

Cockwood Primary School



Perseverance



Respect



Reflection



Creativity



Ambition



Happiness

Leadership Report
Autumn Term 2019

Quality of Education

1.1: To achieve an end of KS2 progress measure of >0 for Reading, Writing and Maths.

A higher % of pupils with medium prior attainment to achieve greater depth standard in Reading, Writing and Maths combined.
(DF, AR)

Maths

There were 11 children working 'AT Expected' at the end of Key Stage 1 which was 85% of the cohort. Of those 11 children there are currently 6 children working at Greater Depth in Year 6 (46%). This is an increase of 46% from medium attainers in Maths to children achieving Greater Depth standard in Maths. We are therefore currently on track to achieve an end of KS2 progress measure of >0.

Attainment levels and rates of progress are mixed across KS2. There is a healthy percentage of children who are at or above expected levels for attainment. Children below the age related expectations for attainment or for rates of progress are currently receiving targeted support in lessons by the class teachers as well as targeted interventions during assembly times 3 x per week. There will also be targeted homework for these children to try and improve their knowledge and understanding of number and place value.

Current Maths attainment across Key Stage 2 against age related expectations

Year	Below	Risk	Working at expected	Above expected	Significantly above
3	25%		50%	25%	
4	22%	11%	44%	22%	
5	25%		75%		
6		31%	39%	31%	

Autumn Term

Rate of Progress for Key Stage 2

Year	Below	Made expected progress	Well above
3		92%	8%
4	22%	72%	6%
5	8%	83%	8%
6	15%	69%	15%

Reading

At the end of KS1 11 children from our current Year 6 were 'At expected' (85%) in Reading with 2 chn 'Working Towards' (15%).

Recent data shows that 46% of middle attainers have improved and are now working at above expected, with the rest of the cohort working at expected (54%). We are on track to meet this target.

This improvement is due to a focus on vocabulary and comprehension throughout the Autumn Term which has been of benefit to all pupils.

Current Reading attainment across Key Stage 2 against age related expectations

Year	Below	Risk	Working at expected	Above expected	Significantly above
3	17%		42%	42%	
4	22%		44%	11%	22%
5	17%	17%	42%	25%	
6			54%	15%	31%

Autumn Term

Rate of Progress for Key Stage 2

Year	Below	Made expected progress	Well above
3		100%	
4	6%	56%	39%
5	17%	67%	17%
6		69%	31%

Writing

At the end of KS1 11 children from our current Year 6 (85%) were at the expected standard and 2 children (15%) were working towards. At present we have 7 children (54%) at expected and 3 children (23%) working above expected. We also have 3 children (23%) working below - which means we are currently not on track to achieve this target. However, with writing in particular, we usually see more progress in the Spring Term as the children develop and become more confident writers. It must be noted that every child has made progress from their starting point at the end of the Summer Term. We are also moderating our writing with an advisor at the end of January to identify key areas of weakness. Our middle attaining children will be taking part in a writing workshop with SLN in February to move more children into the 'above expected' category.

Current Writing attainment across Key Stage 2 against age related expectations

Year	Below	Risk	Working at expected	Above expected	Significantly above
3	33%		42%	25%	
4	44%	17%	17%	22%	
5	17%	17%	58%	8%	
6		23%	54%	23%	

Autumn Term
Rate of Progress for Key Stage 2

Year	Below	Made expected progress	Well above
3		100%	
4	22%	78%	
5	17%	67%	17%
6		100%	

1.2 To improve outcomes for current EYFS pupils from their low starting points, particularly in CLL (Communication Language and Literacy) - target >14% exceeding and >78% at expected standard by the end of the year.

LB

Class teachers have prioritised early identification of speech and language issues in this cohort, through Speechlink assessments and as an outcome the necessary referrals to the S&L team have already been made. In order to raise the profile of rich vocabulary we have carefully selected language rich texts to explore through literacy lessons and during our end of the day stories and poems. From these texts we have created a vocabulary wall from words with unfamiliar meaning or that the children have shown an interest in. Within all planning, key vocabulary linked to units and topics is made clear in a separate section, and this vocabulary is added to class displays to promote its consistent use. The Class 3 team have invested time in enriching language through play based learning and role play, and will be prioritising the use of our outdoor learning area to enhance this in the Spring and Summer terms. LB has attended Cornerstone Hub Network Meetings to share good practice and ideas for implementing methods of teaching vocabulary explicitly. We are currently on target to meet the target of 78% achieving expected or above, with 14% achieving exceeding.

1.3 For attainment in Writing at the end of KS1 to be more in line with that of Reading, Writing and Maths: >66% of pupils to achieve the expected standard by the end of Year 2.

AR

Data shows that the current attainment in Writing for KS1 pupils is currently >81%, so we are on track to meet this target. We are continuing to support those children working below the expected standard; they are currently working within Class 3,

where they are being taught in smaller groups daily, with qualified teaching staff who demonstrate a high level of expertise. Pupils are also having targeted interventions. During the Autumn Term, 14 children (88%) have made expected progress. Steps have been put into place to bridge the gap for the 2 children who did not make the expected progress and we will monitor this closely moving forward.

Reading and Maths - Current attainment in Year 2 (end of KS1)

Year and subject	Below	Risk	Working at expected	Above expected	Significantly above
Year 2 Reading	6%	13%	63%	19%	
Year 2 Maths	13%	19%	63%	6%	

Writing - Current attainment at Key Stage 1

Year	Below	Risk	Working at expected	Above expected	Significantly above
1	7%	14%	64%	14%	
2	6%	13%	69%	13%	

Writing - Rate of progress for Key Stage 1

Year	Below	Made expected progress	Well above
1		71%	29%
2	13%	88%	

1.4 Maintain good outcomes in the phonic screening check in Year 1.

GW

Phonics has continued to be delivered daily as a discrete lesson, and the current Year 1 cohort are making good progress. Half termly assessments are carried out with all children, and pupils' sound recognition, blending and segmenting skills are assessed and tracked in their reading of both real and 'nonsense' words. From these assessments, key children are identified who would benefit from small group intervention, which is currently being delivered by the class teacher as a 'pre-teach' phonics session. This group of children includes the two Year 2 children who did not pass the Phonics Screening last year. As a result, levels of engagement and

understanding have improved for all of these children. We are currently in line to meet or exceed Phonics Screening results from previous years.

1.5 Improve outcomes for SEND and disadvantaged pupils.

HH/LC

Progress for pupils with SEND Autumn Term

	Reading	Writing	Maths
Below expected progress	25%	25%	25%
Expected progress	50%	75%	62%
Above expected progress	25%		13%

See SEND report for analysis and further information.

Progress for pupils in receipt of Pupil Premium (including service) Autumn Term

	Reading	Writing	Maths
Below expected progress	10%	30%	30%
Expected progress	80%	70%	70%
Above expected progress	10%		

The majority of pupils in receipt of Pupil Premium have made expected progress so far this year. We are in receipt of full funding for 8 out of the 10 pupils. Figures have remained mostly in line for these 8 pupils from results in July 2019 and their progress has remained at the expected level. Pupils who did not make expected progress are those children who have defined SEND, and there has been a continued focus this year on supporting these pupils, particularly in Maths, which has been highlighted as a specific area of difficulty.

Staff have met to discuss individual pupils, interventions and planned support for the Spring Term. Review dates are in place within the school staff meeting plan for the term.

Behaviour and Attitudes

2.1 Improve attendance of SEND (Special Educational Needs and Disability) pupils: >90% in 2019/20.

LC

Attendance (School summary and groups)

Attendance is monitored on a termly basis but where there are concerns, this becomes much more rigorous. Attendance for the school as a whole was good in the Autumn Term at 98.2%. This exceeds our target of 97%. Classes 2 and 3 exceeded 98% and Class 1 was just under this. 42% of pupils achieved 100% attendance for the term.

The attendance of boys and girls was the same at 98.2%. 0.5% of sessions were unauthorised for girls and 0.2% for boys. 10.6% of pupils had unauthorised absences across the classes. In most cases this is due to holidays being taken in term time.

Pupils with SEND were a concern last year, so they are a target group. The attendance for SEND pupils for the Autumn Term was 98.3%, so this is a positive start to the year.

LC has sent a number of letters and reminders to parents with 8% of families receiving individual letters due to concerns about their child's attendance. A number of penalty notices will be issued for absences accrued in the Autumn Term.

2.2 Review the behaviour policy with all stakeholders.

LC

The behaviour policy was reviewed by pupils, parents and governor representatives in the Autumn Term and some amendments were made. The group had a positive discussion around sanctions and how these matched the behaviour, and it was agreed that where there are situations which involve pupils who may have additional SEND. It was reinforced and agreed by all that attended that the school must continue to show that we have supported the pupils as much as possible to avoid negative behaviour before the most serious sanctions, such as exclusions are enforced. It was also agreed that each situation should be looked at on an individual basis. The group of pupils at the meeting offered mature responses and took an active role in discussing how the school should move forward. Pupils will take a 'hands-on' role in monitoring behaviour across the school in the Spring Term.

Personal Development

3.1 Develop opportunities for pupils to engage with Parliament and deepen understanding of democracy, rule of law and individual liberty.

AR

We have taken part in Parliament Week and the whole school engaged in the learning. We completed both parent and pupil surveys to assess effectiveness and gain feedback to develop our future goals. The evidence was submitted to Parliament and AR was awarded the Gold standard UK Teacher Ambassador Award.

We have applied for workshops to take Class 1 to Parliament in June and we are currently waiting to hear if we have been successful.

We have welcomed our local MP into school and the children have shown her the work they have completed.

Pupils also carried out their own elections across the school and a group of children travelled to Kenton and shared their manifestos based on what they felt was important for the country. Kenton pupils and staff then voted for one party and learnt about the election process and why it is important.

We are hoping to expand the work with Parliament so that it involves the other MAT schools this year. This could encompass setting up a Youth Parliament with student representatives across all schools working closely together with the support of the MP.

3.2 Improve online safety education for all pupils within enhanced computing provision for the year.

LB/GW/LC

LC has enrolled the school with the National Online Safety Group in order for us to have access to resources, training and up-to-date information. Parents have also been provided with a login to access the Parent sections, where they can go through an online training programme, rather than attend a face to face session. We hope that this will go some way to improve parental engagement following poor attendance at online safety workshops in the past. GW has made a start on mapping the new online 1Decision resource units against our current PSHE and Computing curriculum maps, and is trialling the resources with Class 3 this half term. Digital Leaders have been established, and are receiving weekly input from our ICT technician to upskill them, and to enable them to be ambassadors for online safety. GW and LB will support staff in mapping units alongside their own online safety and computing planning during the Spring Term.

LC is currently liaising with external agencies who may be able to provide presentations for Internet Safer Internet Day and she has planned staff training for the Spring Term. Parents are sent updates regularly and the school website has been improved to show these National Online Safety Group guides for Parents - the most recent being based on the game Minecraft.

For the future, we look to engage more with parents to ensure they are accessing the training and resources proactively. This may involve workshop sessions at school and information sent home offering guidance.

3.3 To implement new SRE (Sex and Relationships Education) guidance to ensure that the school meets statutory requirements.

GW

We have purchased the 1Decision programme to support our delivery of SRE in preparation for the statutory status of SRE from September 2020, and to promote parental engagement in this area. Staff have attended a staff meeting in which we explored 1Decision , and it was agreed that staff would use this resource from Spring 2020. GW will monitor delivery of SRE and impact through pupil surveys in the Summer Term. GW will map SRE objectives to 1Decision activities during the Spring term, in order to check progression is evident and to identify and address any gaps in coverage. We will continue to seek professional support from the School Nurse, in particular for our Year 6 pupils prior to transition to secondary school. LC and GW will meet to finalise how SRE will be delivered in school in January and this will then be discussed at governor level. Following this, parents will be informed of the programme and how this supports pupils across the school.

Leadership and Management

4.1 100% of teachers are confident using Target Tracker.

LC

Staff are using the new system to input termly summative judgements and we have allocated staff meeting time to explore the data and set actions for specific groups of pupils. LC has attended one training session already and is due to attend a second one in February. A range of end of term reports have been created and discussed. Staff are not confident in the use of Target Tracker yet as it is very different to the previous data package we had in place, but this will continue to evolve as we use the system.

Subject Leaders are using the system to support planning and assessment on a day to day basis, as we are gradually becoming more confident with recording objectives achieved and tracking which children are underperforming. The target by the Summer Term is that all subjects across the curriculum will show summative end of year judgements for each child across the school. This is a significant step from previous years, where we only tracked the core subjects on School Pupil Tracker.

4.2 100% of subject leaders feel that they have an effective curriculum offer, which is well taught, resourced and accurately assessed.

LC

Subject Leaders are taking a more active role in monitoring their subject across the school. The challenge is ensuring that all subjects are being taught consistently throughout the year, as we have additional activities timetabled on a regular basis, to include Forest School and Dance weekly.

Staff met as a team to collaboratively examine Literacy and Maths in the Autumn Term, and other subject leaders are tasked with monitoring their subjects this term. We analysed split year groups across all classes and were looking at set criteria, to

ensure consistency and standards. We were pleased with our findings and now need to build this sampling to other groups and subjects.

Priority areas for the Spring Term are Computing and Music; these two subject areas have not been covered adequately yet due to timetable challenges, and LB and LC will jointly monitor these areas in the first half of the Spring Term.

Training in assessment and the use of Target Tracker is ongoing.

Much of the focus for staff training has concentrated on curriculum planning across the school. We have revised our timetable and are ensuring that all subject areas demonstrate clear knowledge and objectives, which are progressive and which build on prior knowledge. The challenge for the school will be the increased level of detail required for non-core subjects in both planning and assessment, teacher workload and the struggle to ensure all subjects are given enough time to be delivered effectively.

LC will continue to support the staff in achieving these goals.

Periodic/Specific Issues

Health and Safety, to include Safeguarding (LC)

Alan Wilkes from Devon Health and Safety completed an audit of health and safety in November and the final report has been issued with Cockwood scoring 98% overall. The actions cited from the audit are:

- To update the emergency plan to ensure Osprey Learning Trust personnel are clearly marked and to ensure that DCC references which are no longer relevant are removed
- Ensure all training is recorded.

Training is recorded but there was one session which was not, so this is an area to tighten up on. The systems are generally good in this area. LC met with Scott Deeming (H and S Trust colleague) to discuss the audit findings, and a new health and safety trust policy is due to be completed soon for Cockwood to agree and adopt.

Other than the above, the school was found to be compliant in all areas. Staff will be working on our own lock down procedure in the Spring Term as we do not yet have this in place.

In addition to the audit, the school has requested further support with traffic issues and parking from the local police. They visited the school in force before Christmas to monitor the parking at drop off and talked to both parents and residents. This had a very positive effect and I am continuing to request this support.

GB and LC completed the Safeguarding Audit in November and produced an action plan for the coming year. The school currently subscribes to the National College for CPD for staff and also National Online Safety. LC will put together some training packages for staff completion - some of these will include safeguarding topics.

New staff employed by the school and volunteers have read all relevant documentation around safeguarding and have consented to adhere to the requirements set by the school.

We have improved the school website by designing a safeguarding tab to allow parents to access information more quickly. We have added information on internet safety for parents and this is regularly being updated with parent guides. GB added an informative safeguarding update to the October newsletter for parents.

Premises

A new security alarm was fitted as the previous one was not working efficiently. Since joining the trust we have looked at amalgamating the contracts with outside agencies so that we can save on costs, to include fire extinguisher checks, security alarms, emergency lighting, PAT testing and others.

We have completed some minor repairs to kitchen items to include boiler maintenance. The caretaker has also completed some minor repairs within the school and continued with the cycle of decoration by painting Class 2 in the summer holidays.

We are continuing to develop our nurture area and were very grateful for donations from local residents and a grandparent, who wanted to support this venture.

Other training

All staff have attended attachment based mentoring.

Other areas of training for the Autumn Term include:

- Single Central Record training
- PE network meetings
- Accelerated Reader training
- Somerset Literacy Network meetings
- Devon Heads' meetings and leadership conference
- A series of Teaching Assistant training sessions
- Maths subject leader briefings
- Target Tracker training
- SEND meetings - inclusion forums, Boxhall training
- Student mentoring meetings

Visits and events LC

Please see the monthly newsletters for more detailed information, but in summary, Class 1 visited Bovington Tank Museum to enhance their learning on World War II. The School Council helped support the coffee morning in the village hall to raise funds for Macmillan Cancer. Class 2 enjoyed a super lego workshop which enhanced their study of Brunel, engineering and bridge building. Pupils across Classes 1 and 2 enjoyed Forest School during the Autumn Term and pupils across

all classes took part in specialist dance sessions. Class 1 pupils became more proficient on the road as they completed bikeability.

Pupils and parents travelled to Plymouth to watch Nativity the Musical in November. This was a successful and enjoyable school community event. Prior to this was the Class 1 assembly for parents, which was very well attended.

The pupils in the School Council organised a fair trade cafe and pupils and parents supported many good causes, to include the Railway Children charity, fair trade, Save the Children, Children in Need and the Poppy Appeal.

The choir have sung at many events this term - from Sainsburys, Christmas light switch on in Dawlish to the Christmas Fayre. Pupils have visited Powderham Castle to enjoy a music event there, and due to the wide experience we can offer for the children through music workshops, lessons and singing, we were awarded the Music Mark. Congratulations must go to Laure Buttrey who has worked tirelessly in this area. We have more children having peripatetic music lessons than ever before (at least 22% of pupils and the numbers are increasing).

The school as a community celebrated harvest at St Mary's Church and we also enjoyed an amazing Christmas performance at the Langstone Cliff Hotel. Staff, pupils and parents also ended the year with a wonderful carol service at the church.