one session. However, it was notable at the start of the Summer Term that a significant number of children were not being well supported in their home learning, particularly daily reading. In response to this, a Class 3 Reading Challenge and rewards were introduced and a number of parents were approached directly to address this, with some improvement in levels of engagement. How to address this effectively for all pupils will continue to be a focus for the coming year.

### **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)**

Through a range of external sources we can say that this has been mostly met. We do need to continue to make the tracking system more useful, so we are planning staff meeting sessions around assessment next year and the updating of key objectives across the core subjects. Outcomes across the school as a whole have been positive this year. Please refer back to Ofsted report for further clarification.

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

Pupils are generally clear on next steps and the staff have improved practice this year. This is still an area of focus - being mindful of teacher workload and best practice but all staff recognise this is vital for moving pupils forward. This will continue to be a target for next year.

There will be a particular emphasis on Year 3 next year as this will be a target year group.

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

Specifically in Class 2, children are exposed to reasoning and problem solving regularly in most maths lessons. This has been recognised and evidenced in their maths books by Ofsted and with SLEs in research projects. Using a variety of quality resources, children are improving their ability to reason and explain their thinking. This culture will continue next year. However, greater care over how children share their thinking and present it in their books is a target for next year in Class 2.

From learning walks with SLEs on various projects and book scrutiny of a range of children from all the classes, it has been clearly evident that teachers in Class 1 and Class 3 are also providing quality opportunities for reasoning and thinking at depth in maths.

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

DF has attended a range of sessions throughout the year - working with the SLE (Specialist Leader of Education) through the Closing the Gap project and with a second SLE and working group exploring a pupil research project. Other staff have been involved in training

(AR with the Closing the Gap and Mastery project and LB - Early Years Maths Project). It is clear that there has been a significant impact from this as the projects have been ongoing and will continue to be in place next year. DF has had effective support both from within school and outside and his ability to lead Maths has improved. This has been recognised by both school staff and the SLEs working with DF.

The positive impact for pupils can be seen in the improved pupil outcomes and confidence of all staff in delivering maths. DF has increased his teaching hours next year, and has some leadership time built into this, to ensure that the good progress already made can be built upon further.

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

As a staff we had training on record keeping and reading with Sarah Cook earlier in the year. As a result, Guided Reading has improved but needs to continue to be monitored closely. Next year, we are aiming to use the new features on AR to ensure planning for guided sessions is tighter and more purposeful. Chn will be put into differentiated groups and set learning pathways will be identified for each group covering key skills to progress to the next step.

### **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 and LB)**  
GW and LB have met to map objectives from the PSHE curriculum with each class and added this to the curriculum planners. This has been shared with staff on Google Drive ready for use in September 2018. Classes 2 and 3 have introduced a class PSHE book to evidence learning in this area, whilst Class 1 have used individual pupil books to enable children to revisit and reflect on their learning. SRE has been delivered to Class 1 pupils by GW, and links with the school nurse re-established. Internet Safety has been delivered by teachers to their own classes, and a workshop for parents is to be delivered in Autumn 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)**

Pupils have engaged in a number of projects this year: Class 1 children have participated in a Maths Challenge at a partner secondary school, a drama project at a different secondary school and a range of other activities, which have all ensured that their links with the local community have continued to grow..

The large community project was the highlight of the year, which was organised by staff and pupils with the children taking the lead on the day. Class 1 pupils performed some singing and dancing with other schools across the community this term and have built some strong partnerships through an increased number of sporting activities this year against other schools. We want to continue to enhance the experiences of pupils through a collaborative enterprise project next year with other MAT 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. (GW)

Our involvement with the South Dartmoor School Sports Partnership has provided wide opportunities for pupils to engage in a broad variety of sporting events. In addition to this all teaching staff have received INSET on Dartmoor 3Ball and Hockey to up-skill their own PE teaching. Pupils in Year 5 have attended 2 sessions of Playleader Training, with a positive impact on active play within the school. 100% of pupils in Year 1 or above have had the opportunity to take part in or represented school competitively at external sporting events, with a 98% uptake! (see list of events below) In addition to this, the continued links with Gatehouse and Westcliff through Primary Sports in Education have enabled children to access sporting fixtures in netball, football and cricket again this year. There has been a continued high commitment of staff and outside providers, including Exeter FC, to delivering high quality afterschool sports club, with sustained high uptake of pupils attending these. GW has introduced The Devon Assessment Wheel to identify strengths and key areas for improvement following training at St Luke's College, and this will focus our use of the Sports Premium funding for maximum impact in the coming year. Through our partnership with Primary Sports and Education we are ready to apply for the School's Sports Mark Award, Silver Level in the coming term.

### **Periodic/Specific Areas**

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

The attendance for the term to date is 97.1%. This exceeds our 97% target. There was a slight difference between Boys (96.6%) and Girls (97.8%) with the lowest attendance featuring in Class 3 at 95.8%. Some of the sessions were unauthorised but there was a high sickness figure for this class, as they experienced both a stomach bug and chicken pox. The current attendance is slightly less than that of last term, which was 97.6%.

17.2% of pupils have at least one unauthorised session, with the greatest percentage of these being in Class 1 for the third term. These are predominantly holiday or lateness, with 20.6% 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 96.94%, which is higher than it was in the Spring Term.. The attendance of pupils with SEND is also 97.6%, which again is a good figure.

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

Attendance for the year is 97.2% which continues to exceed our 97% target from the LA. The best attending class was Class 2 for the Summer Term.

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

LC has been liaising with local residents and Devon highways with the hope that double yellow lines are painted on Cofton Hill to help alleviate the problems around parent parking. This has not been agreed yet but conversations are continuing.

General maintenance has continued but there have been no significant problems of late. The routines for the summer are in place as per the usual cycle.

As part of the MAT due diligence process an independent survey was carried out on the premises, which again highlighted no immediate or significant structural concerns for the school.

All staff received a safeguarding refresher (annual training) on the non-pupil day in June and new staff to the school received an induction incorporating safeguarding and health and safety.

Training is scheduled for particular members of staff in September. LC attended Level 3 safeguarding in April 2018.

Staff have continued to place a clear emphasis on safeguarding when taking the children off site. The increased traffic in the area has meant that an increased number of adults have been supervising the children when they go to the field or the hall. We are hopeful that the harbour works will be completed by September.

Parking generally and road safety around the school continues to be a concern. LC will write again to parents in the new academic year.

Pupils enjoyed an assembly from Devon Air Ambulance.

Training this term has included:

DF - maths as part of the Closing the Gap and Mastery Pupil Research Project

Df - White Rose Maths training

LC - Level 3 safeguarding

AR/LB/GW - Literacy training (SLN)

AR- Accelerated Reader Super User training

LC - KS2 transition

LC - GDPR

LC - DAPH briefing

AR - Moderation training

Dartmoor 3 Ball training - staff

GW - PE coordinator meeting

Curriculum Staff meeting - joint MAT training

Whole staff - Autism training from the South West Autism Team

Whole staff safeguarding refresher

#### [Visits and Events](#)

Year 4 pupils have enjoyed 6 weeks working with Exeter Chiefs with a focus on maths and sport.

Class 3 trip to Paignton Zoo.

Class 3 trip to Dawlish Warren.

Class 2 residential to the Manor House Hotel

Class 1 residential to London

Year 5 drama at DCC

Yr 5 Maths comp

Move up sessions for all pupils, to include new Foundation children

Induction for Year 5 and 6 pupils at local secondary schools

Sports Day

Wimbledon Trip - Class 1

Athletics comp Yr 3 and 4

Yrs 3 - 6 Dartmoor 3 ball comp

Girls football comp

Running event

Football - Year 5

Yr 5 and 6 rounders

KS1 striking and fielding comp

Swimming for Classes 1 and 2

Work experience students

Rounders tournament

Class 3 assembly

Leavers Assembly Yr 6

Yr 6 and Staff performance of Beauty and the Beast

Gospel singing event for Class 1 pupils at the Langstone Cliff Hotel

Maths workshop for Class 1 - Natwest (Money Sense)

Yr 6 moderation visit - LA

GDPR Audit

Visit from Air Ambulance