



Cockwood Primary School

Prospectus

2020/21



Cockwood Primary School

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Welcome to you all

Our children, staff, governors and parents have put together our 2020/21 prospectus to show you our school. It is a place where children learn, work and play together. We want to show you how our school is organised, and to see the exciting opportunities we offer to help our children become confident and successful young people. We believe Cockwood School is a special place; we have a wonderful caring and positive ethos, shared by all who attend here each day, and as a family we support each other to do our best.

I am extremely proud to lead a team that is committed to achieving high standards and providing the very best opportunities for our children. Staff, supported by governors, work hard to deliver a rich and challenging curriculum, preparing children for their future education and life beyond. We help them acquire the skills and enthusiasm needed to be successful both now and in the future.

Ofsted last inspected the school in February 2018, where the school was judged to have continued the good quality education from the previous inspection in February 2014, when we were judged to be 'OUTSTANDING' in Leadership & Management and Behaviour and Safety of Pupils. Both Ofsted Reports are available on the School's website.

We genuinely believe that a positive partnership between parents, staff, governors and pupils is essential in maintaining a happy community where every child loves school and achieves their best. As you read through this prospectus I hope you will see the philosophy of our school and that our concern for children means providing them with a stable and secure environment, where academic, personal and social potential may be achieved in preparation for the journey into the adult world. The team here want to provide our pupils with a vast array of experiences and opportunities, so that they can make the most of their time in primary school, and come every day relishing the exciting things on offer.

I hope too that you will want to visit Cockwood School. I would very much like to meet you, but more importantly, I would like you to see the school, talk to the children and staff and experience first-hand what makes our school very special.

Lorraine Curry



Headteacher

February 2018 Short inspection	The school continues to be GOOD and has maintained the quality of education in the school since the previous inspection.
November 2014 Full inspection	The leadership and management are OUTSTANDING
	The behaviour and safety of pupils are OUTSTANDING

The culture of Cockwood School



Perseverance



Respect



Reflection



Creativity



Ambition



Happiness

Our core values and principles

By acknowledging our successes and considering our aspirations for the future, staff, parents and governors have formulated a school vision for our school.

Cockwood is a family, where we encourage both staff and pupils to be ambitious learners, and empower them to unlock their full potential. Happiness is core to our beliefs, where a dynamic curriculum and a caring ethos provide a wonderful springboard for the future.

Through teamwork and perseverance, we encourage each other to be the best that we can be. Our ambition is to provide creative opportunities to develop skills in leadership and entrepreneurship, for pupils to reflect on how far they have come and how to be risk takers. They will aspire to be confident communicators, respectful of each other and considerate members of our school family and beyond.

As a school we embrace opportunities to ensure our community will continue to grow and thrive so that we can empower children to have the wings to fly and become tomorrow's successful citizens.

About our school

Cockwood is a primary school taking children from ages 4 – 11. The school opened in 1872 with 32 children on roll and one teacher. Today there are 94 children in the school, divided into three main classes. The building has recently been modernised and, though compact, it is very well resourced, enabling us to meet the demands of all aspects of the primary school curriculum.

We use amenities within the village itself to extend the space for play and learning. For example the Parish Hall contains a range of P.E. mats and equipment and we have sole access to Cofton Village Green behind the harbour wall, between the hours of 9am – 3.30pm. This area also allows the children access to an environmental area.

“Everyone is a friend to each other.” (William)

The new school playground installed during the summer months of 2016 has greatly improved the outside space with the addition of the basketball nets and climbing wall being greatly enjoyed by the children. They love it!

“The new playground is brilliant for all of the children who love sport. We can now play basketball, hockey and football. There is a lot more space for running around and our construction games are so much better.” (Ollie)



How the classes are organised

Your child will spend up to 7 years at Cockwood School. There are 3 classes that are grouped by age comprising:

- Early Years Foundation Stage (EYFS) 4 – 5 year olds
- Key Stage 1 Year groups 1 and 2 (ages 5-7)
- Key Stage 2 Year groups, 4, 5 and 6 (ages 7-11)

Our classes this year are as follows:

Class 1 - Year groups 4, 5 and 6

Class 2 - Year groups 2, 3 and 4

Class 3 - Year groups F, 1 and 2

There are 5 teachers working in three classes. The Headteacher also teaches for part of the week. Each class has a named class teacher, with other teachers from the teaching team providing specialist teaching across the school.

Within a class the teacher adopts a variety of organisational strategies depending on the purpose and nature of the activity taking place. This could mean that teaching would be directed to the whole class or a group of children. Grouping arrangements are usually flexible and will also vary according to the task.

Each class teacher is able to teach a broad curriculum including the core subjects. They are supported by the use of specialist curriculum leaders (Maths, English, Science, Computing, PE, Hums, Music) who co-ordinate, advise and work alongside colleagues within the classroom.

We employ a number of teaching assistants to help and support the work of the class teacher. Teaching assistants help with both individual children and groups; they assist with the supervision but more importantly are well trained and skilled in supporting early phonics, speech and language, calculations in maths and mindfulness to name but a few of their key areas of expertise. They provide invaluable help to the class teacher and are a very welcome addition to our team. A number of parents and governors also work with the children in the classroom and support us with special events and visits.



Starting at our school

School Admissions Policy for 2020

For Cockwood School the Local Education Authority determines the admission policy. We would encourage you to visit the school and let us know, where possible, if you would like your child to come to our school. All schools have a planned admission number and at Cockwood Primary School it is currently 12. This number reflects the capacity of our school. Where there are sufficient places for applications, these children will be admitted. However, if the school is oversubscribed in that year then the Authority has admission criteria, to determine which pupils should have the available places.

Admission criteria are:

1. Looked after children and children who were previously looked after but immediately after being looked after became subject to adoption, a child arrangements order or special guardianship order.
2. Children based on their exceptional medical or social needs or those of their parents
3. Children living within the catchment area who are siblings of pupils on roll
4. Children living within the catchment area
5. Children living outside the catchment area, who are siblings of pupils on roll
6. Children of members of staff who have been employed in the school for a minimum of two years
7. Other children

Parents can make an appeal for a place through the School Admissions Appeal Committee.

Arrangements for visits

If you would like to visit the school, please telephone 01626 890471 to make an appointment.

Starting school for the first time

Starting school is a very important time for you, your child and the school. We all need to work together to make the transition smooth and rewarding. In the term prior to their entry, children are invited into school for visits to become familiar with the surroundings of school. There is also a meeting for parents to discuss our partnership with you and talk about any concerns you might have. Our Early Years Team also visit the main pre-school providers, so that pupils who are due to come to Cockwood meet the staff in familiar surroundings. The team also visits each child and their family prior to joining the school. This is an invaluable meeting, which is beneficial to both the school and the new families.

Joining the school later on

Sometimes children join the school later on in their school life. We make every effort to ensure they are welcomed, looked after, and monitored so that they quickly make friends. Teachers give children time to settle in before making an assessment of their academic abilities. This assessment, together with records from their previous school, enables children to have the best start in our school.

Moving on after Year 6

At the end of primary school, children transfer to a secondary school. We make every effort during their time with us to link with local secondary schools so the children feel relaxed and that their choice of next school is a natural progression for them.

Delivering an integrated curriculum


Learning at Cockwood School is primarily delivered through an Integrated Curriculum, which aims to meet each child's individual needs and comprises all learning and other experiences that we plan for our pupils. The central aims of our curriculum are to work in collaboration with families and the local community to provide opportunities for all pupils to learn and to achieve; to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life. The curriculum of the school is organised so that children are stimulated, encouraged and challenged to develop their individual potential and personality to the full. It is constantly evolving to develop the skills needed for children to become successful learners, help prepare them for life in modern Britain and empower them to achieve success in the future.

The school's curriculum promotes and sustains a thirst for knowledge and understanding, and a love of learning. It covers a wide range of subjects and provides opportunities for academic, technical, creative and sporting excellence. It has a very positive impact on all pupils' behaviour and safety, and contributes very well to pupils' academic achievement, their physical and emotional well-being. This is a curriculum which allows children to confidently apply previously taught skills, in a purposeful context and encourages the children to make links across the range of primary subjects. Where subjects are not linked to Themes they are taught discretely. We also enrich the curriculum through a range of Activity Weeks and Activity Days, plus day and residential visits. Our curriculum actively promotes an investigative and exploratory approach to learning.

Each teacher works hard to ensure they carefully match work to individual needs and employ a range of strategies to meet the varying learning styles which children exhibit. Our aim is to ensure that each child can develop to their full intellectual, social, emotional and physical potential. Happiness is key to success, and we work hard to provide motivating lessons in a positive and friendly environment, where every child is valued and cared for.

Through our curriculum organisation we hope to achieve:

- equal entitlement for all our children
- broad and balanced coverage of the National Curriculum subjects;
- clear consistency across the school
- continuity and progression from Year R to Year 6
- clearly differentiated activities matched to the needs of all individual pupils

	<p><i>"Pupils consistently show their keenness to learn. They not only listen very well to staff, but also work very well when collaborating together, trying to do their best. They told the inspector they found learning fun."</i></p> <p><i>"Pupils benefit from an engaging curriculum which promotes the good development of reading, writing and mathematical knowledge across all subjects."</i></p>
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In order to deliver the National Curriculum (2014) a Primary School is organised into 3 key stages.

Early Years Foundation Stage (EYFS)

Children in our Reception classes are in the Early Years Foundation Stage, and this phase of education is an important time for young children as they will start to become more independent and confidence will grow. By ensuring we build a secure skills base in this year for your children we hope they will have a positive start on their journey of lifelong learning. We aim to match all tasks to the needs of each individual child throughout the year, and all pupils are assessed via the National Foundation Stage Profile. The teaching team creates a Learning Journey which documents the learning experiences and the progress made by each child. This assessment forms the basis of reports back to parents.

The curriculum is designed to enable pupils to develop key learning skills - including listening, speaking, concentration, persistence and co-operation with others. Pupils follow the Read Write Inc programme, which is a structured early phonic and writing programme.

There are 6 areas of learning within the Foundation Stage:

Personal, Social and Emotional Development	Communication, Language and Literacy
Problem solving, reasoning and numeracy	Knowledge and understanding of the world
Physical development	Creative development



*"There is good provision for children in the Early Years Foundation Stage.
They are taught well and make good progress."*

"There was a sharp rise in the proportion of children who achieved a good level of development at the end of the Reception Year to well above the national figure."

Key stage 1 (Years 1 and 2)

The National Curriculum is compulsory for all children from Year 1 onwards and a framework is provided for schools to adhere to. The Government has specified programmes of study and attainment targets for various age groups for the core subjects while we have more discretion about the breadth and depth of teaching in the other subjects. We aim to ensure that our teaching of the National Curriculum draws on the advantages of a topic approach, and continues to build on each child's development from the Foundation Stage. Pupils are immersed in a topic each term, and wherever possible, cross curricular links are reinforced. Many of the Foundation subjects are blocked across a half term so as to ensure skills are integrated through a series of lessons, which can then be applied and built upon in other subject areas.

Children are given opportunities that encourage them to develop skills in posing questions and solving problems, as well as broadening their understanding of the wider world. In a supportive

environment that promotes exploration, independence and working in small groups they enjoy a wide range of experiences to enable them to further develop their knowledge, skills and understanding.

Key Stage 2 (Years 3 – 6)

Children continue to build on the knowledge, skills and understanding developed through Key Stage 1. They are encouraged in this stage of their learning to develop a deepening sense of their rights and responsibilities, and to grow in confidence and independence as well as develop their team work skills. At Cockwood School, children are offered exciting opportunities which are both challenging and stimulating and encourage the development of their thinking and creative skills. They start to become more actively involved in and take responsibility for their own learning. They begin assessing their own work against targets set by the teacher and identifying next steps in their learning. This aims to encourage them to become more reflective about their own performance and achievements.

All class curriculum information can be found on the school website. Each class has a rolling programme of exciting topics and parents are provided with ‘how to help your child’ information each term.

The National Curriculum	
Core	English, Mathematics, Science and Religious Education
Foundation	History, Geography, Design & Technology, Music, Art, Computing and Physical Education

We also include the following areas of learning to enrich the curriculum	
Personal and Social Education and Citizenship	Health Education
Modern Foreign Language (French)	Environmental Education
Intercultural Education	Enterprise

English

All children are taught English each day with the tasks and activities differentiated to cater for the age and ability of the child. The emphasis is on teaching and developing the children’s skills in speaking, listening, reading and writing, as it enables them to express themselves creatively and imaginatively, and to communicate with others effectively. These skills are applicable across the whole curriculum.

Our aim is not only to teach children the skills to read with confidence, fluency and understanding, but also to foster a genuine desire to read for pleasure and purpose. We want our pupils to become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction and media texts. In lessons they are also encouraged to research information independently.

All children are encouraged to take books home each evening to practise and reinforce the skills taught in school. You can help your child by:

- encouraging them to write for a variety of purposes – e.g. letters, diaries, notes, lists etc
- helping with letter formation so that a clear cursive style of handwriting is made easier.
- sharing a wide range of books, fiction and non-fiction, to help to foster a love of books
- enabling your child to talk about a wide range of interests
- playing games which help to develop listening and concentration skills.

Maths

Our emphasis in Maths is on learning through understanding, practical experience, application of maths to real life, problem solving and games and puzzles so that learning maths is meaningful and enjoyable.


We provide children with opportunities to develop their maths skills and understanding through investigation and written work. Emphasis is placed on the use of a variety of materials and resources to introduce new concepts and ideas. Our teaching is designed so that all maths experiences will lead to an understanding of number, measurement and shape, plus the mastery of mental maths consistent with each child's ability. We utilise the White Rose Maths Hub as these allow for greater consistency across the school for work and planning tools.

There are many ways that you can also help your children in regular activities such as cooking, shopping and DIY.

You can help your child by:

- encouraging them to take an interest in numbers
- helping them to write their numbers correctly
- playing games involving numbers, time, money etc.

“Our teachers are always challenging us to do harder work.” (Lucy)

	<p><i>“The school's assessment information now demonstrates that most pupils are making accelerated progress in mathematics.”</i></p> <p><i>“Pupils have regular opportunities to write for a purpose; for example pupils perfect their skills in letter writing in history lessons.”</i></p>
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Science

We endeavour in Science to exploit and build on children's sense of curiosity and to allow them to experience the environment in which we live. Teaching and learning in science reflects our belief that children have a natural sense of awe and wonder in the world around them. We aim to provide the children with a science knowledge base and encourage them to ask questions to discover more about the world around them. We also hope to foster responsible attitudes towards the environment and all living things. Individual and group skills of planning, decision-making, investigating and communicating results, as well as observing, classifying, recording, making and testing hypotheses, designing experiments and drawing on information from evidence are a vital part of our science teaching.

The school was awarded the Primary Science Mark - Silver Standard (2017), demonstrating the commitment of the school to teach good quality science. We offer a science club each term, which is well attended and enjoyed by many pupils.

Computing

New technologies and e-safety practices are increasingly important in all our lives. The children learn to communicate through the use of artwork and word processing, manage and use information through the use of databases and spreadsheets and control the movement of an object on the screen through basic programming. They use the computer to set up and explore model situations and learn about computing in the outside world, including the Internet and e-mail. Children have access to computers and iPads using wireless technology. They will also experience working with other equipment including digital video cameras and digital recording equipment.

Children love technology. We have introduced 'Digital Leaders' into the school. These children have been given access to the school Twitter account and are 'tweeting' regular updates on school life. The 'tweets' have been linked to the school website and are now running a live stream.

"We have access to lots of computers, chrome books and I-pads. We can improve our learning and research skills using google and we have lots of games like Matific for Maths, which we really enjoy."
(Nixon)

Religious Education and Collective Worship

We encourage children to be kind and helpful, to treat others with care and respect and to help them to develop a social and spiritual understanding of the world. Through this, they are encouraged to be tolerant of the views and actions of those around them. In order to help meet these aims we follow the Devon Agreed Syllabus on RE and Collective Worship. Children are introduced to the beliefs and customs of other world religions and we examine moral, social and spiritual issues. Pupils engage in an act of worship each day, either through whole school or class assemblies.

Parents may, if they wish, request their children to be wholly or partly excused from attendance at Collective Worship/RE and an alternative provision will be made for them.

Geography & History

We approach history and geography through focussing on key skills within exciting topics and design our lessons to encourage children's curiosity about their environment which helps them develop lively and enquiring minds. The carefully chosen topics also contain aspects of other areas of the curriculum such as English, Technology and Art. During the course of a year, the children will cover several projects, some lasting half a term, others only a few weeks. All are selected to reflect a balance of emphasis between history and geography.

In historical topics, the children investigate the past through stories, pictures, local history studies and looking at change in a variety of areas. The older children examine particular historical eras such as the Tudors, the Romans, Anglo-Saxons and Vikings in Britain as well as looking at some aspect of local history. We aim to foster a feeling for the past, an awareness of chronology and change and to

develop research skills. We always tie in the history units with our residential visits; our London residential links to Parliament, the Tower of London and a study of the monarchy.

In geographical projects, the children develop their skills in map work, starting with directions and simple plans and moving towards work with atlases and Ordnance Survey maps. They explore their local area and look further afield with studies of other parts of Britain and other countries globally. Our topics in these curriculum areas are always evolving and improving. We want to inspire the children to love these subjects and have a fascination for the world around them.

"My teacher tries to get the best out of us in our history and geography lessons. For example, we were inspired by climbs on Mount Everest to write a descriptive story." (William)

Design and Technology

Our aim is to encourage an understanding of Design Technology in everyday life and develop the technological capability of our pupils. The children use a range of problem solving techniques and manipulative skills, selecting the correct materials in order to complete the task and test the finished objects against simple design criteria. Through these experiences children will build up knowledge of the properties of a range of different materials, e.g. paper, wood, clay, polystyrene, plasticine, plastic and other modelling materials. They will become skilful with a number of tools appropriate for use with these materials e.g. scissors, craft knives, saws, cooking utensils etc and the safety requirements relating to the use of such tools.

Music, Drama and Dance

We aim to give every child the opportunity to experience happiness and enjoyment through active music making and to experience playing and singing together in groups. We provide opportunities for children to take part in a wide range of musical activities and performances where they are encouraged to sing, compose and work creatively with sound. Through active listening, pupils' awareness, understanding and appreciation of a wide variety of music is developed. Opportunities are sought to develop children's imaginations, language, art and drama through the stimulus of music. The concepts of sound, rhythm, pitch and notation are introduced and developed through a carefully structured programme of activities. A range of additional opportunities are provided within and beyond the curriculum for children to showcase their musical skills and talents. We invite a range of professionals into school to enhance this area of learning: this year we have studied literacy through expressive dance and the whole school has participated in a series of drumming workshops.

As a school we appreciate and understand the importance of drama within our curriculum. Research reveals that drama had a positive impact on children's physical, emotional, social and cognitive development. Drama is developed across the whole school in a variety of ways including story-telling, and children have the opportunity to apply and develop their skills through rehearsal and performance.

Art

It is our intention to enable children to become visually and aesthetically aware and to demonstrate how that awareness can be used in a very enjoyable way to express a personal view of the world around them to communicate feelings, impressions and ideas. The children learn about the world of art and become familiar with the works of some well-known artists. They use a range of materials, explore different techniques and develop the ability to select the appropriate materials and processes which enable them to produce meaningful and quality works of art. We are proud of our Artsmarkgold status and this area of the curriculum is enhanced at every opportunity.

Languages


Children in KS2 have French lessons.

PE & Sport

The school aims to offer each child a full range of physical opportunities in order to promote fitness and the enjoyment of taking part in sporting events. Gymnastics, athletics, dance, swimming, outdoor pursuits and games are taught. Traditional team sports are often played in their “mini” versions of the adult game. Other games played are net and racquet games such as tennis and games invented by the children in the course of their games lessons.

We encourage all pupils to take part in competitive matches and tournaments including football, tag rugby, High 5 netball, swimming, rounders, athletics and cricket. We look to ensure that all pupils in Key Stage 2 have at the very least, one opportunity every year to compete against other schools, no matter what their ability. We have visits from trained professionals to help improve and extend a variety of areas of sport and always encourage children of both sexes to participate in all these activities. We take part in many competitive fixtures both inside and outside of our learning community and although we are a very small school, our pupils have achieved many successes in inter-school competitions. The pupils at Cockwood are particularly strong in running, and we offer many after school clubs for the children to take part in, such as cricket, dodgeball and running club to name a few.



	<p><i>"The leadership has used the primary school sports funding very constructively to increase opportunities in the school. The school employs a specialist sports teacher, who has helped to improve teachers' skills and the range of sports for pupils. There is a high take-up of activities and pupils have a good record of success in competitive sport."</i></p>
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PSHE and Citizenship (including Sex and Relationships education)


Personal, Social, Health Education and Citizenship is an important area of the curriculum that helps children grow and develop as individuals and as members of families and communities. Through PSHE pupils will have the knowledge, understanding, skills and attitudes they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. Our aim is for our children to leave with feelings of self-confidence, self-worth and high self-esteem.

In order to do this we focus on giving children opportunities to develop confidence and responsibility and make the most of their abilities, work in the community to play an active role as citizens, develop a healthy, safer lifestyle, think critically, be self reliant, self motivated and self disciplined, have clear values and attitudes and be safe.

Our health education programme gives information about healthy eating, personal hygiene, exercise, smoking and drugs.


The Governors have agreed that relationships education will be taught throughout the school using age appropriate content and resources, and this forms part of a general personal, health and social education programme. Children in Years 5 and 6 in particular follow a programme in their PHSE lessons, which includes discussion of human development and reproduction. It is recognised that this is a sensitive issue and parents have the opportunity to view and discuss the teaching approaches and resources to be used before the teaching programme commences. If parents wish to withdraw their child from sex education, which is additional to that specified in the Science curriculum, the school will make arrangements for the child to be supervised by another member of staff for the duration of those lessons.

We focus heavily on online safety, and welcome parents into school annually to discuss key issues and help them to support keeping their child safe at home. We work closely with outside agencies to ensure that we educate our pupils in how to use the internet safely and the actions they should follow if they are concerned.

	<p><i>"The school makes sure that pupils have many opportunities to further their spiritual, moral, social and cultural development. The results have been very positive. The inspector saw opportunities for pupils to reflect on important personal qualities in assembly and in their books. Pupils help to raise funds for charity and take on responsibilities like being play leaders, in order to help others."</i></p>
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Forest Schools

Forest Schools is a Scandinavian initiative designed to encourage and inspire individuals of any age through an innovative, long term, educational approach to outdoor play and learning in a woodland environment. Sessions are designed around the needs of the group to ensure that they are learner-led. Sessions are based around a theme; these are sometimes subtle such as evolving or exploring the site or more obvious - such as butterflies, spies, fairies or nature investigators. Many areas of the National Curriculum are intrinsically covered in the Forest Schools experience, without the programmes needing to be curriculum led. Teamwork skills are developed through games and activities. Individual skills and self-esteem are heightened throughout activities such as hide and seek, shelter building, tool skills, lighting fires or environmental art; the list is endless. Each activity develops intra and inter-personal skills as well as practical and intellectual skills.

	<p><i>"School leaders check the quality of teaching and learning very rigorously. Staff unreservedly support the school's drive to maintain improvements and strive for excellence."</i></p> <p><i>"The senior leadership team and governors have high aspirations for all pupils."</i></p>
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Assessing your child's progress

Assessment is viewed as essential to and an integral part of effective teaching and learning and as such it will be an integral part of our school curriculum.

Pupil progress is monitored through on-going assessment, helping us to ensure that all our children receive appropriate provision. Our assessments are used to inform our planning and teaching, ensuring the needs of our children are met and that they are making the expected progress. Progress is measured against your child's past personal performance and against nationally agreed standards of attainment. Targets are set in Reading, Writing and Maths and are shared with the pupils. These are reviewed on a regular basis with the children.

Reception children are part of the Early Years Foundation Stage and usually arrive from their pre-school placement with a Transfer Document, which details Characteristics of Learning and Achievements in a number of areas of learning and development. Reception teachers will continue, or start, the process of recording using the profile and report to parents on progress. At the end of Key Stage 1 children are assessed against the National Curriculum and this is communicated to parents.

At the end of Key Stage 2 children undertake National tests and both the teacher assessments and the data from SATs is communicated and explained to parents. All children are assessed at regular intervals as they progress through the school. Targets are set with the children so that they understand what they need to do in order to improve. These assessments are moderated between classes and with other schools.

Here at Cockwood School we have adopted a tracking system which measures progress and attainment against performance indicators which are taken from the new National Curriculum 2014. Pupils are assessed against these performance indicators on a termly basis, and their attainment is recorded against their Year Group outcomes. Additional half termly assessments are used to inform planning; these include Star Maths, Star Reading and spelling diagnostic tests. Assessment will be an ongoing process throughout the term, where pupils' progress against key indicators are assessed and recorded using School Pupil Tracker. Pupils will be recorded as attaining at Emerging, Developing, Secure or Exceeding against these outcomes, so the expectation is that pupils reach Secure by the end of the year in their particular Year Group, showing a confident and secure knowledge and understanding of the performance indicators and therefore achieving the Performance Standard for that year.

All our parents are invited to termly Consultation Meetings with their child's teacher and also receive an end of year summative report.

In addition to this, should we have any concerns over your child's progress or wellbeing we will contact you immediately. Likewise, if you have any concerns, we would actively encourage you to contact the school as soon as possible. We have an open door policy which ensures that all parents can have access to someone who can help them, no matter what their concern.

“Our specialist areas”

Artsmark



We are very proud of our commitment to promote the arts at Cockwood School and this was reflected in the Arts Council Award of Artsmark Gold in 2011. Only 13% of schools in England hold Artsmark status (with just over half achieving Gold status).

The Artsmark award celebrates schools that champion the arts and strive for excellence in their provision. Achieving Artsmark status demonstrates that Cockwood Primary School has a number of very special qualities.

It demonstrates that we:

- have an excellent arts and cultural offer
- are forward thinking and open to development
- are committed to investing in our staff and young people
- are committed to listening to our pupils and providing opportunities for our community
- have an effective approach to building sustainable relationships with arts and cultural organisations
- value the arts and culture through a broad and balanced curriculum

To achieve Artsmark, we had to undergo a rigorous application process, followed by a validation visit from a professional arts consultant. We were assessed on many areas of our provision including arts in the curriculum, extra-curricular arts activities, how we work with artists and arts organisations and how well our arts provision impacts on staff development and the wider community.

We hope you share our pride in being nationally recognised for our arts and cultural provision.

Primary Science Quality Mark



We have recently been awarded the Primary Science Quality Mark at Silver level. The PSQM is the only award available to recognise whole school achievement in primary science. It is an effective support tool for developing science with a framework that ensures realistic self-evaluation and measured progress towards achievable targets. It necessitates whole school impact, development and success, and as such improves scientific experiences and outcomes for all children and teachers.

How we extend your children's learning

Clubs

We believe in a holistic approach to education which is why we offer a wide range of out of school activities for our pupils. Our curriculum provision is further enhanced by a range of sports clubs and activities which are offered both within the school day and outside school hours. This range of extra-curricular activities is due to the voluntary support of staff in particular, although we do provide clubs which are run by outside agencies, such as Exeter City Football Club.

Extra-curricular activities include: -

football, running, cross stitch, dodgeball, cricket, science, choir, drama, art, rounders, cooking, Dartmoor 3 Ball, hockey, film club and basketball.

Many of our children receive instrumental tuition from Devon Youth Music and take part in assemblies and performances.

"One of the best things about our school is the large range of clubs on offer, compared to lots of other schools." (Ollie)

"We get professionals to help with our clubs, like Fizz Pop Science and Exeter City Football Club." (Lucy)

Homework and home learning


At Cockwood School we actively encourage parents to support their children's learning. We try to ensure that relevant documentation and website addresses are available and hold workshops on specific topics, in line with children's needs and parental interest.

We believe support from home greatly enhances children's learning at school: helping to develop resourceful, independent learners and a self discipline where children can apply/practise skills taught at school and take their learning further. Home learning can make an important contribution to a child's progress at school. As well as reinforcing learning in the classroom, homework helps children to develop the skills and attitudes they will need for successful independent lifelong learning.

In Key Stage 1 children take home books for sharing, reading books, spelling rocket words etc. As children progress into Key Stage 2 they are expected to maintain a regular habit of reading as well as ensure that they learn spellings and multiplication tables for periodic tests. In addition to this, a range of specific tasks and research assignments will be given. Parents are asked to encourage children to do such work when it is given and to maintain any home – school diaries that are issued by class teachers.

Home learning is set in-line with the school's policy, with tasks planned to appropriately challenge all pupils. Home learning tasks are usually sent home on a Thursday and are due back to school on a Monday. Our homework policy reflects the time guidelines currently recommended and time spent on home learning increases with the age of the child. In addition to reading, spelling and times tables, the children will have some written tasks to complete. Please talk to your child's teacher if there are concerns with any homework tasks.

Our Homework Policy is available on the school website.

	<p><i>"Teaching is good. The school teaches a wide range of subjects and topics well. Pupils love the many opportunities the school provides for activities outside school, such as visits. Out-of-school clubs and activities have a very high take-up"</i></p>
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House teams/Awards

All pupils will be in a house team:

<p>Cofton (Green)</p>	<p>Exe (Blue)</p>	<p>Powderham (Yellow)</p>	<p>Brunel (Red)</p>
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Throughout the year the children will collect house points for their team and these will be displayed by the front entrance.

- A house challenge will take place each term, where the children will spend time working with children in their house teams. Challenges have included lego building, arts and crafts, DT, sporting challenges etc. When a child earns 20, 50 and 80 house points they will receive a certificate and a prize.
- Each week in our Friday celebration assembly, pupils across the school will receive a Cockwood postcard, celebrating super effort or kindness.
- At the end of each term, the pupil in each class who has made outstanding progress will receive a Platinum Award. We also award pupils in each class who have demonstrated the most effort in Reading, Writing and Maths.
- The child at the end of the school year who has excelled in an area of the arts will receive the Helen Foundation Award.

Pupils enjoy opportunities to get involved in school and community events

Enterprise education is a high priority for the Government. Here we aim to ensure every child has a high-quality, interesting and useful learning experience that will help them to achieve their potential in whichever employment, training or education setting they move on to. Crucially to their enjoyment and achievement, Enterprise Education underpins learning in a real-world context, helping to raise engagement and overall aspirations. We are constantly looking for opportunities for

the children to experiment, develop and test their skills through a planned approach, and embedding enterprise, entrepreneurship and money management into our curriculum.

In 2015 we were fortunate to receive a Department for Education and Devon Local Authority grant to deliver a specific Enterprise project across the whole school. The aims were to:

1. Deliver a whole school Enterprise Week;
2. Involve all children and work with each class to review the learning and success of this dedicated week's activities to improve enterprise, employability and reflection skills.
3. Improve maths, writing for a purpose, and art (marketing) skills
4. Build children's enterprise and employability skills, attributes and behaviours
5. Involve parents, local business and the community
6. Make a profit that can be reinvested in future enterprise activities

"Recently we had a big community event and we invited local people into our school. The Mayor of Dawlish came, and we were able to sing, dance and show off our work. We also produced our own piece (a big canvas) which the whole school contributed to." (Millie)

We are passionate about Fairtrade and hold many events throughout the year. This is to increase knowledge and understanding across our school community, but also to raise funds for the Dawlish Fairtrade Society. The children have opportunities to regularly meet growers from around the world, and travel to large conferences to learn more about the issues. The School Council leads the good work we do at Cockwood and we currently hold the Fairtrade Achievers Award. This is a real achievement for a small school such as ours.



All our children are special

As a 'school family' we are committed to the belief that regardless of gender, race, colour or creed everyone is entitled to equal opportunities at Cockwood Primary School.

Inclusion

Cockwood School is committed to a policy of inclusion for all members of the school community irrespective of social background, culture, race, gender, differences in ability and disabilities (in accordance with the Disability Discrimination Act 1995 and the Sex Discrimination Act 1975).

We aim to develop this culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. We are committed to promoting racial equality and good race relations across all areas of school life including curriculum, teaching and learning, progress, attainment and assessment, admissions, attendance, behaviour, discipline and exclusions, pupils' personal development and pastoral care, staff recruitment and professional development, membership of the governing body and partnerships with parents and community.

We monitor our children's achievement by race, gender and disability and we use this data to support pupils, raise standards and ensure inclusive teaching. We tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. As a school we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit us.

Disability and Accessibility

The term Special Educational Needs is used to describe children with particular learning difficulties. We aim to identify children with special needs as early as possible. We design individual programmes of work for children who have a range of specific learning needs or physical disabilities to help ensure that they can access the curriculum and reach their full potential. We seek to integrate all children into the school with due regard to their individual needs, the school facilities and the needs of the whole school community. It is not unusual for children to experience difficulties of one sort or another at some time during their education. What is important is that these difficulties are kept in perspective. Often they do not last long and, with help and support, are frequently soon overcome. If your child has difficulties that we are concerned about we will let you know, and we hope that you will draw to our attention any concerns that you may have, so that we can work together.

Here at Cockwood there are a number of children in school with Special Educational Needs and we believe that they enrich our lives and help us to promote understanding, tolerance and respect for peoples' individuality. Our admissions policy does not discriminate against disabled pupils. Our overriding aim with such pupils is to develop their confidence and self-esteem through recognising, celebrating and positively reinforcing their achievements. The Special Needs Co-ordinator (SENCo) works closely with Staff to draw up individual targets for such pupils to provide more detail on support, which is additional and different to that for the majority of pupils. Where it

is felt specialist support is needed the school will liaise with outside agencies such as Speech and Occupational Therapists, Physiotherapists, Educational Psychologists, Special Schools, Child And Family Guidance and other Health agencies.

Parents are informed of their child's progress termly. They are also invited to a formal review meeting on an annual basis. However, the SENCO is always available to discuss any issues or concerns you may have if your child is on the SEND Register at any point during the year. She will meet with you regularly to ensure you are happy with the support we offer your child.

We consider the needs of children with either special talents or particular learning difficulties as very important and make special provision for them in partnership with both the children themselves and their families. Our SEND Policy follows the SEND Code of Practice: 0 - 25 years, July 2014 and Part 3 of the Children and Families Act 2014 and associated regulations and involve families in every stage of the process.


Individual Educational Programmes are written within the DAF framework in consultation with Special Needs Advisers and children's families. These are reviewed at regular intervals and fresh targets are set. Please see the SEND link on our website for further information.

The aims of our Special Educational Needs policy are to maximise the inclusion of these children in the activities of their peers in an atmosphere of encouragement, respect of achievements and sensitivity to individual needs. The identification process for a child with Special Educational Needs usually starts when a teacher or parent expresses concern about an aspect of a child's development. Initially the teacher will record observations and concerns so that an evidence base is established. The teacher will then attempt to meet the identified needs by in-class strategies and differentiation. If it appears that a child does have special needs, then the class teacher will identify the area of concern and monitor progress. If difficulties persist the school Special Educational Needs Team will be involved and an Individual Education Plan (IEP) will be devised, subsequently the school Educational Psychologist might be involved in seeking further assessment. The School Policy for Special Educational Needs and the SEND Information Report gives full details of our provision and they are both available on our school website.

The achievement of disabled pupils will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to ensure that the school environment is as accessible as possible. We will not tolerate harassment of disabled people with any form of impairment.

A copy of the school's disability equality policy and accessibility plan is available on request from the school office. This aims to ensure that:

- persons with a disability are not treated less favourably
- reasonable adjustments are made to the school environment so that disabled persons are not put at a disadvantage
- a plan is in place to increase access for disabled users of the school including access to the site, the National Curriculum and extended school opportunities.

	<p><i>“Disabled pupils and those with special educational needs have improved their achievement considerably and now make outstanding progress.”</i></p> <p><i>“Teaching assistants have a good level of knowledge that ensures they provide pupils with appropriate support and encouragement.”</i></p>
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Gifted and Talented Provision

Our school policy is to identify through clear curriculum guidelines those children who have outstanding abilities. Opportunities are given for children to develop their specific skills or talents right across the curriculum. Parents are always closely involved in all aspects of this special provision. Children who show particular gifts or talents are recognised and also require specific educational provision to meet their needs. Gifted pupils are those who display a particular strength in the academic subjects. Talented pupils are those who are more able in subjects such as the Arts or P.E.

Within this small school setting we recognise that there are children with particular strengths and that these special abilities should be identified as early as possible and developed fully during the child’s time here. We believe that all children should be given opportunities to achieve their best and to make the greatest progress possible. We pride ourselves in knowing the children as individuals and are always striving to meet their needs. As a consequence, we review the provision for those children who are deemed as gifted and talented, and aim to provide high quality differentiated learning tasks to meet their needs. We seek out additional provision for them, either through the local opportunities, the Dawlish Learning Partnership or Exeter University provision and offer these to pupils as they arise.

We provide for more able children through:

- Early identification and monitoring of specific abilities.
- A curriculum differentiated appropriately to the abilities and needs of the child, and well resourced.
- Opportunities to develop specific skills and talents.
- Activities that will enrich and extend pupils’ general cognitive and study skills through activities at mastery level.
- Activities that will enrich and extend pupils’ social, cultural, spiritual and emotional development.

Developing children's positive and respectful attitudes

We believe that children learn best in a well-organised, calm and secure environment where purposeful and self-disciplined behaviour is expected. We want every child in our school to feel confident, happy and safe. As a caring school we have the highest of expectations in terms of learning, behaviour and attitudes, and encourage our children to develop similar beliefs in their own potential, together with pride in their achievement. Our children at Cockwood are caring, polite and well behaved; keen to look after one another and show respect for each other. We believe this is because of the "caring family atmosphere" that is very much part of our ethos - an ethos that celebrates positive behaviour and achievement and where children are encouraged to "have a go" and try their best. This approach encourages positive attitudes towards learning and each other and consequently a happy, safe, purposeful environment for all the learners at Cockwood School.

Pupils are expected to:

- consider the rights and views of others
- respect their own and others' property
- develop a responsible and co-operative attitude towards their learning tasks
- achieve their own potential in academic achievement
- take pride in their efforts and achievements

Our school behaviour policy and our anti-bullying policy have been developed through a collaboration of parents, pupils, staff and governors. It is our aim to promote a sense of self discipline and proper regard for authority. Problems of discipline are normally a matter of discussion with a child to improve behaviour. However, in the event of persistent problems or serious difficulties we would consult with parents to develop a joint approach to the problem. Children whose behaviour does impact on others will be made clear about why sanctions are to be imposed and the loss of privileges.

We are very proud of the behaviour and attitudes of all our children. The exemplary behaviour of our children when involved in visits outside school is frequently commented on by members of the public and was recognised as Outstanding by OFSTED in Nov 2014.



*"Pupils' behaviour is outstanding.
They love coming to school"*

Bullying in any shape or form is not accepted at Cockwood School. If there is any unacceptable behaviour of a serious nature involving bullying or aggression towards another child, this is dealt with by the Headteacher. Parents are always informed if this is the case, and on occasions a child may be excluded from school if the Headteacher thinks this is warranted. A copy of the Bullying Policy can be viewed on request.

Keeping your child safe

The health, safety and well-being of the children here at Cockwood School is our first priority. Children cannot learn unless they feel happy and safe and all our staff work hard to maintain a secure and happy environment.


1. We listen to our pupils and take seriously what they tell us.
2. We adhere to stringent Safeguarding procedures to protect the welfare of all the children who come here.
3. We have a designated safeguarding lead for child protection.
4. We actively support the Government's Prevent Agenda to counter radicalism and extremism.

Our aim is to establish and maintain a safe school environment but at the same time ensure that the school is a welcoming place. There is fencing all around the boundary of the grounds and the entrance adjacent to School Hill is kept locked throughout the day, being opened before and after school. Visitors enter the school through the main door using a controlled entry system. This is reassuring for everyone, parents, children and staff. All visitors are required to sign in and out using the visitor book in the reception. All staff and voluntary helpers who work with children must be given police clearance by submitting a Disclosure & Barring Service (DBS) form.

We are committed to:

- Establishing an ethos in which children feel secure, valued and confident of being listened to
- Giving children the confidence to talk to adults in the school about abuse and to make disclosures to them
- Establishing relationships with parents that build on an understanding of the school's responsibility to protect children (and recognition that this may sometimes require referral of individual children to other child protection agencies)
- Establishing appropriate expectations of interpersonal behaviour; and developing strategies to help children to protect themselves
- Providing training for staff in recognising signs, symptoms and behaviour which are symptomatic of abuse and in responding appropriately
- Establishing good procedures and practices in relation to record keeping

If you would like to know more about our policy or procedures for Safeguarding, you can speak to our Safeguarding Governor or Mrs. Curry. You can also download the latest copy of our safeguarding and child protection policy from the school website.

	<p><i>"Pupils' sense of well-being and security in the school is also a key factor in their increasing achievement in learning."</i></p>
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Child Protection and Pastoral Care

The responsibility for Child Protection belongs to everyone in the school. Here we endeavour to ensure that all appropriate measures are taken to protect our children from all forms of physical violence, sexual or emotional abuse, neglect or negligent treatment, mal treatment or exploitation, while in the care of parents, legal guardians or any other person who has care of the child. This commitment stands irrespective of race, religion, language, culture, creed, disability, medical or physical condition.

All Staff are responsible for the pastoral care of the children as well as their academic development. We take this very seriously and teachers are constantly alert to any difficulties which children may be experiencing, either at school or at home. Care and concern for others is at the centre of all we do and is embodied in the way in which we actively encourage the children to care for each other. Our older children take on many key responsibilities, especially in terms of pastoral care, acting as buddies and mentors for our younger children. We feel we provide a safe, secure and happy environment in which children are supported by their peers and the adults in the school, enabling them to grow, learn and develop.

The key to this is the development of positive relationships between the children and their peers and between the children and their teachers, supported by the positive relationship which should exist between home and school. We want our children to grow into caring responsible adults with a high degree of independence, self discipline and sensitivity to the needs of others. Such an expectation is communicated clearly to the children through one to one discussions, class discussions, Key Stage and Whole School Assemblies and adult example.

If you are at any time worried about your child, either telephone or come into school to make an appointment with Class Teacher or Headteacher.

	<p><i>"Pupils feel very safe and the school has very good arrangements for ensuring that pupils are well cared for."</i></p>
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E-safety

E-Safety is an important part of keeping our children safe at Cockwood School. E-Safety is taught to all pupils explaining and demonstrating how to stay safe and behave appropriately online. We can only be successful in keeping children safe online if we work with parents to ensure the E-Safety message is consistent. It is important for you to speak to your child about how they can keep safe

and behave appropriately online. It's essential to be realistic - banning the internet or technology will not work and it often makes a child less likely to report a problem.

The curriculum is designed to ensure opportunities for children to develop the skills they need to recognise and stay safe from abuse including whilst accessing the internet. Children know that they can approach any of the adults in school if they are worried and that they will receive a consistent supportive response.

What our children think

School Council

Our children's views are extremely important to us. To that end we have evolved a very strong School Council of which we are very proud. This meets weekly, to discuss school improvement issues and any concerns the children wish to raise.

It is led by a member of the school's support team, and is made up of the Head Girl and Boy, together with representatives from each class across the school.

The Council are also given a range of responsibilities throughout the school. These include: organising important fund raising events, interviewing new members of staff, supporting other pupils within the school and attending events, so that they can bring good ideas back to school.

Pupil surveys

Governors visit the school regularly to talk to the children about school, behavior, lessons and safety. A set of questions has been designed to evaluate how we are meeting our aims and those of the children in our everyday practices.

Results are collated and analysed and then presented back to the children through the School Council.

They produce a poster that is displayed across the school.

We also feed these findings back to you through the newsletter and on our website.



Creating effective partnerships

At Cockwood Primary School we work in partnership with children, staff, parents, governors and the local community with a positive approach in order to support children to gain the maximum benefit from their learning experiences. Successful education depends on a strong link between home and school and we pride ourselves on the solid relationships we have with our parents. Communication is therefore a vital tool used to develop these partnerships.

Communications

We place high importance on our relationship with our parents and hope that you will feel able to work closely with the school, for the benefit of your child. This maintained in a variety of ways:

Induction pack	All new parents receive a comprehensive induction pack with all the day to day information they will need concerning school routines and procedures
Home School Agreement	This outlines what the school's aims and values are and its responsibility to its pupils. In turn it also outlines what we would like parental responsibilities to be and what the school expects of its pupils. Signing of this is voluntary.
Headteacher's Newsletter	Mrs Curry produces these monthly, and they are intended to keep Parents up to date with School information and events
Curriculum Information	Parents receive curriculum information at the beginning of each term, highlighting the learning areas covered and how they can support their child's learning at home.
Termly Parents Evenings	To discuss children's progress and review their targets
Meeting with Governors	Governors are available at parent meetings and via an appointment made through the school office
Summative Report	End of each term with the final report in the Summer Term
Parental Workshops	On curriculum areas and key improvement areas
Questionnaires	An annual survey seeking parental views
School Policies and general information leaflets	Available from the school office and on the school website
Information on trips and visitors	Sent home with children and also on the website
Parents are always welcome to see a class teacher or the Headteacher	To make an appointment please liaise with Mrs Jago in the school office
AND don't forget our website	http://www.cockwood-primary.devon.sch.uk

Our Parents and Friends Association (PFA)

The *Parents and Friends Association* is a charitable group of hard working parents who organise excellent fund raising events to enable the school to purchase additional resources to help enhance the quality of education which we provide. The PFA are mainly made up of parents and staff of the school and meet throughout the academic year. The PFA has helped finance many of the school's facilities including: providing ICT hardware, playground equipment and books for the library. The PFA also helps subsidise most of the visits that the children attend, in addition to supporting swimming, the Year 6 Leaver's book and curriculum workshops led by outside professionals.

The PFA invites new parents to a coffee morning in the village hall at the beginning of the new academic year as they need the support of parents to ensure it is able to continue to enrich the lives of children. As a new member of our school community we hope you will be able to add your support to the work of the Association. This is a super way to meet other parents, ask questions and really become part of our school community. Each new parent becomes a member of our PFA and is welcome to attend meetings and support our PFA activities.



Attending school

It is important that children are in school every day, and on time. Their progress will be affected by frequent absences or lateness. Children can also feel left out, and can miss out on important things.

We are very proud of our attendance record and are constantly seeking to maintain or improve. The percentage of attendance in the year ending July 2017 was 96.7% which was slightly below our high target of 97% set by the Local Authority. The level of authorised absence was 2.6% with 0.4% as unauthorized absence.

If your child is away from school for any reason you should contact the school. Please telephone, email or write before 9.30am, on their first day of absence:

- a. If your child is absent for any reason.
- b. If your child has an appointment with the hospital, dentist, doctor etc.
- c. If, on a particular occasion, you require your child to come home during the school day.

Other than sickness, medical or dental appointments, absence from school will only be authorised for Pre and Post Operation and when visiting a new school. 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. All parents will receive their child's attendance figures at the end of term and Mrs Curry will contact parents if there are concerns with attendance. The school may involve the Education Welfare Officer for any child whose attendance falls below 90% and a Fixed Penalty Notice may be issued. If a child is not present in school and this absence has not been authorised, then this will also potentially lead to a penalty notice.

Punctuality

The school day begins at 8.50am and we ask that children arrive promptly to ensure a positive start to their learning. Please ensure your child is not late for school. Children who arrive late are asked to report to the school office on arrival. Any late attendance is recorded on the attendance reports which are issued to all parents.

Holidays during term time

From 1 September 2013 new DfE regulations came into force regarding leave of absence for children from school. The current law does not **give any entitlement** to parents to take their child on holiday during term time. Any application for leave must be in exceptional circumstances and the Headteacher must be satisfied that the circumstances warrant the granting of leave. The School's Attendance Policy is available to download on our website.

School closure

We will let you know in advance of any planned closure. In the event of the school being closed for emergency reasons we will text parents, use the school website, twitter and the local radio station to keep you informed.

Medical, Medicines and First Aid

When children start school parents are asked to complete a form outlining any medical history including any allergies suffered. It is important that this record including contact details is kept up-to-date.

We want your child to get the best out of school and he/she will only do this if fit and well. Children who are over tired or under the weather do not learn successfully. Please do not send your child to school if he/she is not well or if there has been diarrhoea or vomiting (and all children get these occasionally). In such cases, your child should not return to school until he/she has been clear for at least 48 hours. For common childhood illnesses there are minimum periods for which they should stay away. If you are in doubt please contact your GP or ring the school for advice.

The staff at Cockwood ensure that students with medical needs receive proper care and support. Our intention is to ensure that students with medical conditions should have full access to education including trips and PE. The governing body will ensure that staff are supported and trained and competent before they take on the responsibility of supporting students with medical conditions.

First aid

Basic first aid is given at school when necessary by qualified First Aiders. Dedicated staff have responsibilities for looking after identified medical issues, and these are identified in the "Supporting Students with Medical Conditions Policy 2017".

If an accident needs hospital attention we will make every effort to contact parents. We ask parents to ensure all contact details are kept up-to-date so that we can make contact in an emergency. All injuries are recorded.

Medicines

The school has responsibility for the safety and welfare of pupils and regularly reviews arrangements to ensure that the medical needs of the pupils are met at school.

There may be times when children attending school need to take medication. Any such medicines needed by a child during the school day should be brought to school in the smallest practicable amount by the parent/carer, not the pupil, and be delivered personally to the office. These medicines must be in the original bottle/package in which prescribed, clearly labelled with the:

- Pupil's name
- Contents
- Dosage
- Date

Parents will be asked to complete a written request for the school to administer medication.

Medicines in school are kept in a locked cupboard or in a refrigerator, away from the pupils. A record is kept of all medicines administered.

Asthma inhalers are prescribed medication and parents are asked to complete a Parent Request

Form on their child's entry into school.

As children may need immediate access to their inhaler (Blue Relievers) they are kept on the child's person or in a safe and readily accessible place. Inhalers should be taken to sporting events and used prior to or during exercise if an episode of asthma occurs.

We hope you understand why we cannot rely on verbal messages on any matter.

Sun protection

During warm summer months all children should have a named sun hat in school which they will be encouraged to wear when playing outside.

School staff do not apply suncream for the older children and we encourage all children to apply their own. We will help pupils in Class 3 if they are really struggling, but we try to guide, rather than apply for them, although in some cases this may be necessary. Keeping the children safe in the sun is very important. Parents can request for school staff not to help apply if they so wish. We would ask that you apply a long lasting sunscreen before school in sunny weather. Children may reapply their own sun cream which must be provided in a clearly named container.

Head Lice

Infestation with head lice is extremely common all over the country and many children will manage to contract this. Please do not worry – contrary to rumour, head lice actually prefer clean hair and having head lice should not be regarded as any criticism of hygiene. If you do detect these creatures or their eggs, which is more likely, then you may wish to contact your Health Centre for advice as you may need to treat the whole family. The best way to prevent head lice is to ensure that hair is not left long and free and that the hair is combed thoroughly using conditioner and a fine-toothed comb on a regular basis. Pupils where head lice have been found must be treated before they come into school.

Contact Details

It is essential that the School Office has an up-to- date list of addresses and telephone numbers (home and work) together with the name, address and telephone number of a friend or relative who is prepared to look after your child if you are not available. In an emergency the school will look after your child and arrange for treatment if necessary, and you will be contacted at the earliest opportunity. We need a minimum of 2 emergency contacts.

Our school lunches

These currently cost £2.35 per meal and are cooked by Sheree and Jo.

There is a huge choice on offer each day, to include hot and cold meal choices and a packed lunch option. School meals cooked on the premises are very popular. There is a wide selection of healthy food available to choose from each day. Under current legislation, pupils in Years R to Year 2 are entitled to free school meals.

“Our school lunches are delicious. We have pancakes, healthy burgers and the menu changes all the time.” (Ollie)

Parents may choose to give children a school lunch or a packed lunch.

The cost of school meals is available from the school office, payable by our online system School Money.

If you wish your child to have a packed lunch please could you ensure that it is placed in a box with the child's name labelled on the outside.

What to wear & bring to school

We look for parents to support the school in ensuring that children come to school appropriately dressed at all times. Our children take a pride in their appearance and choose to follow our dress code reinforcing our whole school family ethos. The uniform is smart yet practical and affordable. The school colours are royal blue and white and the uniform can be obtained from Thomas Moores of Exeter or the Logo Factory.

	Winter	Summer	PE
Boys	Royal blue sweatshirt white/grey shirt Grey trousers Grey socks Black shoes	Royal blue sweatshirt Grey shorts or trousers White polo shirt Grey socks Black shoes Sun hat	Dark blue shorts in summer Long dark blue jogging bottoms for winter House coloured polo shirt Trainers Strong draw-stringed back to hang PE kit in cloakroom
Girls	Royal blue sweatshirt Grey trousers, shirt or pinafore dress White blouse or polo shirt Grey socks or tights Black shoes	Royal blue and white candy striped dress Royal blue cardigan or royal blue sweatshirt White polo shirt White socks Black shoes Sunhat	Dark blue shorts in summer Long dark blue jogging bottoms for winter House coloured polo shirt Trainers Strong draw-stringed back to hang PE kit in cloakroom Long hair to be tied back
Please note	<ul style="list-style-type: none"> • We prefer children not to wear trainers apart from PE activities • Open toed sandals are not permitted for health & safety reasons • Please make sure your child's name is on every item of school clothing. • No body piercing jewellery, studs or rings may be worn to school except from small studs or sleepers for pierced ears. Nail varnish is not permitted • The PFA has a certain amount of second hand clothing which can be purchased. 		
Equipment	<p>All stationary is provided by the school.</p> <p>Please ensure that all personal items are clearly marked with your child's name.</p> <p>Provision is always made for those children who do not have the correct equipment on the day.</p>		

Additional useful information for you

In alphabetical order

Charging policy

We are constantly seeking to enrich the children's learning experiences through trips, by inviting visitors and experts to talk to the children and by running activities and workshops. The children always feed back that these activities bring learning to life and are some of their most memorable experiences of primary school. Where possible, teachers look for free activities or apply for grants that will enable the school to provide enrichment opportunities at no cost to families.

Complaints

We aim to be a warm, welcoming school with positive relationships between all members of the school community and we strive to provide an outstanding education for all our children. We would hope that any disagreements are able to be resolved in an amicable way, without the need for formal complaints procedures. However, if you have an issue about which you are concerned, then the Head Teacher and members of staff will be pleased to discuss this with you. If you remain concerned, you should refer the matter to the Governing Body.

A copy of our Complaints Policy is available from the School Office.

Lost property

Naming all items reduces the risk. Any items of lost property are put in a central 'Lost Property Bin' outside Class 2 - if your child has lost something then this is the place to check. We do keep lost property for a reasonable period of time; but it is often difficult to identify items that are not named. Displays of lost property are made at the end of each term.

Money

Please ensure that all monies sent to school are via the online system School money.

Parking

The school is situated within the village of Cockwood, which lies between Starcross and Dawlish Warren. Take the A379 from Exeter, turn right across the causeway into Church Road. Then follow the road round into Dawlish Warren Road, and take the 1st road right into School Hill. The school is on the junction of Cofton Hill and School Hill.

Unfortunately, School Hill is a narrow, residential road in which there is severely limited parking. Because we are concerned about the safety of our children we would ask parents to follow this advice:

- share cars whenever possible
- when dropping or picking up children park at the end of School Hill on Dawlish Warren Road and walk up to the school, or by the Ship inn and walk up the hill.

- make sure that children alight or enter cars from the pavement
- most importantly, respect the zig-zag markings by the school entrance. Please do not stop on or opposite the markings even to drop children off or to pick up waiting children

In respect of Cockwood residents living on School Hill or Cofton Hill we ask that you do not park in the entrance to the private road opposite the school, or on School or Cofton Hills respectively.

Smoking

We operate a no-smoking policy - smoking is not permitted anywhere within the school or grounds.

Transport

“Certain children use a bus which starts in Dawlish and brings us to school. It also picks us up. This helps us if our parents work.” (William)

Term and holiday dates

Academic year 2020 -21

Term	Start and end date	Half term dates (holiday)
Autumn Term 2020	9 September - 18 December	26 October – 30 October
Spring term 2021	5 January – 1 April	15 February – 19 February
Summer Term 2021	20 April – 23 July	31 May – 4 June

Our school day – by the children

Parents and children may arrive at school from 8.40am. However there will be no staff supervision until 8.40am and, as such, parents are responsible for their children until they have gone into the school grounds and their classrooms.

Children's Time	8.40am	Doors open at 8.40am when children go straight to the playground
School starting time	8:55am	Registration
Morning break	10:30am – 10:45am	Playtime
Lunchtime begins	12:10pm	
Lunchtime ends	1.10 pm	
School finishing time	3.30pm	For all pupils
Buses depart	3:30pm	

Our special team

Everyone who works at Cockwood Primary School has an important part to play and is a valued member of staff. The emphasis at the school is on teamwork to better the lives of our children, our staff and our community.

Headteacher	Mrs Lorraine Curry
School Business manager	Mrs Sue Jago
Admin Assistant	Mrs Nicola Rose
Teaching staff	
Class 3 (Reception and Year 1)	Mrs Gill Watts and Miss Laura Buttree
Class 2 (Years 2, 3 and 4)	Mr Dan Fenton
Class 1 (Years 4, 5, 6)	Mrs Alison Roper
Special Educational Needs RE/French	Mrs Holly Hilliard
PE Coach	Nathan Keast (Primary Sport and Education)
Classroom teaching assistants	Jo Tropman Teresa Buttreee Mel Winsor Lauren Brewer
Catering	Ms Kate Chadwick
Caretaking and Cleaning	Mr Steve Cousins
Midday supervisors	Mrs Holly Hilliard Mrs Nicola Beck Mrs Jo Tropman Ms Mel Winsor Mrs Lauren Brewer

The Governing Body

The school governors comprise of a group of individuals from a variety of backgrounds, who are elected, nominated or co-opted and are representative of parents and teachers, the Local Education Authority and the local community. They are the 'Accountable Body' in our school – accountable to our parents, pupils, the local authority and Central Government through Ofsted. School governors work with the Headteacher and are responsible for setting the strategic direction of the school and as they have a statutory responsibility to monitor and evaluate the effectiveness of the school and its curriculum, Governors need to know what progress is being made towards targets set out in the School Improvement Plan (SIP).

Governing Body 2020/2021

Chair of Governors	Mr Nick Tallamy (Parent Governor)
Vice-Chair of Governors	Mrs Judith McGrath
Co-opted Governors	Mrs Tania Weeks
	Mrs Glynis Buckle
LA Governor	tbc
Parent Governors	Mr Andy Lawrence
	Mr Neil Barnes
	Mr Gareth Harris
	Mrs Liz Price-Holden
Staff Governor	Mrs Holly Hilliard
Headteacher	Mrs Lorraine Curry
Clerk to Governors	Mrs Liz Groves
Resources Committee	Glynis Buckle (Chair)
	Mr Neil Barnes (Vice Chair)
	Lorraine Curry (Headteacher)
	Mr Nick Tallamy
	Mr Andy Lawrence
	Mr Gareth Harris
Teaching and Learning Committee	Mrs Judith McGrath (Chair)
	Mrs Liz Price-Holden
	Mrs Lorraine Curry (Headteacher)
	Mrs Tania Weeks
	Mrs Holly Hilliard (Staff Governor)

Parent representatives on the Governing Body are an important part of our school and home partnership. Not only are they directly aware of the results of school policy on our children and are easily accessible to you the parents, but they can bring a variety of skills needed for today's school

governors. If you feel that you would like to help our school by becoming a Governor do please get in touch with the Mrs Curry or Mr Tallamy who can tell you what is involved. There is an induction and mentoring programme for all new Governors.

The role of our governors

Our School Governors are committed, hardworking members of our school family. They play an active and supportive role in the school, working tirelessly for the benefit of all our children – to ensure the highest possible standards of achievement and behaviour within a positive, safe caring environment.

They:

- monitor and attend PFA and other events throughout the year.
- add to the monthly school newsletter, describing their work and liaising with parents.
- complete a focused learning walk every half term, which involves them coming into school, talking to children and spending time in lessons.
- meet as a full governing body four times per year
- have additional committees that meet once per term

They also each take responsibility for monitoring and evaluating various elements of the school as follows:

Literacy	Mrs Glynis Buckle
Numeracy	Mrs Judith McGrath
Computing	Mr Nick Tallamy
EYFS	Mrs Tania Weeks
Special Educational Needs	Mrs Tania Weeks
Child Protection & Safeguarding	Mrs Glynis Buckle
Stakeholder feedback	Mrs Judith McGrath
Website	Mr Nick Tallamy
Pupil Premium/ Gifted and Talented	Mr Andy Lawrence

All meeting minutes are available and are uploaded onto the school website.