



# Cockermouth School Improvement Plan

## 2016-17

**Key Priority:** Improve the quality and consistency of teaching and learning for all students at Cockermouth School.

**Dr Rob Petrie**  
Headteacher

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An Inspired Facility



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by 2012



## School Performance Targets 2016-17

### Key Stage 4:

- Students achieving 5 or more good passes (inc E&M) 66%
- Proportion of cohort achieving the Ebacc 42%
- Attainment 8 Score 53.4
- Progress 8 Score 0
- Progress 8 Score for English 0
- Progress 8 Score for Maths 0
- Progress 8 Score for Pupil Premium 0

### Key Stage 5:

- Year 13 Alps 4
- Year 12 (for end of Year 13) Alps 4
- Year 13 % A\*-B 55%
- Retention Year 12-13 90%

### Whole School:

- Attendance (main school and Sixth Form) 95%

### Major Projects:

- Assessment Without Levels - Ian Routledge
- Progress at Key Stage 5 - Charlotte Dumbill
- Reporting to Parents - Rob Petrie
- Closing the Gap - Richard King
- QA Calendar - John Brettle

## **Assessment Without Levels**

**SLT Lead:** Ian Routledge, Assistant Headteacher – Head of Key Stage 3

### **Rationale:**

The removal of national curriculum levels has created an opportunity for us to improve the monitoring and tracking of student progress at Key Stage 3. The current system has provided inaccurate data, on a system which has been nationally discredited and uses levels that are becoming increasingly obsolete. The case for change is therefore overwhelming. It is also clear from the changes at Key Stage 2 and Key Stage 4 that there has been a significant increase in expectation. In order to give our students the best opportunity of success, it is therefore vital that they are provided with the best possible experience at Key Stage 3. We therefore need to ensure that we have a curriculum which builds on the work done at primary school and that prepares for the rigours of the new GCSE, whilst we develop alongside it a method for assessing student progress efficiently and accurately.

### **Aims:**

- To ensure that departments are considering their curriculum offer at Key Stage 3.
- To get departments to consider the key performance indicators in their subject and how these can fit within a new assessment system.
- To develop a new assessment system that can accurately and efficiently report performance at any point throughout the Key Stage.
- To improve the understanding of students and their parents, as to their current performance and how this compares with their expected progress.

### **Success:**

- To have evidence of change in the Key Stage 3 curriculum and its delivery, that reflect consideration of the changing start and end points.
- For departments to have produced a method for assessing performance based on a combination of formative and summative assessment.
- To have a system in place, where departments are able to confidently assess a student's current performance throughout Key Stage 3.
- To have trialled this new assessment system with a cohort and made any necessary adjustments, ready for a full roll out across Key Stage 3 from September 2017

## **Progress at Key Stage 5**

**SLT Lead:** Charlotte Dumbill, Assistant Headteacher – Head of Key Stage 5

### **Rationale:**

For the last few years, it is clear from Alps data, backed up by LAT/PANDA data, that our students at Key Stage 5 have not achieved as highly as the KS4 data suggests that they should be achieving. Although there has been some improvement in T score (2011-2015, Alps grades 6,6,5,5), our teaching and learning quality grades remain poor overall (2011-15, Alps grades 7,6,7,7 for students achieving in the top 25% across all subjects). The percentage of students achieving their target grades at A Level has also shown slight improvement (2013-15, 58.8% - Alps 7, 66.4% - Alps 5), but this trend needs to continue upward.

Analysis of ability cohorts suggests that students at the very bottom and very top (judged by average GCSE points score on entry) generally achieve well at A Level. Performance across all the other bands is uneven, with a high number of students achieving well in one or more subjects and poorly in one or more subjects. In-school variation is also clear from departmental analysis. There must be a robust response to consistently poor departmental results this academic year. Average performance must also progress into good performance.

Our aim is to be in the top 25% of schools for value added. At present, with a T score of 5, we are placed in the bottom 45% of schools. There is a clear rationale for our drive towards improvement to ensure that we maximise the opportunities and life chances for our young people when they leave us at 18.

Alongside attainment and progress, this project will also encompass continued evaluation and improvement of our IAG programmes to ensure that students are enrolled on the right courses, and that they progress on to aspirational destinations.

The rationale above also takes heed of the new 16-19 Accountability Measures (Progress, Attainment, Retention and Destinations).

### **Aims:**

- To improve overall and departmental Alps scores
- To ensure robust action plans are implemented following 2016 A Level results
- To support Heads of Department in ensuring that classroom teachers are responsive to the needs of each individual student that they teach at KS5
- To raise the aspirations of students and staff, fostering an ethos of high achievement and intolerance of poor attitude to learning

### **Success:**

- Improved overall and departmental Alps scores
- Evidence of high quality teaching and learning in all subjects, from learning walks and feedback from students
- Evidence of high quality feedback from book/file evaluations
- Evidence of a robust approach to in-year improvement at progress meetings
- High level of retention (in-year and from y12-13)
- Aspirational destinations post-18

## **Reporting to Parents**

**SLT Lead:** Rob Petrie, Headteacher

### **Rationale:**

With the forthcoming changes to the grading mechanisms at GCSE, the changes to SATs assessment at the end of Key Stage 2 and the urgent need to develop an assessment and tracking system at Key Stage 3, we need to review the structure and format of our reports to parents. There is greater focus now on the progress that students are making and this needs to be reflected in our feedback to them and to home so that students (and parents) can understand if they are on track to achieve their targets by the end of the reporting period. As a school, we have made significant improvements in the accuracy of our assessment of students over the course of the last year. However, an audit of our current reports clearly demonstrates that the BEHO system of assessing students is not working. The overwhelming majority of students receive a 1 for each of the 4 elements; an assessment that says that most students exceed our expectations for these factors! A new reporting system should be developed that informs students and parents of the necessary information whilst being workable and manageable for staff.

### **Aims:**

- Thoroughly review the current reporting system to assess its effectiveness from all stakeholders' viewpoints.
- Design a new reporting system that focuses on the information that students and parents need whilst being manageable for staff.
- Trial the new system with particular year groups/subjects.

### **Success:**

- New reporting system ready for roll out in September 2017.
- Positive feedback from trial of system from all stakeholders.

## **Closing the Gap**

**SLT Lead:** Richard King, Deputy Headteacher – Teaching & Learning

### **Rationale:**

The progress and attainment of Pupil Premium students at Cockermouth School has been less than that made by their peers, both within school and Nationally over the last three years.

**Attainment:** The attainment gap, as measured by 5A\*-C inc English and maths, has risen from -12 (2013) to -38 in 2015.

**Progress:** The overall value added for Pupil Premium students has been 942.3 (2013) 966.1 (2014) and 940 in 2015.

These trends in the performance of our Pupil Premium cohort, combined with the addition funding received from the government to improve outcomes for Pupil Premium students, gives us a clear rationale for the progress of these students being a priority for improvement.

### **Aims:**

- Pupil Premium funding is being used to improve the progress of Pupil Premium Students.
- Premium students are receiving a consistently high quality of teaching and learning.
- All staff, at all levels, are effectively measuring and tracking the progress and attainment of Pupil Premium students.
- Tracking information is being used effectively to identify the needs of these students and inform planning for teaching and learning.
- All those who directly support Pupil Premium students gain understanding of each student's barriers to learning to inform interventions that enable great progress.
- Reduce the number of serious behaviour incidents by Pupil Premium students.
- Improve the attendance of Pupil Premium Students.

### **Success:**

- Progress of students, at each stage, shows Pupil Premium students making at least as much progress as their peers from the same starting point
- Evidence from Quality Assurance process shows:
  - High Quality teaching and learning.
  - Challenge for Pupil Premium students.
  - High expectations for Pupil Premium students both in lessons and through homework.
  - Marking and Feedback is used effectively to develop learning.
- Student Progress meetings clearly show that the progress of Pupil Premium students is being effectively reviewed at all levels and is being used to inform interventions that lead to improved outcomes.

## QA Calendar

**SLT Lead:** John Brettle, Deputy Headteacher – Curriculum & Progress

	Holidays	QA	QA Team Leader
Sep-05	Mon INSET	Expectations: Behaviour	HOKS
Sep-12		Challenge: Y11	RSM
Sep-19		Homework: Y8	JB
Sep-26			
Oct-03		Pupil Premium: Y10	RK
Oct-10		Literacy, Numeracy, Presentation: Y7	SMG
Oct-17		Feedback: Y12/13	CDU
Oct-24	Half term		
Oct-31	Mon INSET	Literacy, Numeracy, Presentation:	
Nov-07		Homework:	
Nov-14		Challenge:	
Nov-21		Feedback:	
Nov-28		Expectations:	
Dec-05		Pupil Premium:	
Dec-12			
Dec-19	Christmas		
Dec-26	Christmas		
Jan-02	Mon holiday Tue INSET	Literacy, Numeracy, Presentation:	
Jan-09		Feedback:	
Jan-16		Homework:	
Jan-23		Expectations:	
Jan-30			
Feb-06		Pupil Premium:	
Feb-13		Challenge:	
Feb-20	Half Term		
Feb-27		Feedback:	
Mar-06		Pupil Premium:	
Mar-13		Expectations:	
Mar-20		Literacy, Numeracy, Presentation:	
Mar-27		Challenge:	
Apr-03		Homework:	
Apr-10	Easter		
Apr-17	Easter		
Apr-24		Challenge:	
May-01	Mon Bank hol	Expectations:	
May-08		Literacy, Numeracy, Presentation:	
May-15		Feedback:	
May-22		Homework:	
May-29	Half Term		
Jun-05		Pupil Premium:	
Jun-12		Expectations:	
Jun-19		Homework:	
Jun-26		Feedback:	
Jul-10	Activities week		
Jul-17			

# School Improvement Plan : Expectations

## Teaching Staff at Cockermouth School

Have **high expectations** of our students. Plan lessons that are **appropriately challenging and risk-taking**, foster curiosity and inspire thinking.

Use **feedback to progress learning**. Ensure **students act upon** a range of strategies to make or exceed expected progress.

Are **responsible for the development of their own teaching practice**. Embrace the use of research to develop their pedagogy. Work collaboratively with colleagues to try new ideas and evaluate their impact.

Know the students in front of them, and are flexible so that the **needs of different groups of students are planned for**, enabling all to make great progress.

Manage behaviour to **enhance learning**.

Promote **high standards** of literacy, numeracy and presentation.

Use homework to **extend and support the learning** of all students.



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# Heads of Department at Cockermouth School

Lead colleagues in **developing their own teaching practice** and wider professional development.

Lead the **monitoring of student progress** across the department.

Lead colleagues in managing **behaviour that enhances learning**.

Lead, inspire and motivate their **team** and promote the school's ethos and values.

Lead colleagues through a **consistent approach to marking, feedback and homework** across the department.

Lead the **developing of teaching and learning** that motivates and challenges all students.

Promote high standards of **literacy, numeracy and presentation**.

**Liaise with others** outside the department.



# Heads of Year at Cockermouth School

Lead the development of a **pastoral programme** to provide information, advice and support to all students in the year group.

Liaise with subject leaders to ensure **consistent and co-ordinated** pastoral care and communication with parents.

Promote the use of **praise and rewards** to develop a culture of participation and the love of learning in all students.

Lead colleagues in managing **behaviour that enhances learning**.

Lead, inspire and motivate their **team** and promote the school's ethos and values.

**Safeguard** the welfare of all students.

Ensure that systems to **monitor students** promote progress and welfare.



# Form Tutors at Cockermouth School

Know their tutees well and **provide excellent information advice and guidance** to ensure students develop and make progress.

Promote and monitor **positive behaviour** that enhances students' learning.

Promote and **monitor students'** attendance and punctuality to ensure they fulfil their potential.

Uphold and promote the school's **ethos and values** to ensure students aspire to high standards.

**Safeguard** the welfare of all students.



# SLT at Cockermouth School

Ensure that a priority for all staff is the **development of teaching and learning** for the benefit of our students.

**Show consistency** across all areas of the school towards shared goals.

**Provide support for middle leaders** to ensure consistency across our school.

Have a **detailed knowledge of student progress**.  
Challenge and support staff to ensure all our students make great progress.

**Work collaboratively with the Governing body** to plan for and measure success.

**Lead** on the implementation of our behaviour policy and have high expectations for all those in our school community.

**Celebrate the successes of all those in our school community.**



# Student Support at Cockermouth School

Work with curriculum and pastoral staff to ensure all students are secure in their academic and pastoral development.

Monitor the progress of all students, employing a range strategies that support curriculum and pastoral work.

Develop our subject knowledge to improve the support that we are able to offer to all students.

Provide a range of bespoke services that are tailored to meet the students individual needs.

Promote high standards of literacy, numeracy and presentation.

Have expert knowledge on the needs of all students.

Know who the pupil premium students are and help the class teacher to support their progress.

Collaborate with class teachers in planning lessons, sharing strategies that remove barriers to student progress.



# All staff at Cockermouth School

Make a positive contribution to school life and **model the school values** in our dealings with all members of the school community.

**Monitor students' behaviour** and challenge them when they behave poorly.

Are **responsible for our own development**. We reflect on our practice and strive for continuous improvement.

**Safeguard** the welfare of all students.

**Challenge students** who are not meeting uniform expectations.

**Celebrate students' positive contributions** to school life.

Ensure **high standards in all types of communication** between members of our school community.



# Governors at Cockermouth School

Promote the ethos and culture of our school in the wider community.

Support and challenge the Senior Leadership Team through Governors' Committee meetings.

Support and challenge the Middle Leadership of the school through SEF meetings and in our wider role as Link Governors.

Support the Headteacher and Senior Leadership Team in ensuring that strategic planning for the school enables all students to make excellent progress.

Develop their knowledge and skills of a wide range of educational issues to effectively support the school.

Are visible in their support for the school by attending events at the school and in the community.

