



# School Improvement Plan 2019/21

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<b>Signature:</b>	
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## School Improvement Plan 2019/2021

### Aim:

To improve the quality of education and consistency of teaching and learning for all students at Cockermouth School.

### Rationale:

In the last three years, we have made tremendous progress in improving the outcomes for students by raising the quality of teaching throughout our school, in combination with the production, monitoring and delivery of Department Improvement Plans.

In 2016 we implemented a new Personal Professional Development programme that replaced the old Appraisal system. This allowed teachers to identify and develop an aspect of their practice through research, professional dialogue and mutual support. This year we will continue to combine these processes to produce a holistic approach to improving our teaching through supportive personal development that is clearly contextualised within a departmental Teaching and Learning Development and Improvement planning. Each department has identified its priorities for the forthcoming year in their Teaching and Learning Development Plan within the following six areas:

1. Leadership of the department
2. Marking and written feedback
3. Informed lesson planning
4. Responsive teaching
5. Effective behaviour management
6. Meaningful homework

To enable these to be progressed, every member of our teaching staff will engage in Personal Professional Development linked to one of these areas. As a whole school, we commit to the following:

1. We will give all teaching and support staff the time, structure and direction to support their Personal Professional Development (PPD) through CPD, INSET and the PPD cycle.
2. We will support and develop our Middle Leadership Team to enable them to improve their effectiveness as leaders, mentors and coaches so that they can successfully complete their departmental Teaching and Learning Development Plans, Improvement Plans and support colleagues' Personal Professional Development.
3. We will develop the effectiveness and consistency of the Leadership Team to improve the quality of our Line Management work and our communication and interactions with staff.

Each department's Improvement Plan will be based on a thorough and detailed analysis and evaluation of student outcomes, to determine the key areas of focus to maintain or improve outcomes at Key Stages 4 and 5 within their subjects.

There will inevitably be other projects that will run throughout this improvement plan but we must maintain a focus on our core business: improving the quality and consistency of teaching and learning for all of our students.

### Supporting documents:

Departmental Teaching and Learning Development Plans, Departmental Improvement Plans, Personal Professional Development Policy, Personal Professional Development logs, Teaching and Learning Policy, INSET programme, Middle Leader Development meeting minutes, Leadership Team line management meeting agendas and minutes, Behaviour Policy and student data tracking summaries.

## Three strategic areas of focus:

Our 2019/2021 School Improvement Plan focuses on three core strands. These have been clearly identified by the Leadership Team of the school, with the support of the staff body and governors, as those areas in which further improvement will have the greatest impact to the educational experience and outcomes for all of our students.

### TEACHING AND LEARNING

- The development of students to take full ownership of their own learning.
- Ensuring that Departmental Leaders have a relentless focus on improving the quality and consistency of Teaching and Learning.
- Developing and embedding a curriculum that meets the needs of our students.
- Developing and embedding meaningful, accurate and effective methods of assessment.

### BEHAVIOUR

- Develop a culture of impeccable behaviour that supports learning.
- Embedding of a new, whole school, behaviour management system.
- Ensuring all staff receive the training they need to effectively manage behaviour.
- Well-resourced pastoral teams that take full ownership of monitoring and improving behaviour.

### DISADVANTAGED STUDENTS

- Excellent attendance for all students.
- Ensuring bespoke plans for each student, to support their education and ensure access to opportunities.

# STRATEGIC FOCUS 1 - AN OUTSTANDING LEARNING EXPERIENCE

## OUR GOAL IS:

The highest quality learning experience for every student, every lesson, every day to ensure exceptional progress and enriching opportunities.

**RATIONALE:** The core business of a school is to ensure all students are able to learn to the best of their abilities. Achieving excellent learning is complex and it starts with the school and the staff setting up the right conditions and culture in which students can thrive. It is timely to review our curriculum to ensure it is ambitious and appropriate for all. Alongside this, research on assessment principles has advanced considerably in the last few years and we can further improve learning by having a deeper understanding of the nature of progress in every subject. However, making changes as teachers will only take learning so far. It is only by involving students in this dialogue, teaching them to manage their behaviours and take ownership of their learning, that we will create outstanding learning experiences for all.

## WE WILL ACHIEVE OUR GOAL BY ENSURING:

- 1.1 All teaching staff create excellent conditions for learning within and beyond their lessons.
- 1.2 All teaching staff adopt a culture of continuous improvement, using evidence-based approaches to deliver high quality learning for all students within and beyond lessons.
- 1.3 All students use self-regulation and metacognitive strategies to enhance their learning.
- 1.4 Accurate assessment is used to inform next steps in teaching and learning, and summatively to periodically evidence student attainment and progress.
- 1.5 We have a curriculum that is coherently planned and sequenced to ensure cumulatively sufficient knowledge and skills for future learning and employment.
- 1.6 Department Leaders proactively evaluate and improve the quality of provision by their team.

Year 1 Milestones
<ul style="list-style-type: none"> <li>▪ <b>Conditions for learning (behaviour and learning behaviours) are excellent.</b></li> </ul>
<ul style="list-style-type: none"> <li>▪ <b>A coherently planned and sequenced curriculum across the school is a live document, evidently implemented in daily practice.</b></li> </ul>
<ul style="list-style-type: none"> <li>▪ <b>Department Leaders can accurately diagnose the quality of education, evidence areas that require improvement and deliver improvements in provision, behaviour and outcomes.</b></li> </ul>
<ul style="list-style-type: none"> <li>▪ <b>Two school leaders will have completed 12 month training in assessment with Evidence Based Education (University of Durham, masters level) to inform policy and practice.</b></li> </ul>
<ul style="list-style-type: none"> <li>▪ <b>Revised assessment and reporting policy will be published for implementation from September 2020.</b></li> </ul>
<ul style="list-style-type: none"> <li>▪ <b>Whole school target-setting and data outputs for all key stages will be revised and implemented to ensure accurate, and relevant, student progress data is produced.</b></li> </ul>
<ul style="list-style-type: none"> <li>▪ <b>Learning beyond the classroom is written into the curriculum i.e. by curriculum we mean our whole provision for students.</b></li> </ul>
<ul style="list-style-type: none"> <li>▪ <b>All students will have successfully engaged in a self-regulation/metacognition programme.</b></li> </ul>
<ul style="list-style-type: none"> <li>▪ <b>Audit of teaching rooms, with a schedule of actions completed by the site team, to ensure all teaching spaces support excellent conditions for learning.</b></li> </ul>

Measures	KPIs
<p>1.1 Routines that expedite learning are in place; learning is not disrupted by poor behaviour; students and staff report that the classroom environment facilitates excellent learning.</p>	<ul style="list-style-type: none"> <li>▪ School and department QA (drop-in, student voice, work sampling) shows 100% of learning episodes visited were at least good.</li> <li>▪ Active Patrol records show only isolated incidents for on call, repeated issues are dealt with and a support plan is in place.</li> <li>▪ All staff and students report that learning is not disrupted by poor behaviour.</li> <li>▪ Leadership Team QA shows 100% of classrooms provide an environment that promotes excellent learning.</li> </ul>
<p>1.2 Staff engagement in the PPD process; staff feedback on INSET/CPD sessions; lessons that engage/challenge/support students appropriately; homework tasks that extend learning beyond the classroom.</p>	<ul style="list-style-type: none"> <li>▪ School and department QA shows 100% of learning episodes visited were at least good.</li> <li>▪ Firefly records show homework is set regularly and is fit for purpose</li> <li>▪ 100% of staff are fully engaged with PPD. 100% of departments apply appropriate PPD findings into their planning and delivery.</li> <li>▪ Staff feedback rates INSET/CPD as 100% useful.</li> <li>▪ Lead Teacher actions match support requested by Department Leaders/Line Managers.</li> </ul>
<p>1.3 All students have engaged in a metacognition/self-regulation programme; targeted cohorts are offered additional intervention; teaching staff use techniques that promote self-regulation and metacognition; teaching and learning team support staff and students in embedding and sustaining practices.</p>	<ul style="list-style-type: none"> <li>▪ Programmes delivered to all students.</li> <li>▪ Training delivered to all staff.</li> <li>▪ Targeted cohorts are correctly identified and supported.</li> <li>▪ School and department QA shows embedded use of effective metacognition/self-regulation strategies that are impacting positively on learning.</li> <li>▪ 100% of students demonstrate awareness and application of metacognition and/or self-regulation in their work.</li> </ul>
<p>1.4 Teachers and leaders use assessment well, e.g. to help learners embed and use knowledge fluently or to check understanding and inform teaching. Leaders understand the uses and limitations of assessment.</p>	<ul style="list-style-type: none"> <li>▪ Two school leaders complete Evidence Based Assessment (12 month) training.</li> <li>▪ Revised assessment policy published and embedded in all departments (inc. data collection, reporting, as well as formative assessment).</li> <li>▪ Training in assessment delivered to all staff.</li> <li>▪ Revised assessment structure/format within departments (as part of curriculum). Assessments in all departments are fit for purpose.</li> <li>▪ School and department QA shows embedded use of effective strategies and poses questions to elicit how assessment is used to further progress, show progress and identify gaps in learning.</li> </ul>
<p>1.5 Clear curriculum intent at whole school level and within departments; individual subjects each have a coherently planned and sequenced curriculum; the sequencing of learning is considered across subjects. Curriculum implementation will be seen daily in lessons and work produced.</p>	<ul style="list-style-type: none"> <li>▪ School curriculum intent published and reviewed annually.</li> <li>▪ All subjects have a coherently planned and sequenced curriculum, prefaced with intent, reviewed annually.</li> <li>▪ Curriculum map shows sequencing and links across subjects.</li> <li>▪ School and department QA shows embedded and sustained implementation of the curriculum documents.</li> <li>▪ All staff can articulate the purpose of their curriculum and how each lesson is contributing to its delivery.</li> </ul>
<p>1.6 Department Leaders demonstrate detailed knowledge of the quality of teaching and learning in their departments. They act upon issues that negatively affect learning. Line Managers challenge Department Leaders to substantiate their evaluations.</p>	<ul style="list-style-type: none"> <li>▪ Department QA established in every department with an overview of outcomes sent to the Deputy Headteacher.</li> <li>▪ Half-termly line management notes show a cycle of continuous improvement through QA and actions.</li> <li>▪ Teaching &amp; Learning evaluations show sustained improvement or excellence in the 6 key areas in all departments.</li> <li>▪ All departments have improvement plans which identify changes made to enhance student outcomes. Interventions are evidenced with progress updates. Exam outcomes are Alps red.</li> </ul>

## STRATEGIC FOCUS 2 - IMPECCABLE BEHAVIOUR

### OUR GOAL IS:

The behaviour of all students is impeccable and supports learning. All staff consistently apply policies and maintain the highest expectations.

### RATIONALE:

The positive behaviours and attitudes of students creates a respectful and safe environment in which students can feel safe and teachers can focus on providing the best possible teaching and learning. We do not yet have a culture of impeccable behaviour; as a result, too much time is spent dealing with incidents of poor behaviour that has a negative impact on students' learning.

### WE WILL ACHIEVE OUR GOAL BY ENSURING:

- 2.1 All students demonstrate impeccable behaviour and respect for others, within a culture of high expectations.
- 2.2 Teaching and learning is enhanced by the positive behaviours of all students.
- 2.3 A clear behaviour policy and procedures lead to effective and consistent management of behaviour.
- 2.4 All staff are trained and confident to effectively manage behaviour.
- 2.5 Accurate recording and analysis of behaviours leads to effective early interventions.
- 2.6 Targeted interventions are used effectively to manage and improve the behaviour of students so that all our students meet expectations and remain in education in our school.

Year 1 Milestones
<ul style="list-style-type: none"> <li>▪ All staff are trained in the use of policy, procedures and behaviour management.</li> </ul>
<ul style="list-style-type: none"> <li>▪ All staff accurately apply the policy and follow agreed procedures for recording behaviour.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Expectations of classroom behaviour shared with all classroom based staff students and parents.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Active Patrol effectively supports all staff to manage and improve student behaviour.</li> </ul>
<ul style="list-style-type: none"> <li>▪ The Isolation Room and central detentions work effectively to support behaviour management.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Class Charts is an accurate record of behaviour.</li> </ul>
<ul style="list-style-type: none"> <li>▪ The Class Charts app is used by all parents to receive information about achievements, behaviour and consequences.</li> </ul>
<ul style="list-style-type: none"> <li>▪ New Pastoral Teams are fully resourced and effectively monitor and improve student behaviour.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Evaluation of the impact of changes on students' behaviour is completed.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Policy and procedures are developed/updated to reflect our learning from year 1.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Year 1 success evaluated and year 2 plans created.</li> </ul>

Measures	KPIs
2.1 Students, staff and parents know and understand the school's high expectations for behaviour.	<ul style="list-style-type: none"> <li>▪ Students, staff and parents report that the school has high expectations for behaviour.</li> <li>▪ Views of staff, students, parents and Governors - 100% agree.</li> </ul>
2.2 Students and staff report that behaviour in lessons enhances learning and that poor behaviour rarely impacts on teaching and learning.	<ul style="list-style-type: none"> <li>▪ Term on term reduction in the number of low level behaviours recorded. C1/C2.</li> <li>▪ Term on term reduction in the number of high level behaviours incidents. C3/C4.</li> <li>▪ Views of staff and students - 100% agree.</li> <li>▪ Active Patrol records of observed behaviour and On Call incidents.</li> </ul>
2.3 A behaviour policy, and effective procedures for managing behaviour, are in place and consistently used by all staff.	<ul style="list-style-type: none"> <li>▪ Policy and procedures published.</li> <li>▪ Class Charts shows that sanctions are awarded in line with the policy.</li> <li>▪ Central procedures for managing behaviour are consistently applied and well managed.</li> <li>▪ Students and staff report, and School Leaders observe, consistency from all staff their response to poor behaviour.</li> </ul>
2.4 All staff have been trained and have the skills to address incidences of poor behaviour from any student.	<ul style="list-style-type: none"> <li>▪ Training records show all staff have received regular training.</li> <li>▪ Training records show that all classroom based staff have received specific training for the management of behaviour in the classroom.</li> <li>▪ Views of staff. 100% agree that they are trained, confident and supported to challenge all poor behaviour.</li> </ul>
2.5 All behaviours are noticed and recorded. Staff are confident in quickly recording information on Class Charts, which shows an accurate record of positive and negative behaviours. Pastoral Leaders use Class Charts analysis to highlight patterns of poor behaviour and act quickly to intervene and improve behaviour.	<ul style="list-style-type: none"> <li>▪ All staff are trained to use Class Charts accurately.</li> <li>▪ All behaviours can be viewed on Class Charts.</li> <li>▪ QA from Active Patrol shows all staff are recording behaviours on Class Charts.</li> <li>▪ Student information from Behaviour Reviews shows early and effective intervention to improve behaviour.</li> <li>▪ Term on Term reduction in the number of students progressing to Internal or Fixed Term Exclusions.</li> </ul>
2.6 Targeted interventions are used effectively to manage and improve the behaviour of students so that all our students meet expectations and remain in education in our school.	<ul style="list-style-type: none"> <li>▪ Number of students admitted to Isolation for a single visit decreases term on term.</li> <li>▪ Number of repeat offenders for high level sanctions decreases term on term.</li> <li>▪ Number of Fixed Term Exclusions for persistent behaviour = 0.</li> </ul>

## STRATEGIC FOCUS 3 - DISADVANTAGED STUDENTS

### OUR GOAL IS:

The progress made by, and attendance of, disadvantaged students matches that made by the rest of our cohort.

### RATIONALE:

There is a significant “in school” gap between disadvantaged and non-disadvantaged students, encompassing progress, behaviour, attendance and engagement, which can impact on students’ next steps in life.

### WE WILL ACHIEVE OUR GOAL BY ENSURING:

- 3.1 A culture and ethos exists in which all members of staff and governors take ownership for those students identified as disadvantaged to enable equality of opportunity.
- 3.2 All staff maintain high aspirations and expectations of our disadvantaged students so that they experience the full learning experience at Cockermouth School.
- 3.3 An evidence-based strategy is employed, which provides bespoke support for disadvantaged students to enable them to overcome existing barriers.
- 3.4 Strong home-school relationships exist, which enable excellent learning experiences and opportunities for our disadvantaged students.

Year 1 Milestones
<ul style="list-style-type: none"> <li>▪ Expectations and principles for staff agreed and shared.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Raised profile of these students to be maintained through regular briefing slots and through messages shared about the cohort.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Each department has an active “pupil premium champion” who ensures the department maintains a key focus on the attainment and progress of pupil premium students.</li> </ul>
<ul style="list-style-type: none"> <li>▪ All pupil premium students have an individual support plan that all staff contribute to.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Staff ensure 100% involvement of pupil premium students on key school visits.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Individual contact made with all pupil premium students and parents prior to each key event; to result in 100% parental engagement.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Appropriate, bespoke curriculum and support in place for pupil premium students.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Clear SMART, tailored catch-up work set and completed on return to school by students following absences.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Pupil premium students have all undertaken a meta-cognitive / self-regulation support programme and can articulate how this supports their learning.</li> </ul>
<ul style="list-style-type: none"> <li>▪ A well-resourced, data-driven and mobile attendance team drives up attendance and a programme of home visits is in place for our hardest to reach cohort.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Modified mentoring programme provides appropriate support for students across key stages.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Financial support is in place to ensure equality of opportunity for our pupil premium students.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Thinking reading programme rapidly improves the reading age of all pupil premium students to match their chronological age.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Relationships with all pupil premium parents has been audited, and surveys done, to monitor engagement and satisfaction levels across the cohort.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Governors are fully aware of the actions that are being taken by the school to improve opportunities, attendance and outcomes for pupil premium students.</li> </ul>

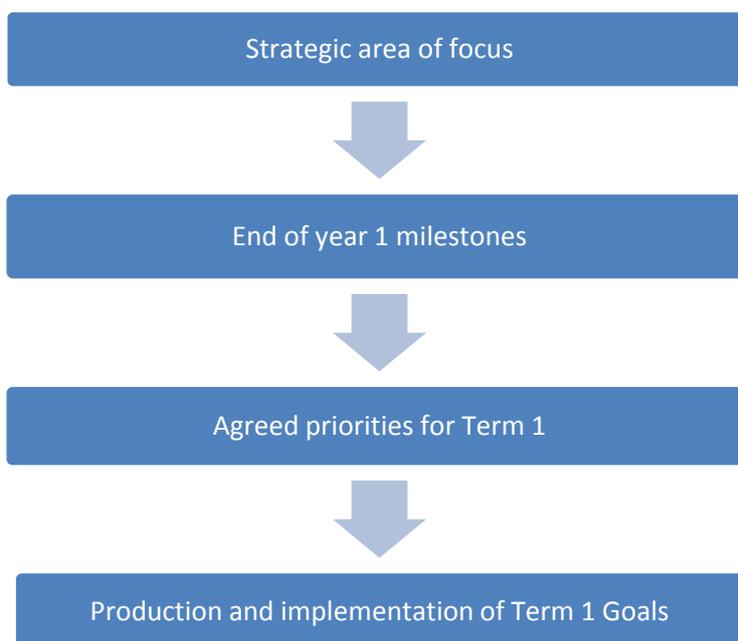
Measures	KPIs
<p>3.1 Line management meetings have a structure that ensures that leaders, at all levels, have a clear oversight of pupil premium progress. TAs are deployed to work effectively with pupil premium students. Governors provide an effective level of challenge. Staff are trained in the most effective practice for supporting our pupil premium cohort.</p>	<ul style="list-style-type: none"> <li>▪ Shared notes from line management meetings evidence robust conversations surrounding the progress, attainment and engagement of pupil premium students.</li> <li>▪ P8 figure for pupil premium students is <math>\geq 0</math>.</li> <li>▪ Lesson drop-ins indicate that TAs all know the specific needs of, and effectively support, the pupil premium students in their classes.</li> <li>▪ Governors are informed of the actions the school is taking to improve attendance, outcomes and engagement for pupil premium students and hold senior leaders to account.</li> <li>▪ Pupil premium focused staff briefings are used effectively to share best practice and key information with staff, ensuring that this cohort of students remains high profile within the school.</li> </ul>
<p>3.2 All staff can articulate what the barriers are for each student and what they are doing to overcome those barriers with a no excuses approach.</p>	<ul style="list-style-type: none"> <li>▪ Lesson drop-ins show that all staff can identify the pupil premium students they work with, know which barriers they face and have strategies and interventions in place to overcome them.</li> <li>▪ Evidence in books demonstrates high quality student work (homework and classwork) for all pupil premium students.</li> <li>▪ Student interviews show that all staff are supporting students with their barriers to learning.</li> <li>▪ Modified, centralised individual progression plans in place for students that all staff contribute to, which evidence the specific actions that staff are taking to improve the progress and attainment of all pupil premium students.</li> </ul>
<p>3.3 Best practice from successful schools is adopted. Pupil premium strategy focuses on existing barriers and is evidence based using the EEF toolkit to inform decisions. Appropriate support is in place for all students.</p>	<ul style="list-style-type: none"> <li>▪ The pupil premium strategy is evidenced based and overcomes accurately identified barriers.</li> <li>▪ Key staff liaise with, visit and learn from successful schools, adopting best practice here in our own pupil premium strategy.</li> <li>▪ P8 figure for each pupil premium students is <math>\geq 0</math>.</li> <li>▪ Existing gaps are closing for all pupil premium students by the end of Year 7.</li> </ul>
<p>3.4 Attendance interventions are effective and parents fully engage with key events in school. Staff at all levels contact home regularly to promote, develop and improve engagement.</p>	<ul style="list-style-type: none"> <li>▪ Parental and Student voice surveys indicate increased engagement and satisfaction levels over time.</li> <li>▪ Attendance at 96% for cohort and PA at &lt;5%.</li> <li>▪ 100% engagement with parents' evenings and other key events from Year 7 through to Year 11.</li> <li>▪ Staff work with students and parents to ensure that all pupil premium students attend key educational visits and take part in more than one extra-curricular activity during the year.</li> </ul>

### School Improvement delivery through termly Goals:

A key component of the success we saw in 2018/19, in areas such as progress and attendance, was the implementation of tightly focused and time-limited 13 week plans. This process, followed by the whole Leadership Team, involved the setting of termly 'SMARTER' goals to achieve a specific School Improvement outcome.

In 2019/20, each member of the Leadership Team will develop and implement 3 or 4 termly goals. The vast majority of these will be directly related to areas of improvement within the three strategic areas. Some members of the Leadership Team will have goals that sit outside of the three strategic areas. These goals will be focused on other areas of school improvement. For 2019/20, these include goals in the areas of financial sustainability, wellbeing and our Sixth Form.

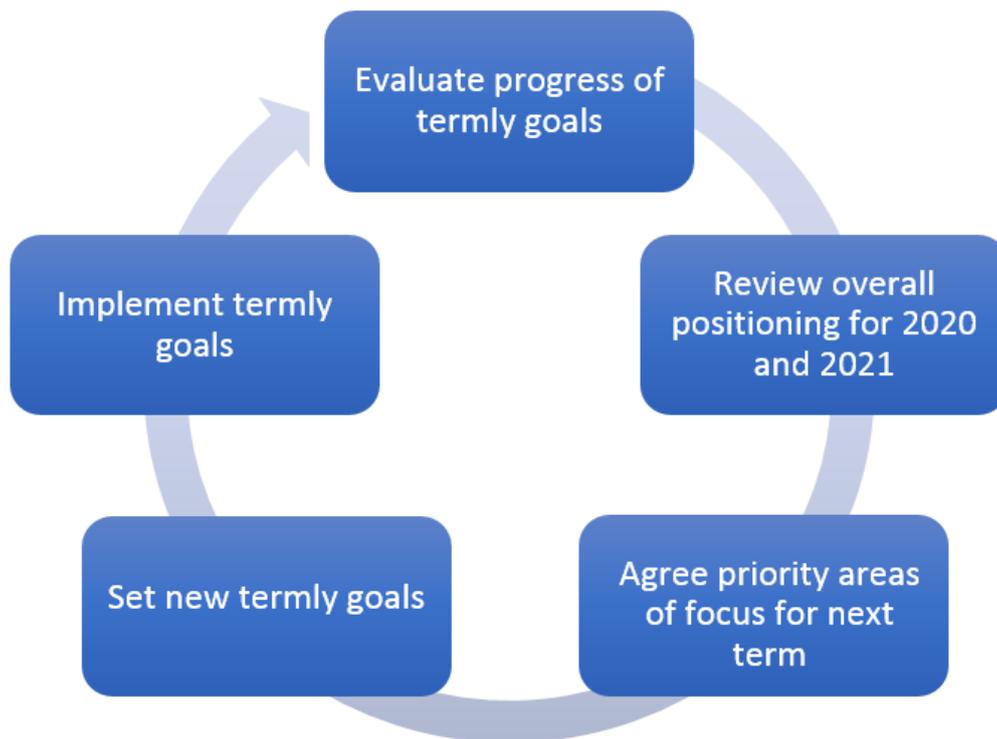
### Delivery through termly goals



### TERMLY REVIEW CYCLE

This School Improvement Plan has our commitment to regular, informed and honest review of our performance in each area of strategic focus.

At the end of each term, our performance against the delivery of termly goals, and the progress we have made, will be evaluated against our Year 1 milestones and relevant KPIs. This review process will inform each subsequent term's priorities for the development and delivery of new goals.



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