

Cockwood Primary School



Perseverance



Respect



Reflection



Creativity



Ambition



Happiness

Leadership Report
Autumn Term 2018

Pupil Outcomes and School Performance

PO1: Improve the rates of progress for pupils (particularly girls) in Year 3 (Reading, Writing and Maths) (DF)

Rates of Progress (compared to the last academic year)

Year 3

	Reading	Writing	Maths
All (18)	1.3 (+0.4)	0.9 (0)	1.1 (+0.1)
Girls	1.3 (+0.4)	1.0 (+0.1)	1.0 (+0.1)

In the Autumn Term, rates of progress have improved (last year's progress for the cohort in blue), particularly in Reading where the average progress is 1.3 (1 being expected). Writing and Maths have seen a slight improvement for rates of progress, particularly for girls who are now averaging expected progress. These children will continue to be monitored closely and provided with extra support in key areas.

PO2: To increase the proportion of pupils meeting expected standards and beyond in Year 2 in Reading, Writing and Maths (DF)

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

Year 2

	Reading	Writing	Maths
2017	61%	67%	67%
2018	73%	64%	73%

The children at the expected level in the current Year 2 cohort is higher in both Reading and Maths and slightly below in writing compared to the Year 2 class of last year. Current Year 2 children working towards the expected level in writing will be a focus for the Spring Term with literacy interventions being assigned to these children and more in-class support to be provided.

AR attended data training on Accelerated Reading and has tracked focus cohorts on a daily basis. This has allowed us to target marginal short-term gains to make slight improvements

and tweaks to ensure accelerated progress in Year 2 and 3. In particular, we have tracked student participation, average percent correct, percentage of students at risk and the engaged time in minutes spent reading. AR has given feedback to DF on key children to address any specific needs. (AR)

PO3: To maintain good outcomes in Maths, particularly for pupils in Year 6 and girls (DF)

Whole School

Below expected	At least expected	Above expected
19%	81%	23%

The overall picture for attainment levels in Maths is positive. 95% of the whole school have made progress in Mathematics from September to December.

Whole School Girls

Below expected	At least expected	Above expected
23%	77%	23%

92% of girls in the whole school have made progress in mathematics from September to December. Whilst the number of girls below expected is slightly above the whole school average, girls achieving above expected is equal to the rest of the school.

Year 6

Below expected	At least expected	Above expected
0%	100%	36%

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

Year 6 Girls

Below expected	At least expected	Above expected
0%	100%	50%

The current trajectory for the Year 6 cohort is positive with 100% of all pupils achieving at least expected at the end of the Autumn Term.

PO4: To improve Writing across the school to ensure all pupils are making at least expected progress from their starting points (AR).

There have been opportunities across the school to inspire writing during the Autumn Term. AR attended training on improving the quality of vocabulary across the school and in response to this children in all classes are being explicitly exposed to high quality vocabulary in all areas of the curriculum and this will develop and continue next term. All classes have a vocabulary board and chn in Class 1 and 2 have bookmarks to gather unusual or unknown vocabulary for discussion and to enhance their future writing.

We have purchased and used new resources to inspire writing in a variety of genres including music videos and obituaries.

All classes have also been using their topic as a vehicle for writing and there is evidence of this in all the books.

There is still evidence that we need to continue to adapt and improve our practice across classes as there has been a dip in progress in some year groups. This may be as a result of a reading focus during the first academic term when we focussed on ensuring children were able to access texts. We expect to see an improvement in writing now the children have a solid foundation to build upon.

Year group	Summer exp	Aut at exp or above	TP Progress
Year 1	80%	80%	1.0
Year 2	64%	55%	0.8
Year 3	61%	56%	0.9
Year 4	83%	75%	1.0
Year 5	77%	77%	1.1
Year 6	82%	82%	1.2

The data has shown that girls in Year 1 and 4 have dipped and boys in Year 2 and 3.

We are currently trying to engage both boys and girls with our range of topics and ensuring our choice of texts will appeal to both genders.

As a staff we will continue to look for ways to make accelerated progress over the coming term to close and improve this gap. Specific writing intervention groups are in place for the Spring Term and the school has increased the hours worked by some teaching assistants to enable this to happen.

PO5: To embed the key principles through the Primary Science Quality Mark to ensure pupils have a greater access to the mastery curriculum.(GW)

This will require continued focus in Spring and Summer 2019. Book monitoring carried out by GW in November showed that there is a reduced use of worksheets across all 3 classes, with greater use of writing opportunities, particularly in Class 2. Forest School sessions have been run across Classes 2 and 1, and are scheduled for all 3 classes over the next 2 terms in order to enrich curriculum delivery, and to incorporate outdoor learning opportunities

for all children. 2 pupils in Year 6 (18%), and 2 pupils in Year 2 (18%) are currently working at Greater Depth in their science learning.

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

During the Autumn Term Class teams continued to meet to update class SEN folders.

There have been a few gaps in provision in Class 2 due to staffing issues, but after some training the interventions needed in this class will take place on a regular basis during the Spring Term and will be monitored by the CT and Sendco.

There has been a strong focus on Mental Health Education this term. Gill Watts now holds the role of TA delivering MH support on a Thursday. She is busy accessing relevant training to fulfil this role.

Jo Tropman, our new TA supporting in Class 2, is also being given time and training to help deliver MH support through the week. She will be allocated some or part of 2 afternoons but will also be available on a daily basis to support any high MH needs that arise. This will be rolled out more effectively during Spring 19.

Staff have received training in SEMH from the EH4MH team in Bereavement. Three members of staff have attended a TEN TOOLS FOR RESILIENCE and WELLBEING course. Staff due to attend more MH courses during the Spring Term..

The HT and Senco attended a MH strategy writing day in November that will enable us to write a school MH strategy during 2019. Consultation with the staff, children and parents will contribute to this document. Staff are due to explore this further in January, in addition to receiving some Wellbeing training.

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

Fun Fit provision is now well established and will continue to take place 2 times a week.

We are still waiting on a decision for an EHC plan for a Y2 child with autism. In the meantime his needs are being met in Class 3 in the morning and Class 2 for most afternoons. Melissa Winsor increased her hours to support this child, on three afternoons in Class 2.

The Senco met with SEN governor during the Autumn term to update her on current SEN provision and issues.

Progress of SEND children	Autumn Term	Autumn Term	Autumn Term
	Reading	Writing	Maths
Tracking Points	1.1	0.9	0.9
% Pupils making at least expected progress	78%	89%	78%
% of pupils making accelerated progress	33%	0%	11%

Progress (Summer Term 2018)	Below expected	At least expected	Above expected
Reading	0	56%	44%
Writing	11%	67%	22%
Maths	34%	44%	22%

All SEND children made expected progress in KS1 in all areas apart from one child in Y2 who has been identified with high learning needs. More specific interventions are to be planned for next term to aid progress for this child and future pupils who will appear on the SEND register from January 19.

In KS2 all SEND children achieved expected progress in Reading, with two children making accelerated progress, with the exception of one Y4 child.

In Writing 100% KS2 SEND children achieved expected progress. In Maths all KS2 SEND children achieved at least expected progress with the exception of one Y4 child. There needs to be a more targeted focus on our two high needs Y4 children to ensure they make better progress.

As a staff we will continue to look for ways to continue to improve the rate of progress for these children to help close the gap.

Pupils in receipt of Pupil Premium are making at least expected progress in all areas, with accelerated progress for the group in Reading.

Progress of PP children (8 children)	Autumn Term	Autumn Term	Autumn Term
	Reading	Writing	Maths
Tracking Points	1.2	1.0	1.0
% Pupils making at least expected progress	100%	100%	100%
% of pupils making accelerated progress	25%	0%	0%

Leadership and Management

To ensure that the deployment of staff and resources is effective, leading to improved outcomes for pupils.

LM1: To continue to build capacity for school improvement by becoming an academy and to successfully manage the final aspects of joining the MAT alongside the induction of early membership. (LC)

The transition into the MAT has taken longer than expected, and there has been a significant change in the structure of leadership within the trust. However, the schools still remain committed to the partnership, and headteachers have continued to meet regularly to discuss governance, finance and joint CPD opportunities. Cockwood is linking with Kenn and Kenton schools for training planned for the Spring Term, where staffing and costs will be shared. A Teachmeet event is also planned for the end of January.

There is still some way to go before final conversion, but this is expected to happen before the end of the Summer Term.

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

The monitoring schedule is continuing to evolve and we hope this is will become more consistent and effective in the Spring Term. The target is to ensure that all monitoring is productive and useful, but also manageable for all members of staff. Monitoring will feed into staff meeting time so that we move forward as a school as quickly as possible. During the Autumn Term, subject leaders completed reviews of target groups of pupils, primarily in Years 2 and 3, and there was some moderation of standards with selected pupils. . From this, further discussions have taken place around target children, interventions etc and action points were put in place. These will be reviewed again in January, both in pupil progress meetings and within staff meetings.

LM3: To provide effective support to sore subject leaders to enable them to raise standards in their subjects/areas of responsibility(LC).

Both the Maths and English subject leaders have been allocated leadership time each week, to help support them in their review of standards. AR has a specific focus area on a Friday and that is to support DF with raising standards in Years 2 and 3. She is working with him on analysing data, making suggestions about teaching strategies and is supporting groups of pupils in this time. She is putting a short term action plan in place for these children and also for writing as a whole, as this is an area of focus for the Spring Term. DF uses his subject leadership time to monitor Maths across the school and to further develop support for target groups. LC has provided support for HH to enable her to work effectively with TA's. We have a number of new staff who are being trained in particular areas and this is ongoing. Staff meeting time, CPD opportunities and networking across schools has enabled HH to set up a more consistent intervention plan for Jan 19, so that key groups are constantly being discussed and outcomes reviewed. GW now works one additional day with the main focus being Class 2 support and to help vulnerable pupils with their mental health and general well-being. We are already seeing positive effects from this.

LM4: Continue to build strong partnerships with other bodies such as teaching schools to provide effective CPD opportunities for staff (LC).

DF continues to work with the teaching school and our allocated Specialist Leader for Education. He is attending cluster meetings and continuing for the second year with the project to focus on raising attainment in Years 5 and 6. We are seeing good evidence of how this is having an impact in Autumn Term data.

As we move into a formal partnership we hope to see links grow further.

The school will take part in a large arts project across all DLP schools in the Spring Term, so we are retaining strong links with our local schools.

LM5: To build capacity for the admin team, to allow them to be more effective as the school moves into a period of transition (LC).

SJ initially worked between schools but this arrangement ceased at the end of term. She is working closely with the team at Kenn and Kenton to ensure a smooth handover. NR is now the key member of staff sharing expertise across schools as she supports as an admin assistant 2 days per week. This is a permanent arrangement, where NR can continue to be upskilled in admin based tasks across 2 settings.

Early Years

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

EY1: To ensure that the proportion of EYFS pupils achieving Greater Depth in Writing is more consistent with the proportion reaching Greater Depth in Reading and Maths.(GW)

5 children joined EYFS with low baseline levels in Writing, with the other 9 pupils in the cohort working at expected levels. At the end of the Autumn Term, pupil progress in Writing was 1.1 for the cohort (1.2 for boys, 1.0 for girls), with 5 pupils still working below expected levels, but 3 of these are closing the gap and expected to be working at expected levels by the end of Spring 2019. 2 pupils (13% of cohort) are already working above the expected

level for this point in the year, and are on track to achieve Greater Depth (Exceeding) in Writing at the end of EYFS.

EY2: To raise the attainment levels of children's writing skills (GW)

64% of pupils in EYFS are working at or above expected levels at the end of the Autumn Term. 3 of the 5 pupils (a further 20% of the cohort) that are working below expected levels are showing early signs of closing the gap, and are predicted to be working at expected levels by the end of EYFS, if not sooner. They have benefitted from starting daily writing within their phonics learning from the onset of the Autumn Term, and this has provided daily practise and raised confidence levels for all pupils. Pupils are demonstrating their emergent writing skills with greater independence and confidence outside of the phonics sessions and in their 'Writer's Club on Class 3 mezzanine! Emergent writing is being celebrated on our Wonderful Writing Wall alongside Year 1 Writing, and pupils EYFS Learning Journey books contain more examples of emergent writing than in previous years.

EY3: To develop and improve the standard of the outdoor provision (GW)

Plans were in place for EYFS to have a dedicated 'outdoor learning' afternoon on a Monday or Tuesday afternoon, with AM joining the Class 3 team for these sessions. However, these have not been delivered consistently as AM has been deployed to work with a significant number of pupils in Year 1 who have needed high levels of support and intervention in reading and writing throughout the Autumn Term. The majority of these are now closing the gap with their peers, and as a result AM will be deployed to work alongside LB with EYFS to ensure weekly outdoor provision for EYFS pupils. In addition to this, Forest School sessions are scheduled to start for this year group in Spring 2019 on Monday afternoons, and this will provide wonderful enrichment of the EYFS curriculum.

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)

This term has seen a real emphasis on the team working together to ensure assessment is in line with what is expected. DF and AR have worked closely on data analysis and the subject area monitoring was useful. A focus for LC monitoring in Jan 19 will be questioning and opportunities for reasoning within lessons. The Class 3 team work together when assessing standards so no teacher works in isolation. School Pupil Tracker is still used as the chosen tool for assessment, although this will be changing for the next academic year as the company are not operating beyond Dec 2019.

QT2: To improve the quality of feedback to pupils, to ensure improvements in writing and subject related next steps are clear.(LC/AR)

AR has been trialling 'live marking' during lessons, which is having the benefit of giving instant feedback to pupils so they can make improvements immediately and misconceptions

can be addressed. This is slowly being integrated into Class 2 practice and will be a continued focus for the team.

Staff meeting time is scheduled to look at this further.

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 taken part in book monitoring across the school and given feedback to staff members. In summary, it was clear that all teachers are embedding reasoning and problem solving questions within the mathematical curriculum. Children are expected to explain their thinking more explicitly. DF is still involved in the closing the gap project which aims to improve mathematical attainment for pupil premium children or children working towards the expected level in Year 5 last year (now Year 6). Combined with good quality teaching, this project has provided some excellent professional development, focussing on good practice that DF has shared with AR.

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

(See LM3)

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

Guided Reading folders are established in all classes and records are being kept of both guided and individual reading sessions. Linked to the new detailed tracking on Accelerated Reader, objectives are being highlighted for key children and these are being used as the focus for guided sessions with the teacher. This is having a positive impact in both Class 1 and 2 as our guided reading sessions are more targeted and therefore effective.

Both DF and AR are keeping to the genre schedule for guided reading. This will be reviewed for next term.

QT6: To improve the quality of writing across the curriculum (AR)

AR has attended a SLN Vocabulary course DEC 18 to help enhance and improve the quality of vocabulary used across the school. All teachers are now focussing on using high-quality vocabulary and allowing time within all lessons to discuss and explore subject-specific vocabulary.

There has been a dip in writing, as mentioned in PO4, but this has been identified.

(See data in PO4)

From Dec 18 data chn have now been identified for writing intervention (in our target year group Year 3) and this will start in Jan 19.

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. Pupils make informed choices about fitness, healthy eating and mental well-being.

PDW1: To develop the PSHE curriculum further to ensure key areas of SMSC are embedded. To include Internet Safety, promoting British Values, Staying Healthy and SRE (Sex and Relationships Education) (GW)

This is an area that needs to develop further during Spring Term. The mapping of objectives to the class curriculum maps by GW and LB has supported staff in their knowledge of curriculum content and delivery of PSHE lessons. The use of individual pupil PSHE books in Class 1, and class PSHE books for Classes 2 and 3 is now embedded, and there is clear evidence of British Values and Staying Healthy within these. Internet Safety workshops for parents, staff and pupils need to be delivered during the Spring Term using support from SWGfL. SRE Policy to be revisited and updated in line with guidelines in preparation for the statutory delivery of SRE from Sept 2019.

PDW2: To review and refine the curriculum to ensure it meets the needs of all learners - to increase the diversity of provision, to include Forest Schools. (GW)

Forest School sessions have been delivered to Classes 2 and 1 throughout the Autumn Term, and are scheduled to continue for Classes 3 and 2 in the Spring Term, and Classes 3 and 1 in the Summer Term. There have been some issues around the reliability of the external provider, but this has now been resolved by appointing a new provider. Feedback from pupils and staff has on the whole been positive, with levels of enjoyment and engagement of pupils being high. It has been noted by class teachers that specific groups of SEND and Pupil Premium children are benefiting from the experience of outdoor learning. Quality of provision to enhance curriculum learning, particularly within Science will need to be monitored closely to ensure content is still covered.

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)

Sports Premium Funding has provided fantastic opportunities for wider sporting and active experiences for all pupils this term, and has been used to pay for or subsidise Dance Workshops, Forest School sessions and transport to and from events. Pupils in Classes 2 and 1 have received weekly dance session with Katie from Step Up and Dance, raising fitness levels and preparing dances for assemblies and Christmas performances. Through our partnership with the South Dartmoor Sports Partnership, Year 5 pupils have attended Play Leader training and are now successfully supporting our younger children at break and lunchtimes. In addition to this pupils across Classes 2 and 1 have taken part in Bikeability Training (Year 6), SEND Personal Challenge event (Yr 3), Tag Rugby festivals (Yr 3-6), and the Cross Country Race (Yr 3-6). One of our weekly PE sessions continues to be delivered by an external coach from Premier Sport and Education, to ensure high quality provision for all pupils. Sports Clubs continue to be run weekly by teaching and support staff, including a new gym club for our Year 1 pupils, in response to parental requests for a club for younger pupils.

Periodic/Specific Areas

Attendance (LC)

The attendance for the term to date is 96.8%. This is slightly below our 97% target. The attendance of boys and girls was the same at 96.8% with the lowest attendance overall in Class 3 (95.6%). The lowest attendance was seen in girls within Class 3 at 93.8%. The highest attending group were girls in Class 1 (98.8%).

10.6% of pupils have at least one unauthorised session, with the greatest percentage of these being in Class 3 and the lowest in Class 1. These are predominantly holiday or illness, with 6 separate holidays being taken in this class, some of these for a substantial period. Overall unauthorised absence for the school equates to 0.8% of the sessions missed.

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. The number of notices issued is increasing each year.

Pupil Premium children have achieved 97.33% attendance, which is a good result, and only slightly lower than last year's figure. The attendance of pupils with SEND is 99%, which supports the good progress demonstrated in the Autumn Term.

Health and Safety to include Safeguarding (LC)

The safeguarding audit was completed by LC and GB and action points raised from this. The school meets the vast majority of the criteria within the audit but some action points have been compiled in line with the new focus this year. These include: to ensure all staff have the opportunity to refresh training this year as per the normal cycle currently in place, to ensure all Forest School volunteers have a safeguarding refresher, to investigate training for governors and to review some key policies.

New staff have received the relevant inductions and completed online child protection modules. Key individuals have attended important training around Early Help and how to support the mental health and well-being of pupils. GW and JT are building time this term to work with individual and small groups of children and mindfulness whole staff training is taking place in the Spring Term. GDPR training for all staff has taken place this term and L Buttree has become the key first aider at work after attending the relevant 3 day training course. All staff attended bereavement training at the beginning of the term.

A governor health and safety walk round was completed and minor action points raised for the new term.

Premises and Other Training

The biggest improvement this term has been the introduction of the folding screen in Class 3. This has allowed much better learning opportunities for both Year 1 and the Foundation pupils, as this can be a quick and easy way to separate the children when they are completing different focussed tasks. The screen is sound proofed, so children in Foundation can continue their child-initiated role play tasks etc without disturbing the Year 1 pupils who may need some degree of quiet thinking time.

Other than this, only minor running repairs have been needed this term, to include checking the main gate and some repairs to the lights in Classes 2 and 3. The usual water testing has

taken place in addition to the fire alarm and emergency lighting checks this term. The annual site check for asbestos was also completed by NPS.

Some staff training is featured already within other areas of this newsletter, particularly around SEND and safeguarding.

LC and AR attended the annual leadership conference.

HH and JT have attended a first aid refresher. LC has attended some FFT and data courses, and all teaching staff have attended Somerset Literacy Network meetings.

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 children have taken part in sustainability workshops, music days and several fundraising events. Parent consultations have happened this term, a fair trade cafe and a Macmillan Coffee morning, which children supported in the village.

All children enjoyed some brilliant dance workshops this term, run by Katie from Step Up and Dance. These enhanced the Literacy work within classes with bespoke training every week.

Pupils in Classes 1 and 2 have completed Forest School sessions this term.

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

Class 3 visited Pennywell Farm, Classes 1 and 2 received virtual reality workshops and Class 1 performed their parent assembly this term.

There has been a phonics workshop for parents and the choir have sung at several venues, to include the Dawlish Christmas lights switch on.

The PFA arranged a film night, Christmas wreath making and a super Christmas Fayre, which was located at a new venue and which was incredibly well-supported by the school community as a whole. They also organised and have taken part in the charity bingo.

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

The children have also visited the church for carol singing this term and this was a wonderful way to bring our Christmas festivities to an end.

Theatre Alibi visited the school and performed to all pupils and we have received a number of visitors this term to support assemblies, such as the ICE Team, the Rotary Club and a local arts group who donated £500 to the school to support Class 1's art project.