

Cockwood Primary School



Perseverance



Respect



Reflection



Creativity



Ambition



Happiness

Leadership Report Summer Term 19-20

Presented in collaboration by Governors and Teachers - July 2020

Quality of Education

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

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

(Mrs Curry)

	Reading	Writing	Maths
Year 2	15% Low ability (working towards age related expectations) 85% Middle Ability (working at age related expectations) 0% Higher Ability (working above age related expectations)		
Year 6	0% working below 100% working at age related 38% working above	0% working below 100% working at age related 31% working above	7% working below 93% working at age related 38% working above

The indications are that we would have easily met this target with many pupils moving from a position of working below or at, to working above age-related expectation in all areas. We have used Spring Term data and assessed the quality of the remote learning over recent weeks to make a judgement regarding attainment for Year 6, and the likelihood of the judgements being secure. We are confident that these results are a true reflection of the attainment of the Year 6 cohort for 2019/20.

A higher % of pupils with medium attainment have achieved a greater depth standard in R, W and M combined.

This year we have 31% of medium attainment pupils achieving the combined greater depth measure against 0% last year, so this target has been achieved.

We have no end of year externally marked assessments to use to make judgements this year - but we do have standardised scores from Accelerated Maths and Reading, and this goes alongside all other ongoing assessment which is recorded within the school's Target Tracker system. We also had an external moderator assess writing for Year 6 pupils in the Spring Term.

It must be noted that the data below is that which has been recorded on our Target Tracker system. This is a record of coverage and achievement. We are conservative in our judgements at the end of the Spring Term as many pupils consolidate their understanding in the Summer Term. The tracking system becomes far more populated in the final term, when we see more coverage and revising of the key performance objectives for each subject.

Please be mindful that many 'at risk' pupils will have moved on from their Spring Term results. Where pupils have engaged with remote learning, then we will be more confident that the judgements are secure, and in some cases outcomes may have improved.

With the absence of Mr Fenton, our Maths Lead, we have used the data from the Spring Term without any commentary.

Maths (Mrs Brewer, Mrs Curry)

Pupil engagement with home learning across the school has been generally good. We have used a combination of Oak Academy Online and BBC Bitesize to try to make learning meaningful and to allow children to maintain their current levels of attainment. The children have continued to receive feedback on their work, and in the majority of cases, a remote dialogue around learning has been established. There is no evidence of online engagement for a minority of pupils. This does not mean they have not done any work - but we haven't seen it. The main barrier to attainment continues to be the absence of direct teaching and responsive feedback to allow pupils to make progress. Therefore the best outcome we can expect from the Lockdown period is for the majority of pupils to have maintained their levels from the end of the Spring Term. In exceptional circumstances, where pupils and parents have worked closely together, we may see some reinforcement, and even slight improvements. Some pupils will inevitably have slipped backwards. Extra support and provision will need to be in place to support these pupils when they return to school in September.

The progress measures must be looked at with an objective eye; due to the year not fully being completed, the system is tending to show extremes, so not all progress will be 'well below'. This is simply because it needs 6 half terms and it has only had 4 to use to build the report. We must also take into account the conservative estimates we would have inputted, but going from the data, our current Year 4 will remain a target year group for the coming year. They are academically low as a cohort due to high numbers of children with additional needs, and their progress measure is not as good as other year groups.

Maths has generally been the subject that has not been completed as well with children at home nationally. It relies on good subject knowledge from parents to teach the new concepts, and a clear understanding of how best to support their child

- especially those with additional needs. This will have a serious impact for us next year, so we will need to consider strategies to support key pupils as soon as possible.

It should be noted that there is still a high percentage of pupils who have made greater than expected progress in Maths, such as 46% in Year 6.

Current Maths attainment across Key Stage 2 against age related expectations

Year	Below	Risk	Working at expected	Above expected	Significantly above
3	25%	8.3%	41.7%	16.7%	8.3%
4	29.4%	17.6%	52.9%	0%	0%
5	16.7%	66.7%	16.7%	0%	0%

Spring Term

Rate of Progress for Key Stage 2

Year	Well Below	Below	Expected	Above	Well above
3	23.08%		58.33%		16.6%
4	64.8%		29.41%		5.9%
5	50%		41.7%		8.33%
6	23%		30.8%		46.2%

Reading

(Mrs Roper)

The snapshot of attainment we have at the end of the Spring Term shows progress towards objectives, and as with other subjects, in Reading some of these objectives are cumulative and would have been secure by the end of the Summer Term. In particular, Year 5 has a group of children (5 pupils) who are at 'At Risk' ; however, they would have been secure by the end of the normal school year but had yet to demonstrate confidently some of the reading objectives.

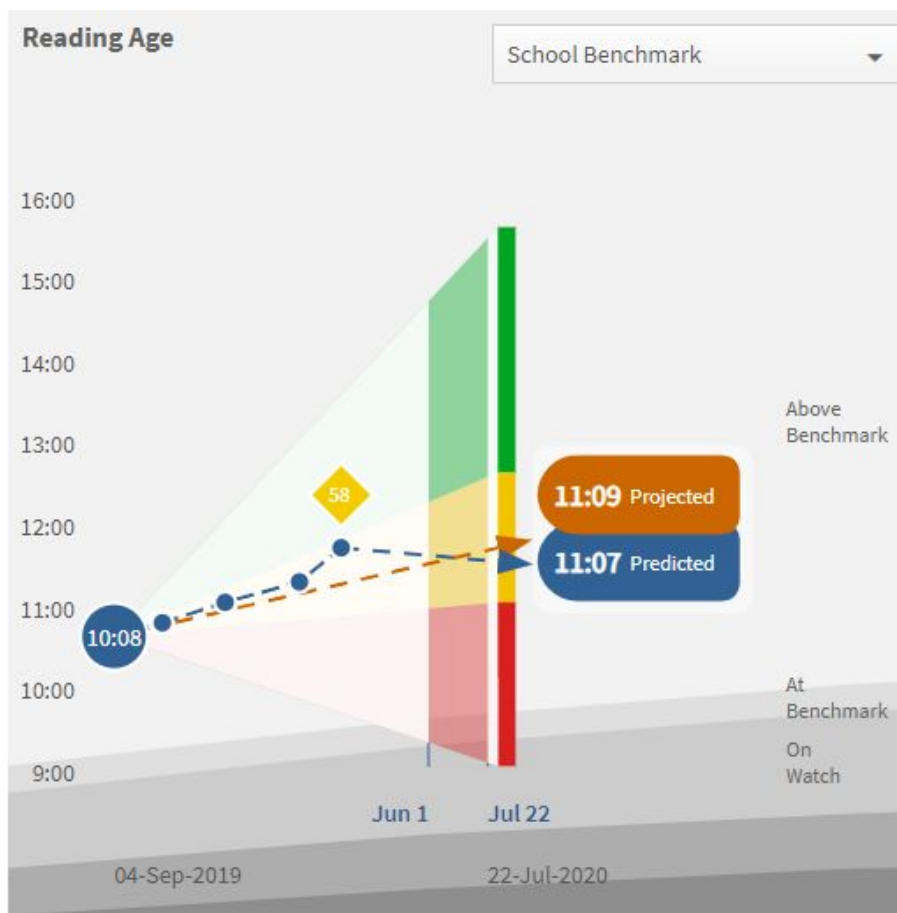
Progress however was good across KS2; this is due to constantly updating the library and ensuring the children have access to the books they want to read.

Reading progress has been tracked closely each half-term and children identified if they have needed extra support.

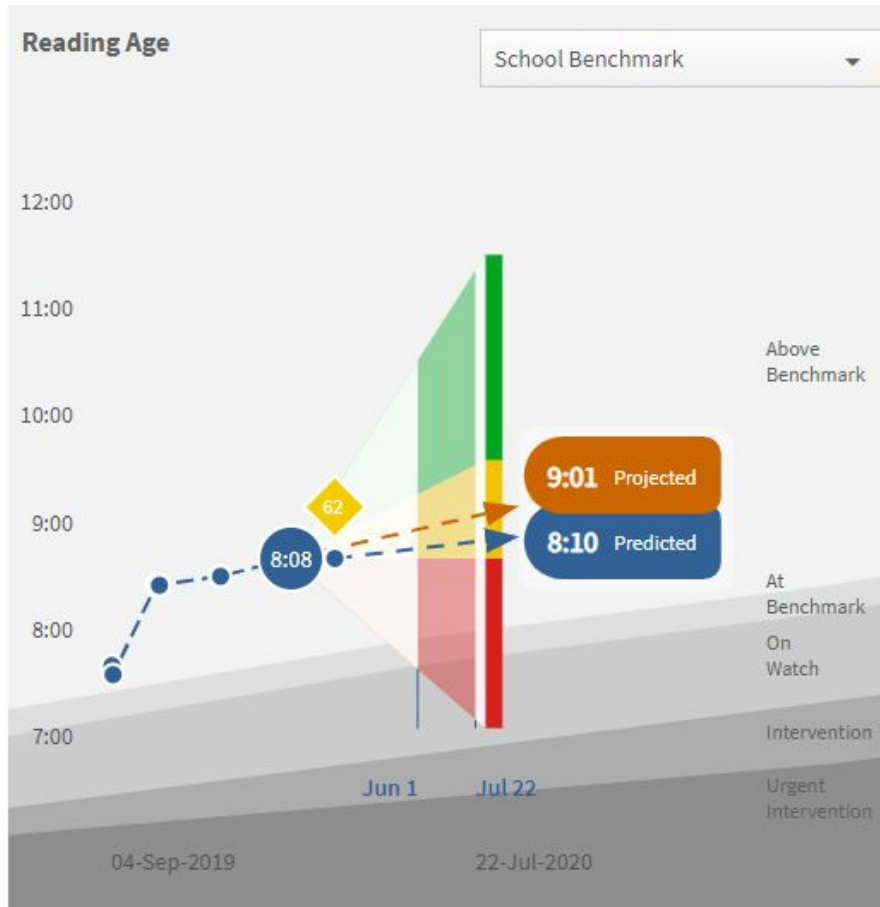
As you will see on the graphs below, both Class 1 and 2 will not quite reach their projected aspirational target for Reading for this year. During the lockdown, we have had 76.5% engagement with AR quizzing at home, which equates to 15 out of 64 pupils not currently engaging online. Growth was clearly on an upward trend until the final assessment point and the projection is based on quality of engagement with the system according to their quizzing records and progress towards their reading targets. This is even after many school incentives have been offered to the children, through virtual assemblies, prizes etc.

(Graphs track combined Star Read Growth and Achievement)

Class 1 Projected and predicted growth for the academic year.



Class 2 Projected and predicted growth for the academic year.



Current Reading attainment across Key Stage 2 against age related expectations

Year	Below	Risk	Working at expected	Above expected	Significantly above
3	16.7%	0%	41.7%	16.7%	25%
4	29.4%	17.6%	35.3%	17.6%	0%
5	16.7%	41.7%	16.7%	8.3%	16.7%

Spring Term
Rate of Progress for Key Stage 2

Year	Below	Made expected progress	Well above
3			100%
4		58.8%	41.2%
5		50%	50%
6		23.1%	76.9%

Writing Mrs Roper

Progress in Writing is below what we would normally expect across KS2. This is because we usually see the biggest growth during the Summer Term once objectives have been taught and children are using them independently on numerous occasions. At the end of the Spring Term, the writing is judged conservatively so teachers are completely secure in their judgements before the children move to the next year group.

Writing for Year 6 was externally moderated by Sarah Cook from Somerset Literacy network in February; she judged all children to be at or above expected by the end of Summer Term based on the evidence available at that point.

Some children have completed Literacy lessons through Oak Academy online during lock down, but we will reassess everyone on their return in the Autumn Term to determine their starting point.

Current Writing attainment across Key Stage 2 against age related expectations

Year	Below	Risk	Working at expected	Above expected	Significantly above
3	33.3%		50%	16.7%	
4	47.1%	23.5%	29.4%		
5	25%	58.3%	16.7%		

Spring Term
Rate of Progress for Key Stage 2

Year	Below	Made expected progress	Well above
3	8.3%	91.7%	
4	58.8%	41.2%	
5	75%	16.7%	8.3%%
6	50%	41.7%	8.3%

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

Miss Buttree and Mrs Watts

At the end of the Spring term, 2 pupils (14%) in EYFS were on track to exceed ARE in CLL, with 86% expected to achieve ARE or above. This exceeds the target set for this cohort. 2 pupils (14%) were working below ARE. One of these pupils was identified as having early speech and language needs, and was quickly referred to the S&L team. From this he started a 6 week programme with SALT (speech and language team), which has unfortunately been interrupted by the school closure. GW has liaised with the child's mum to support delivery of this programme at home and we hope the S&L team will begin this again in the Autumn Term. A second pupil has received family support and strategies for addressing his stammer, which has already had a positive impact. The promotion of rich and broad vocabulary has remained a focus, and has been explicit within planning, on classroom displays and within lesson delivery. The class team are currently exploring alternative strategies for supporting use of rich vocabulary in writing, such as 'word tins' on tables in EYFS and Y1 areas for September, with a view to minimising the impact of school closure on the gains we have made this year.

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

Mrs Roper

At the end of the Spring Term, the gap in attainment between Reading, Writing and Maths has decreased and 11 pupils (68.75%) are currently at or above expected standard in Writing, compared to 10 pupils (62.6%) in Maths and 12 pupils (75%) in Reading. During the Spring Term, there has been a shift away from teaching writing purely through the phonics programme and they have used a range of quality texts as a starting point to engage and motivate writing. In C3, the Year 2's are boy heavy and texts were chosen to specifically resonate with the boys and this has helped to drive progress and attainment.

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

Year and subject	Well Below	Below	Working at expected	Above	Significantly above
Year 2 Reading	12.5%	12.5%	62.5%	12.5%	0%
Year 2 Writing	12.5%	18.75%	56.25%	12.5%	0%
Year 2 Maths	12.5	25%	56.25%	6.25%	0%

Reading - Current attainment at Key Stage 1

Year	Below	Risk	Working at expected	Above	Significantly above
2	12.5%	12.5%	62.5%	12.5%	

Writing - Current attainment at Key Stage 1

Year	Below	Risk	Working at expected	Above	Significantly above
2	12.5%	18.75%	56.25%	12.5%	

Maths - Current attainment at Key Stage 1

Year	Below	Risk	Working at expected	Above	Significantly above
2	12.5%	25%	56.25%	6.25%	0%

Reading - Rate of progress for Key Stage 1

Year	Well Below	Below	Made expected progress	Above	Well above
2	25%		75%		

Writing - Rate of progress for Key Stage 1

Year	Well Below	Below	Made expected progress	Above	Well above
2	31.25%		62.5%		6.25%

Maths - Rate of progress for Key Stage 1

Year	Well Below	Below	Made expected progress	Above	Well above
2	31.25%	0%	62.5%	0%	6.25%

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

Mrs Watts

Phonics screening was cancelled due to Covid 19. However, routine phonics assessments were carried out in the Spring Term, and this indicated that 11 (78%) of our 14 Year 1 pupils were securely on track to pass the Phonics Screening in June. The remaining 3 pupils (22%) in Year 1 were working towards passing the test and were receiving small group intervention as a pre-teach phonics session to continue progress already made. The two Year 2 pupils who did not pass phonics screening last year have also received small group intervention, and were on track to pass this year.

1.5 Improve outcomes for SEND and disadvantaged pupils.

Mrs Curry

Progress for pupils with SEND Spring Term

	Reading	Writing	Maths
Below expected progress	50%	50%	50%
Expected progress	38%	50%	25%
Above expected progress	13%		25%

See SEND report for analysis and further information.

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

	Reading	Writing	Maths
Below expected progress	50%	60%	60%
Expected progress	40%	40%	40%
Above expected progress	10%		

We currently have 10 pupils who are PP and 8 who are SEND. These numbers will change next year, seeing an increase in both.

As with all data on Target Tracker, our Spring Term judgements were very conservative. Many PP pupils are also SEND - so we are looking at many of the same children. We have seen some positive engagement with SEND parents and pupils during lockdown but they will have missed significant amounts of teaching and intervention. The task in the Autumn Term will be significant, and all additional funds for PP must be spent wisely, on ensuring we assess starting points and move pupils on as fast as possible.

Behaviour and Attitudes

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

LC

Attendance (School summary and groups)

Attendance is monitored on a termly basis but where there are concerns, this becomes much more rigorous. Attendance for the school as a whole was not as good in the Spring Term - it dipped from 98.2% to 96.6% with Class 3 being the poorest attending class at 95.8%.

Attendance for Class 2 was 96.4% and Class 1 96.6%. We had a significant number of pupils who had attendance falling below 93% for this term. Most of these were due to illness.

The attendance of girls was better than boys - 97.3% to 96% for boys.

Pupils with SEND was a concern last year, so they are a target group. The attendance for SEND pupils for the Autumn Term was 98.3% which was a good start to the year. The attendance dipped in the Spring Term to 95.6%.

Attendance wasn't rigorously chased at the end of the Spring Term due to Covid 19 and with most pupils staying at home. The situation for key children who have not been attending well is significant.

Looking at the two terms as a whole the picture is as follows:

Overall attendance is 97.5% which would exceed our target.

We have 17% of pupils in Class 3 and 15% of pupils in Class 1 taking unauthorised absence across the two terms. The attendance of girls and boys overall is similar with 97.8% for girls and 97.3% for boys. The attendance of pupils with Pupil Premium funding is 97.6%, which is good. SEN were at 97% but the child with the EHCP was much lower.

Attendance will be key in the Autumn Term so we must ensure we encourage all children to attend school as much as possible.

In terms of the target, overall SEND pupils have attended well this year.

Personal Development

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

Mrs Roper

Unfortunately, the Class 1 visit to the Houses of Parliament has been postponed and will be rescheduled for the next academic year. AR was due to be going to Parliament on a 2 day training event to support other schools and showcase our work from last year; this also has been postponed.

Cockwood School, along with the other schools across the trust, have all registered to take part in Parliament Week November 2020.

Plans are being drawn up on how we can safely collaborate, across schools during this week.

[3.2 Improve online safety education for all pupils within enhanced computing provision for the year.](#)

Mrs Watts and Mrs Buttree

GW has worked with LB to map Online Safety to Computing and PSHE sections of class curriculum maps to check coverage and progression, and the 1Decision programme is now being used to support this area of learning across all 3 classes. Online Safety workshops were delivered in February (Bigfoot) to all classes to promote Safer Internet Day. LB arranged a staff INSET with Barefoot Computing to raise staff confidence and competence in this area. Sadly we lost our IT technician Tyler Gard, who was integral to the development of Computing and the training of Digital Leaders within the school. We now have a new technician through the MAT, and hope to involve him in further developing the digital leaders. Parents have continued to receive regular updates and the school website has been improved to show the National Online Safety Group Guides for Parents. Uptake by parents for online training through the National Online Safety Group has been limited, and we will need to monitor whether this platform is impactful, and review how best to engage parents more fully, possibly through reintroducing face to face workshops. Throughout school closure, all staff, children and families have upskilled themselves in their use of Google Classroom to communicate and share learning. This platform will continue to be used from September to support home learning.

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

Mrs Watts

GW has mapped all of the SRE objectives to class curriculum maps to check progression and coverage is in line with the statutory status in September 2020. Through the 1Decision programme SRE for all classes was delivered in the Spring term, and verbal feedback from both staff and pupils has been positive. Prior to delivering SRE sessions to Years 5 and 6, parents were consulted with and invited to view the materials, but none chose to do so. LC and GW will meet to finalise how SRE will be delivered in school in January and this will then be discussed at governor level. Following this, parents will be informed of the programme and how this supports pupils across the school. The current SRE policy has also been reviewed and updated, and is ready to go to governors for discussion and approval in preparation for being shared with parents. A letter to parents providing further information to support this has been drafted, but not been sent due to Covid and a recognition that parents already have a lot to cope with.

Leadership and Management

4.1 100% of teachers are confident using Target Tracker.

Mrs Curry

Our use of Target Tracker has evolved this year and we are far more confident with how it can support our assessment and learning across all classes. It has been instrumental in assisting us develop our annual reports for parents this year, and we will continue to use it in the future. We have assessed all non-core subjects this year, in addition to core areas, so the workload for staff has increased dramatically. We will continue to use the system next year, and spend further CPD time in school exploring what it can offer, but also to ensure judgements are accurate and that the system is being used effectively.

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

Mrs Curry

This is still a work in progress. Subject leaders were developing curriculum coverage and this was going well prior to lockdown. The external curriculum audit highlighted areas of strength but also gave us targets for improvement. Staff worked very hard prior to the audit to ensure rolling programmes were in place and the assessment systems were running alongside these. We need to continue to work on this, but we must bear in mind the new focus from the DFE and for the school - we must ensure that all gaps are filled, that the core areas of learning are prioritised to some degree and that we build in relevant and effective support for our pupils' mental health and well-being when they return to us.

Many key literacy skills for example may need to be covered and reinforced in non-core subjects. We will continue to await further guidance from the DFE.

Periodic/Specific Issues

Health and Safety, to include Safeguarding (LC)

A safeguarding audit was completed this year - please refer to this. LC is compiling an action plan to review the findings for the new academic year. Please also see the safeguarding report from Glynis.

Many new H and S procedures have been adhered to since lockdown and all staff and governors were provided with the Covid risk assessment. Parents were also informed about how we would ensure safety for all pupils who were attending school.

Premises

We have had to make many adjustments due to Covid 19, such as installation of soap dispensers etc.

The work in the Sunny Room has been delayed but this will be completed late July. This will be to improve the space so that it can act as a nurture area. We are having a new sink, cupboards, storage etc.

We are looking at installing an outdoor sink to aid handwashing in greater numbers in September. We are currently talking to builders about this.

We have purchased a new mobile interactive whiteboard for Class 3, to enable staff to turn the classroom lengthways where necessary, to space all of our Class 3 children out more easily from September. This has already been set up and will hopefully prove very effective.

I have met with the village hall committee and we have sole use of the village hall until Christmas, at which point the situation will be reviewed. This is a key space for us - both for whole classes and small groups. We will need to fund the cleaning for the hall and I will make a decision on this in September. We have submitted some invoices to the government linked to Covid 19 and are hoping to be reimbursed for these costs. The bid covers any additional expenditure the school has had to make to support our preparations for Covid.

The Covid risk assessment will be reviewed asap in light of the changes. I am waiting for the local authority to provide schools with the template required and once staffing is definite, I will put this together and share with staff and governors.

Staffing

I will know by the end of term whether Mr Fenton will be returning and in what capacity. I expect him to join us on a phased return and Mrs Brewer will continue to support him and Class 2 as a whole.

There has been some movement within the school regarding teaching assistant allocation, to meet the needs of the different children in each class.

I am currently exploring whether an apprentice may be a useful addition to the team. This is a low cost option with government subsidies and this may be a very beneficial move for next year. Ms Tropman will also be back full time and will join the Class 3 team.