

Cowick C of E (VC) Primary School
Brief summary of the Review of Teaching, Learning, Leadership and Management
Wednesday 25th November 2015 led by Tony Price

The school has been transformed over the last two years as a consequence of some dynamic, creative and inspirational leadership. The journey has been far from easy as the school is being effectively led out of the Requiring Improvement category (November 2013). It is my opinion that this school is now firmly embedded in the 'Good' category for Achievement, Teaching and Learning with 'Outstanding' Leadership and Personal Development, Behaviour and Welfare. Clearly standards are rising rapidly with the outcomes in 2015 at or more commonly above National Averages. The capacity for continued improvement is high as leaders and Governors are as one in their commitment and drive to make Cowick an outstanding school. This is supported by all staff in school who share the same enthusiasm and collective vision for the school's ongoing incremental improvement.

This judgement is based upon; observing all staff teaching including 4 lessons observations and observation of a number of intervention groups. Interviews were conducted with the Headteacher, Assistant HT, Leaders of Maths and English, Inclusion (SEND), Early Years Leadership and SENCO. 3 members of the Governing Body were interviewed and varied groups of pupils. A check was made on the Single Central Record and compliance of School Policies and the school website. A considerable amount of first-hand evidence was gained from observing pupils in lessons, talking to them about their work, scrutinising their work and assessing how well leaders are securing continual improvements in teaching. Direct observations in lessons was supplemented by a range of other evidence to enable an accurate and reliable evaluation of the impact that teachers and teaching assistants have on pupils' progress. Feedback was given to all staff collectively at the end of day one.

The effectiveness of Leadership and management is emerging into outstanding because:

The Executive Head teacher is dedicated and forward thinking, she is always positive and sees opportunities in all challenges or issues to drive the School forward. She is highly solution-focused and leads very much by example. Together with the equally dedicated Assistant HT and other leaders they lead the School with dedication, commitment and importantly empathy. The HT has inspired others to lead and manage in a similar way to her always putting children first. As a consequence the ethos and climate in the School is one of trust, cooperation, enjoyment and team working. The collaboration of Cowick CE and Snaith has enabled much sharing of excellence. It gives positive opportunities to staff, children and parents of the schools. The shared curriculum across the collaboration schools gives middle leaders and class teachers support and a springboard for ideas – consequently the curriculum is well planned, exciting, well resourced and carefully measured against national expectations.

Leadership at all levels is focused and ambitious. **Leaders and Governors** are uncompromising in their ambition to embed their school as at least good in all aspects and to drive the school forward towards outstanding in the near future. There is a strong sense of direction and purpose to everything. Positive relationships across the whole community drive progress in academic and social achievement. All staff have accepted responsibility and with it accountability. This in turn has transformed teaching and learning with all staff now rising to the challenge and the constantly rising bar. The result is improving outcomes and high confidence that in school tracking indicates continued improvement in the future. This School is rapidly developing towards the outstanding categories in all aspects of the new Ofsted Framework. Senior leaders, managers and governors are clearly focused on the continued improvement of teaching and raising pupils' achievement further.

Leaders and governors have created a culture that enables pupils and staff to excel. They are committed to setting high expectations for the conduct and behaviour of pupils. **Relationships** between staff and pupils are exemplary with many examples observed in lessons, during lunchtime and after school. Leaders and governors focus on **consistently improving outcomes for all pupils**.

The School is well advanced in establishing its new **framework for assessment** that is already being used by staff to assess and track pupils effectively. Assessment is truly a process in the School and not merely an event at certain points in the year. There is a rigorous approach to promoting the very best progress for each child, through careful tracking, actions and target setting. **Sharp, detailed and almost forensic assessment** information analysis confirms strong leadership as the analysis enables the specific targeting of those most in need of support. This is