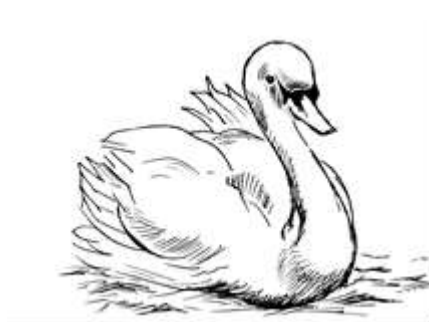


# Cockwood Primary School



Perseverance



Respect



Reflection



Creativity



Ambition



Happiness

Leadership Report  
**Spring Term 2019**

### **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

	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
<b>All (18)</b>	2 (+0.3)	2 (+0.3)	2 (+0.1)
<b>Girls</b>	1.9 (+0.1)	1.9 (+0.2)	1.9 (-0.1)

In the Spring Term 2019, rates of progress have improved in comparison to last year's Spring Term, particularly in Reading where the average progress has improved by 0.3 for all Year 3s and 0.1 for girls. Writing has also seen improved rates of progress (0.3 for all Year 3s and +0.1 for girls). Maths has seen a slight improvement for rates of progress for all Year 3s whereas girls rates of progress for Spring is -0.1. Focus chn (particularly girls) will continue to be heavily supported.

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

The percentage of Year 2 children achieving **expected** or above in Spring 2018 compared to Year 2 chn achieving expected or above in Spring 2019.

Year 2

	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
Spring 2018	67%	36%	61%
Spring 2019	82%	55%	82%

The percentage of Year 2 children achieving expected or above in Spring 2019 is higher in all subjects when comparing them to the Year 2 cohort of Spring 2018. The focus is currently to improve the percentage of Year 2s achieving at least expected in all subjects but particularly in writing. Daily handwriting, spelling and grammar has been introduced alongside the standard writing lessons.

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
20%	80%	25%

96% of all chn have made at least expected progress in the Spring Term.

Whole School Girls

Below expected	At least expected	Above expected
27%	73%	25%

96% of girls in the whole school have made progress in mathematics in the Spring Term. Whilst the number of girls below expected is 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
17%	50%	33%

Awaiting SATS results as children below expected are consolidating their knowledge and understanding and are currently being very well supported to improve their attainment.

Year 6 Girls

Below expected	At least expected	Above expected
25%	25%	50%

Awaiting SATS results as children below expected are consolidating their knowledge and understanding and are currently being very well supported to improve their attainment.

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

Year group	Aut exp or above	Spring at exp or above	TP Progress
Year 1	80%	66%	1.8
Year 2	55%	55%	1.7
Year 3	56%	67%	2
Year 4	75%	67%	2
Year 5	77%	69%	2
Year 6	82%	73%	2.1

There has been a dip in most year groups over the Spring Term. However, we are expecting to see a significant rise by the end of Summer Term. During the Spring Term we are still cautious when levelling against objectives and as we need to be sure the children can embed their writing skills in a range of ways before awarding them achieved on spto. Year 2 and Year 6 will be moderated in May and we will adjust our judgements accordingly.

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

We set a target for at least 36% of Yr 6 pupils and 18% of Year 2 pupils to achieve greater depth by the end of the academic year 2018/19, and for this to be reported in both teacher assessment and SATs. At the end of Spring 2019, SPTO data shows that this is an achievable goal, with 5 pupils in Yr 6 (36%) and 3 pupils (27%) in Yr 2 on track to achieve GD at end of year. In order to secure these assessments over the Summer Term we will need to collate further evidence within pupil books and in observations by class teachers and GW. A particular focus will need to be a broader range of recording types in scientific enquiry (such as data presented / analysed in charts and graphs). GW will ensure this is covered in Classes 2 and 3, and will liaise with AR after SATs to identify key objectives to be covered in C1.

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

See separate report for SEND.

Progress of PP children (8 children)	Autumn Term	Autumn Term	Autumn Term
	Reading	Writing	Maths
Tracking Points	1.9	1.9	2.0
% Pupils making <b>at least expected</b> progress	88%	88%	88%
% of pupils making <b>accelerated</b> progress	0	0	13%

From the Spring Term results, the percentage of pupils making expected progress is high. Results in Maths are better, and so the Summer Term will be a focus term for Writing and Reading in particular. It must be mentioned that we have seen some absence for this group, which has impacted on outcomes for the Spring Term.

### **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)**

We are continuing to move forward in this area. The CEO of the trust has now been appointed and both headteachers and governor representatives from the primary schools were involved in this process. We have continued to liaise with solicitors in drawing up any necessary documentation and we are now at the stage of finalising policies across the trust and looking more closely at any financial due diligence. The aspiration is that the school will move into the newly formed Osprey Learning Trust on the first June. The trust is still looking to appoint a governor representative to sit on the trust board.

**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).**

During the Spring Term learning walks were carried out with the areas of Literacy, SEND and Pupil Premium provision as the focus. Clear improvements were seen within the Literacy learning walks, where lessons were observed and the quality of writing in books was assessed. Targets for continued improvement were shared within staff meetings.

The outcomes from the SEN and PP learning walks were particularly impressive, with super levels of inclusion and targeted support evidenced.

DF and the SLE in Maths from the All Saints Teaching School Alliance also made assessments on the quality of maths provision this term.

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

DF and AR continue to receive additional time to support them in their subject leader roles on a weekly basis and DF's participation in the Closing the Gap Project has now drawn to a close, with good results from this professional development.

Staff have continued to receive external support and training, to include nurture support and SEND. All staff have received further training in speech and language and mental health support and teaching assistants have received lego therapy training.

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

Within the Spring Term LB attended some funded training around numeracy delivery in the Early Years and DF continued to be supported with the maths SLE.

GW and LC have recently attended a phonics and early reading hub meeting as part of a new funded project through the Illsham English Hub. An action plan will be compiled and our own practice evaluated. Partnership with our local primary schools is still very much in place, as evidenced through the Arts event and moderation activities. Staff shared good practice at a collaborative event organised across the MAT 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).**

We currently have a system in place which seems to be working well for Cockwood, whereby NR shares her time between this school and Kenton Primary School. She is continuing to be upskilled and has taken on more responsibility, attended training and is completing key tasks within her role.

## **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)**

Pupils in EYFS have accessed daily phonics teaching with LB, and were introduced to the writing elements of the RWI programme earlier than in previous years. As a result, pupils have made excellent progress, with 2 pupils working well above expected levels, and on track to be at Exceeding (GD) at the end of the year. One other pupil is also working at this GD level in guided group activities, but further evidence of independent writing is needed to support this judgement. The proportion of EYFS pupils achieving GD in Writing this year is expected to be at least in line with Reading and Maths.

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

All pupils in EYFS are attaining good levels in Writing, with an overall progress point score of 2.1 over 2 terms. Learning Journey books show greater evidence of independent writing, as the children are accessing greater opportunities to do so through the introduction of Writing Club. Parent Workshops have been held by GW to guide parents in how to support their

children as emergent writers, and although attendance at these has been limited, parents of key children who joined us with low starting points have attended, and are now more fully engaged in supporting their children at home. GW and LC have attended a Phonics Showcase held by the English Hub, and key strategies for building on good practice in the teaching of reading and writing will be shared in the Summer Term.

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

Outdoor learning opportunities, such as Forest Schools through the use of our local woods and seasonal nature walks in Cockwood's natural areas have supported the coverage of Knowledge and Understanding of the World for our youngest pupils. Children have enjoyed gardening, and this is an area we are looking to develop through a Rural Communities Grant. However, despite plans to timetable a dedicated outdoor learning afternoon for EYFS every week alongside planned sessions within Literacy and Maths to make greater use of sand, water and 'big' construction play, the use of our outdoor learning area on the school site has been inconsistent and limited. Class 3 staff will need to meet early this term to discuss what the barriers have been to using the outside space consistently, and develop a clear plan to ensure it's wider use in the coming term and next academic 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)**

This has been assessed within the areas of the Learning Walks. This will be monitored further in the Summer Term, with more of a non-core focus. Assessment using SPT has been more consistent across the classes and as we move into using a new tracking system; this will again be a focus for the school.

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

This is continuing to improve and subject leaders have been tasked with assessing their own subjects and feedback to staff on this as part of the monitoring cycle. This will take place post SATS in May.

The feedback from the learning walks suggest that there is greater consistency in this area, but there is still work to be done. Staff meeting time will be allocated to this area in the Summer Term.

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

From book monitoring and learning walks carried out by DF and LC respectively, it was clear that reasoning and thinking at depth is embedded within maths lessons across the school. Further questioning to improve mastery was evident. However, more evidence of thinking at depth needs to be recorded in children's maths books. DF to continue to give regular PDs on strategies to improve children's reasoning and problem solving skills as well as a commitment to sharing good practice. 33% of children in Year 6 are currently at Greater Depth which is a reflection of some very good quality teaching in Class 1 and adopting strategies shared by DF as a result of 'the closing the gap' project. For example, pre teaching and assigning competence has been particularly effective.

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

Communication between DF and LC is very positive, and where further support is needed, this is provided. This could be in the form of time, additional resources or staff support. The final outcomes from the *Closing The Gap* project allow us to see what actions have been completed, the impact of these actions and the next steps for the school. For example, DF will lead further training sessions in staff meetings around reasoning. The SLE feedback (which is available to governors) is that there have been clear improvements in DF's subject leadership and this was also recognised within the last Ofsted inspection.

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

Accelerated Reading data has been used more effectively during the Spring Term to identify any areas of development immediately so they can be addressed quickly rather than wait for Star Reading tests at the end of the half term. AR has worked closely with DF to ensure key children are getting targeted sessions linked to their areas of need. This has also resulted in more focussed individual reading with specific children.

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

Writing continues to be a focus across the school to ensure there is more evidence of writing across the curriculum. AR has supported DF in levelling a range of writing for Year 2 so areas for development could be identified and then addressed through topic lessons. Class 2 have also all completed assessments on spag.com to inform DF's planning.

Class 2 and Year 1 are focussing on teaching grammar explicitly throughout the Summer Term to eventually feed into the quality of the writing.

In Class 1 there has been an enhanced focus on grammar during the Spring Term and we expect to see this transferred into writing during the Summer Term.

Class 1 completed a writing attitudes survey and elements of their ideas will be incorporated into writing opportunities. One point arising from the survey is that children want more ownership and choice of writing opportunities and we will aim to address this during Summer 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. 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)**

Last year LB and GW mapped PSHE outcomes onto the curriculum maps for each class, and as a result PSHE is now being taught with greater consistency across all 3 classes. Book monitoring and displays reflect the breadth of PSHE curriculum taught, including British Values, Keeping Ourselves Safe, values such as respect, courage and loyalty, and Citizenship. AR attended Teaching Ambassador for Citizenship training at the Houses of Parliament in January, and delivered a presentation about this at a TeachMeet in March, with a view to developing this role across the MAT. Online Safety is scheduled to be taught across all 3 classes during the Summer Term, and LC and GW are trying to source an external provider for a Parent Workshop to coincide with this. GW will be leading a staff meeting in the Summer Term to ensure staff are up to date with statutory guidance on PSHE and SRE, and to share possible schemes of work that ensure coverage of all statutory areas from EYFS through to Yr 6.

**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 all classes since September, and despite some issues around our initial provider, and then needing to access a new site, the delivery of Forest School's is now embedded and planned to continue in the next academic year, using funding from the Sports Premium. Class teachers have liaised closely with our current provider, The Outdoors Group, so that sessions can be planned and delivered to support science learning. Next year there is a planned focus around art and design to be delivered during Forest School sessions to enrich and broaden experiences in the curriculum for our children. Sessions have also included activities such as scavenger hunts and den building, supporting pupil wellbeing and offering opportunities for wider skills to be developed such as leadership, teamwork, communication and resilience. It has been wonderful to see specific pupils grow in confidence during these sessions, and demonstrate skills that they perhaps haven't shown within the classroom setting.

**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)**

We have continued to access a rich and busy programme of events through our subscription to the South Dartmoor Sports Partnership, and this term pupils have attended competitions and festivals including KS1 Aesthetics (Y1/2), Football (Y5/6), Swimming Personal Challenge (Y3/4), Handball (Y3-6), Hidden Child Festival(Y4-6) and Cross Country (Y3-6). It has been exciting again this year to see a number of specific events targeted at including our less able or less confident pupils, and their enthusiasm and engagement with PE has notably increased. PLT meetings attended by GW have provided useful information to inform subject leadership and budgeting for the Sports Premium funding, and feedback from other schools has been that Cockwood provide their pupils with fantastic opportunities through the use of Sports Premium funding, including Forest Schools, Step Up Dance sessions and use of the community bus to ensure children can attend events.

## **Periodic/Specific Areas**

### **Attendance (LC)**

The attendance for the term to date is 96.5%. This is slightly below our 97% target and slightly below last term's attendance figure. . The attendance of boys and girls differed with 95.8% for girls against a figure of 97.2% for boys. The lowest attending group were girls in Class 1, which bucks the trend of past years. The best attending group were boys in Class 3, at 98.7%. As you can probably guess, our lowest attending class was Class 1, with an overall figure for the term of 94.9% against 97.5% for Class 3. We have seen some serious illnesses/medical issues within Class 1, which in some part provides the reasoning behind these figures.

2.1% of pupils have some unauthorised absence for the Spring Term and this is a much better picture from the Autumn Term.

Overall unauthorised absence for the school equates to 0.3% of the sessions missed, which again is an improvement from the Autumn Term.

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. The Head Teacher continues to contact parents individually where there are concerns with attendance and termly letters are sent to families where necessary.

The attendance for Pupil Premium children has dropped significantly this term, from 97.33% attendance in the Autumn Term to 92%. The attendance of pupils with SEND has also dropped from 99% to 97%, although this still remains a good figure and all absences are authorised.

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

PAT testing and emergency light testing has been completed this term. LC has attended the Senior Premises Managers Overview 1 day training and compiled an action plan for the Summer Term. This includes some delegation re emergency light and fire door testing to ensure this checking process is more robust, frequent and manageable. GW has attended her Level 3 Child Protection Level 3 training so can continue to act as the deputy safeguarding lead within the school.

Some minor works have been completed as a result of equipment testing, such as new emergency lights updated. We have also required some minor plumbing work this term. Staff have been updated on H and S requirements and LC has led a refresher centred on accidents in schools, asbestos and general safety in and around the school site for teaching staff. All minutes and action points have been disseminated through meeting minutes for remaining staff.

LC has revisited the systems in place for fire evacuation from the village hall and the practice will take place in the Summer Term. LC has also liaised with the village hall committee re health and safety measures at this site, to include asbestos and legionella testing.

### Visits and events (LC)

The Spring Term was a very busy term so please check our monthly newsletters for all visits and trips.

A key event for the school was the Arts Evening at Dawlish Community College, which was a celebration of art, drama and music with all local schools taking part. The project was funded by the Helen Foundation, which allowed the children at Cockwood to experience screen printing, led by an external art teacher, and these prints were put together to form a teepee. The theme of the project was around the environment and the effects of pollution, so very important. Pupils also learnt some very challenging songs and performed these at the event, which was a great success.

The choir also took part in the Cockwood Harbour opening celebrations and were interviewed by ITV South West.

The PFA organised a wonderful Valentines Disco and the annual Chocolate Bingo event. Pupils have completed training to become Mental Health Ambassadors, with the support of the EMMH Team and Class 1 and 2 have completed swimming.

Classes 1 and 3 have experienced weekly forest school sessions and the children have taken part in a significant amount of fundraising for good causes.

We hosted a wonderful World Book Day celebration of reading and we have welcomed visitors to the school, to include the Ice Team, The CAP Team (Child Assault Prevention Team) and the reading support dog and his owner.

There have been several sports events across the year groups, to include events for all abilities.

Class 1 have been lucky enough to experience learning Chinese with a teacher based in Beijing. Pupils in the School Council attended a fair trade event and Class 2 travelled to Plymouth Aquarium. We also witnessed an outstanding Class 2 assembly this term, based on their topic of Ancient Egypt.