

# Cockwood Primary School



Perseverance



Respect



Reflection



Creativity



Ambition



Happiness

## Leadership Report Autumn Term 2020

Presented in collaboration by *Governors and Teachers* - January 2021

## Quality of Education

**1.1 For a greater percentage of pupils to make accelerated progress in Writing from their Spring Term 2020 level, but with a particular focus on Year 1, 5 and 6.**

The Spring Term assessment is being used as the final Summer Term assessment for pupils, as this was the last formal point of assessment prior to lockdown.

### **Autumn Term**

#### **Writing Attainment (against age related expectations Dec 20)**

Year	Below	Risk	Working at expected	Above expected	Significantly above
R	40%	46%	13%		
1	87.5%	12.5%			
2	35.7%	14.3%	50%		
3	40%	40%	20%		
4	16.7%	41.7%	25%	16.7%	
5	76.5%	5.9%	17.6%		
6	16.7%	41.7%	16.7%	25%	

During the Autumn Term, the children in all classes were exposed to writing in a range of different genres. However, many children had done little or no sustained writing since the Spring Term and time had to be spent developing the stamina to write and revisit many of the key skills involved. Teachers spent lots of time revisiting, modelling and editing work to support and scaffold the learning, and some units took longer than usual because of this.

Under normal circumstances we would usually see the confidence and skill of writing improve throughout the school year and we will build and develop the skills learnt in this term over the coming months and we would expect our attainment to improve accordingly.

**Writing Progress (taken from Summer 2020 until Dec 2020 or for Reception from baseline entry Sept 20 to Dec 20).**

Year Group	Below	Made expected progress	Well above
R		60%	40%
1		25%	75%
2		7.1%	92.9%
3	13.3%	13.3%	73%
4		8.3%	91.7%
5		29.4%	70.6%
6			100%

As you will see from the data, the progress in Writing, across most year groups, has been good. This is due to the children beginning to gain confidence as writers during the Autumn Term and have the time to revisit and recap many key skills they had lost or forgotten over the first lockdown. Although attainment is below expected for many children, the progress suggests that teachers are developing their practise to close the gaps for these children by building in time to prioritise writing.

**Reading Attainment (against age related expectations Dec 20)**

Year	Below	Risk	Working at expected	Above expected	Significantly above
R	33.3%	40%	26.7%		
1	75%	12.5%	12.5%		
2	7.1%	28.6%	28.6%	35.7%	
3	26.7%	20%	46.7%	6.7%	
4	16.7%	0	33.3%	8.3%	41.7%
5	29.4%	11.8%	23.5%	11.8%	23.5%
6	16.7%	8.3%	25%	16.7%	33.3%

As the data demonstrates, KS2 has a significantly higher proportion of children at or above expected for Reading this term compared to KS1. This is due to a number of factors. During the first lockdown, many of our KS2 children were still reading and quizzing at home, especially our fluent readers who could read independently so their reading journey was not interrupted or affected as badly as our younger pupils. KS1 however, is dependent on parental support, daily key words and phonics teaching. The current Year 1 children missed a significant amount of the teaching of reading through phonics during the Summer Term and this has had an adverse affect on their attainment during the Autumn Term. Year 2 however, has been heavily supported in both classes and have closed some of the gaps from last year with 64% at or above expected.

### Reading Progress (taken from Summer 2020 until Dec 2020)

Year	Below	Made expected progress	Well above
R		60%	40%
1		37.5%	62.5%
2			100%
3	13.3%	6.7%	80%
4			100%
5			100%
6			100%

The progress in Reading across all year groups has been excellent this term. Reading is valued highly across the school community and the children have been keen to read the new books donated to the library, which has invigorated an enthusiasm to read. For our younger pupils, daily phonics teaching in small targeted groups has begun to fill the gaps missed during the Summer Term and this is evident in both attainment and progress measures.

A Roper

## 1.2 To maintain good outcomes in the phonic screening check for Year 1 (current Year 2) and phoneme retention for pupils who did not pass in Yr 1 (current Year 3) GW/DF/LB

The Year 1 phonics screening was deferred from the Summer Term to the Autumn Term due to school closure. In the Autumn Term daily phonics was delivered to Year 2 pupils who needed additional input to prepare them for this and all current Year 2s passed the phonics screening. Two Year 3 (and one Year 4) pupils were having phonics intervention three or four times a week before Lockdown due to poor phoneme retention - this will continue when they return.

L Brewer

## 1.3 Target groups make at least expected progress (6 steps) with a higher percentage making accelerated progress (8 steps) from baseline assessment data.

Progress from Summer 2020 to Dec 2020

Target Group Autumn Term 8 pupils - Classes 1 and 2	Below (- 2 steps)	Made expected progress (2 steps)	Well above (+ 2 steps)
Reading	12%		87.5%
Writing		12.5%	87.5%
Maths	37.5%		62.5%

The expected rate of progress is 2 steps for each child per term. Identified pupils who received additional tutoring from the October half term from Classes 1 and 2 numbered 8 in total. They received one to one tutoring twice a week, and were also given individual packs of resources which went home with them. There was an expectation that parents supported their child at home and learning tasks were set every session.

Much of the focus in the Autumn Term was around understanding in Maths although some pupils received daily reading and key word support in addition to the 2 sessions. The tasks were planned each week around what the children were learning in their lesson, so sessions could involve filling gaps in learning, pre teaching or ensuring that misunderstandings were addressed. Class teachers worked closely with Lauren Brewer (tutor) to ensure that learning was appropriate and relevant.

A different set of pupils are working with Lauren in the Spring Term, and the focus is predominantly on writing. As we are going through another period of lockdown, the tutoring is focussing on pupils in school who have been identified as target pupils in the younger age groups.

As the year progresses, we will rotate the pupils to ensure the most in need will receive additional support.

L Curry

#### 1.4 Improve outcomes for SEND and disadvantaged pupils > 75% to make at least expected progress in Reading, Writing and Maths.

Progress from Summer 2020 to Dec 2020

SEND	Below (- 2 steps)	Made expected progress (2 steps)	Well above (+ 2 steps)
Reading	11.1%		88.9%
Writing	11.1%	22.2%	66.7%
Maths	22.2%	11.1%	66.7%

Please see a separate SEND report.

Pupils in receipt of Pupil Premium 8 pupils	Below (- 2 steps)	Made expected progress (2 steps)	Well above (+ 2 steps)
Reading	12.5%		87.5%
Writing	12.5%	12.5%	75%
Maths	25%	12.5%	62.5%

Pupils who receive Free School Meals Years 1 - 6 (13)	Below (- 2 steps)	Made expected progress (2 steps)	Well above (+ 2 steps)

Reading		15.4%	84.6%
Writing		15.4%	84.6%
Maths	7.7%	23.1%	69.2%

Progress for pupils in Reception measured from baseline entry data (Sept 20) to Dec 20.

Pupils who receive Free School Meals Year R (4 pupils)	Below (- 2 steps)	Made expected progress (2 steps)	Well above (+ 2 steps)
Reading		75%	25%
Writing		25%	75%
Maths		50%	50%

The number of pupils receiving free school meals has risen sharply since March of last year. We currently receive Pupil Premium funding for 8 pupils but have 17 pupils now receiving free school meals. These pupils are therefore vulnerable and need tracking and support, the same way that our pupils in receipt of Pupil Premium do.

The progress for all pupils across the Autumn Term has been good, with most achieving expected progress with a significant number making accelerated progress. Even though progress levels have been positive, it must still be remembered that the overall attainment for most pupils is well below what is expected for their chronological age, due to the periods of lockdown over the past year. Many of our pupils who are SEND or in receipt of free school meals are currently not attending school at all or only attending on a part time basis only. This will have a significant impact on their overall attainment once again.

HH and class teachers work more closely with the families of pupils deemed more vulnerable and tasks are set which meet the needs of the individual child.

L Curry

1.5 To improve outcomes for current EYFS pupils to address the impact of Covid preschool non-attendance, particularly in PSED and Writing and Year 1 (Autumn Term). To match or exceed Devon and National outcomes of pupils achieving a Good Level of Development (exceed 73%).

### Autumn Term

#### Writing Attainment (against age related expectations Dec 20)

Year	Below	Risk	Working at expected	Above expected	Significantly above
R	40%	46%	13%		
1	87.5%	12.5%			

#### Writing Progress (taken from Summer 2020 until Dec 2020 or for Reception from baseline entry in Sept 20 to Dec 20).

Year Group	Below	Made expected progress	Well above
R		60%	40%
1		25%	75%

Data shows that all pupils have made good progress in writing, and many have made accelerated progress. However, the time not in pre-school for our EYFS, and time lost in the Summer Term for our Y1 pupils has had a significant detrimental impact on pupils' confidence and competence in writing. The Autumn Term has focused on revisiting and embedding early writing skills, in particular phonics segmenting and blending, and building pupils' engagement and stamina in writing through language rich texts and consistent practise. EYFS have engaged well with phonics, reading and early writing skills, and will continue to receive high quality daily teaching in these to build their confidence and competence. Year 1 are receiving small group teaching with the class teacher daily, and are also scheduled to receive tutoring with L Brewer in Spring 2021 to try to close the gap for these pupils.

#### PSED Attainment (against age related expectations)

Year	Below	Risk	Working at expected	Above expected	Significantly above
R (baseline)	27% (4 pupils)	66% (10 pupils)	7% (1 pupil)		
R (Dec 20)	7% (1 pupil)	46.5% (7pupils)	46.5% (7 pupils)		



Pupils in EYFS joined us with low attainment in PSED, no doubt due to loss of social interaction by being unable to attend pre-school settings. By the end of the Autumn Term, 3 of the 4 pupils working below ARE have moved out of this group, and 6 pupils have moved from the at risk group to working within ARE. LB and GW have provided play and learning opportunities, consistent behavioural expectations and modelling of manners and respect to promote pupils in gaining these important skills. This prime area will be key in ensuring pupils achieve GLD at the end of EYFS.  
G Watts

## **Behaviour and Attitudes**

2.1 Continue to improve attendance for all pupils, but in particular for SEND pupils.  
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 reasonably good in the Autumn Term at 97.5%. This is on target, although lower than the Autumn Term last year. However, considering the situation this is a good attendance figure.

Classes 1 and 2 both exceeded 97% with Class 3 dipping slightly under this.

The attendance of girls was better than boys (98.% and 97.1% respectively) . 11.8% of pupils had unauthorised absences across the classes. The reasons included late arrival to school, holidays and parents not happy about sending their children in due to Covid. We worked with the Education Welfare Officer to see the situation improve as the term progressed and some penalty notices were issued.

Pupils with SEND are a target group due to their vulnerability through periods of lockdown. The attendance for SEND pupils for the Autumn Term was 98.1%; this is a positive start but not completely reflective as the majority of children attended for 99% of the time with one child having an attendance of 85%.

Attendance for pupils who are eligible for free school meals was 95% and for those in receipt of Pupil Premium, it was also 95%.

L Curry

## 2.2 Ensure remote learning meets the needs of all pupils, and the blended provision supports the continued drive in improving attainment, progress and collaborative learning.

Since the first lockdown in March of last year the staff have used Google Classroom as the platform to set remote learning tasks and also homework tasks when the children have been attending school. This has ensured that the children are proficient in using this as we moved into a third period of lockdown in January.

Staff are producing daily video lessons which are pre - recorded and then uploaded onto the platform first thing in the morning. Our youngest pupils in Class 3 receive a daily Phonics, Maths and Literacy lesson and a non-core lesson in the afternoon. Pupils in Classes 1 and 2 receive daily Maths and English lessons and also a non-core lesson in the afternoon. A template for the remote learning provision is on the school website in the Covid section and also within the Curriculum section. This demonstrates the school's provision in terms of remote learning for pupils, which includes how the curriculum is organised but also the systems in place for providing feedback and support for families if they do not have adequate devices or broadband.

Staff have had a phone conversation with all parents individually to discuss the support that they feel they need at home.

So far the feedback has been positive and parents are finding the resources and daily video lessons very helpful.

Pupils receive the same lessons that the children experience if they are attending school and this has placed a different pressure on teachers, as they are effectively teaching twice.

We are continuing to explore ways to deliver the video lessons and further support at home for the children, particularly around writing. We have developed a core offer for the children which involves daily Maths, Reading, Literacy, PE and the non-core subject which is on the timetable for that day. Lessons are sequential and follow the principles that we adopt in school: recapping on prior learning, direct teaching of the objective, followed by modelling and guided support. We then provide feedback after the task has been completed.

Feedback is given daily via Google Classroom and there is an expectation that all work is uploaded onto the platform so that it can be marked. Feedback is written but we are also exploring a tool which allows individual spoken feedback - we will use this to support the teaching of Writing in particular.

There is a celebration assembly each week, where pupils are recognised and prizes are awarded. The house point system is being used to encourage pupils to complete

tasks well, both at home and at school. Postcards are posted home to pupils if they are awarded these and there is a fun headteacher challenge each week. Virtual Parent Consultations were carried out in the Autumn Term.

L Curry

### **Personal Development**

#### **3.1 Develop and embed wellbeing practices among the staff and pupils across the school, to support self regulation, resilience and wellbeing.**

Staff have begun a year long mindfulness programme with Helen Wilson from Open Minds. The programme teaches staff how to use mindfulness techniques to support their own wellbeing but also provides practical classroom activities and resources to support pupils. Staff have begun to use the methods in their own classes and we hope to build on this further during the year. Class teachers are planning mindfulness activities for pupils this term, and there is a hope that pupils will participate in these both at home and at school.

The mindfulness training is on hold during this current lockdown period but it will commence once the school returns to normal.

There is evidence of the children using the techniques which have become embedded - such as using the breathing ball in Class 3 after coming in from break even without being asked to do this.

Staff wellbeing features regularly on staff meeting agendas and changes in support are planned for when needed. All staff signed up for free CPD and webinars during Mental Health Awareness Week. Staff wellbeing at a time of constant change and pressure remains a concern and a priority for leadership and governors.

L Curry

#### **3.2 To promote positive mental well being through outdoor education and physical activity**

Additional Dance and PE were provided for each class during the Autumn Term. The children also experienced extra play time in the afternoons and there was a focus on ensuring that teams considered the mental wellbeing of the children in their classes. We were unable to take part in Forest School due to restrictions but we are keen to start this when we are able to.

We have had to postpone some mindfulness training for the children, to be delivered by Paula Baker, but 1Decision resources are being used across classes to support good quality PSHE, and this continues for children learning remotely.

The timetable has been planned termly this year to ensure that pupils get a broad and balanced coverage, with a focus on PSHE, PE, the Arts and Music.

Ian Patchett from the South Dartmoor Sports Partnership led some team building sessions for each class in the Autumn Term and he will continue to work with the children in school throughout the year.

L Curry

### [3.3 To improve online safety education for all pupils within improved computing provision](#)

1Decision resources have been used to support this area. Reminders will be sent out to parents after lockdown to encourage them to access the National Online Safety Portal. The team will consider how best to encourage parents to engage in online safety training. This is a resource paid for by the school and contains up-to-date support for parents. Regular parent guides linked to online safety are sent home and also placed on the school website which are easily accessible.

Staff training is planned for the Spring Term and an audit completed to see what has been delivered and what needs to be done during the remainder of the year.

L Curry

### [3.4 To further develop pupils' understanding of Parliament, democracy, rule of law and individual liberty.](#)

All pupils, across all three classes, took part in Parliament Week in November. They completed a range of activities to build on their prior knowledge of the government and democracy. Children of all ages were involved in debates within their class bubble and learnt about a variety of issues including the Suffragettes and the Black Lives Matter campaign. Class 1 also did an online workshop with a team from Parliament and were commended on their depth of knowledge and enthusiasm for the subject.

A Roper

## **Leadership and Management**

### [4.1 Ensure RSE statutory requirements are met.](#)

GW

The new school policy for SRE has been approved by the Teaching and Learning Committee and has been adopted and shared with parents on the school website. Prior to this the policy was shared with parents online and a letter providing opportunities for feedback from parents sent. There were no concerns or suggestions raised from this. Delivery of the programme through the 1Decision Programme and School Nurse support is now written into our 3 year rolling

programme, with all year groups from EYFS to Y6 receiving age appropriate teaching around relationships annually in the Spring term.

G Watts

#### 4.2 Monitor delivery of RSE in line with 2020 Statutory Guidance to ensure coverage, progression and assessment. GW

GW has mapped learning outcomes for PSHE, including RSE, onto the 3 year rolling programme curriculum maps to ensure progression and curriculum coverage in line with the Statutory Guidance. Monitoring of pupil books in Classes 2 and 1 show that RSE is now being taught consistently, and in Class 3 the use of a Big Book of PSHE has been introduced to collect photos, comments, outcomes and reflections on learning, including pupil voice from the children. This also provides a prompt through which children can revisit learning, and discuss it further and in more depth as they mature. We now need to consider how we are going to track pupil progress. Staff have explored using Target Tracker to assess pupil progress, but the system does not provide statements against which to measure progress because the government have not provided 'standardised frameworks or programmes of study' (DfE Feb 20). GW needs to consider how best we are going to track pupil progress to monitor attainment and coverage and identify any gaps as they appear to feed into future planning.

G Watts

#### 4.3 1 Complete actions from the external safeguarding audit (10th March 2020) LC

Many of the action points have been completed, particularly around staff training, such as evaluating its effectiveness and providing a record of training/safeguarding actions which staff have access to. SJ is reviewing the Single Central Record in January with Jon Galling from Babcock and all staff completed the Level 2 Basic Child Protection course in January. There has been a focus on good practice and ensuring that training is delivered in short bursts and often.

New lanyards with MASH information are in place and all staff and volunteers to the site (including the site supervisor and kitchen manager) are receiving regular updates and training resources.

Some actions still need to be completed, such as ensuring that additional information is displayed on the school website for example and new protocols are in place to meet many different situations, such as what happens if a child is not collected from school. The HT also needs to review the acceptable user policy and the online safety policy. A new safeguarding statement has been compiled, which is more thorough and sets out the school's actions if there are concerns.

The annual Section 175 safeguarding audit was also undertaken and several actions have already been completed from this. These include the attendance of the refresher Child Protection Level 3 training for the HT, Safer Recruitment training for

the HT, Level 2 Child Protection training planned for June for all stakeholders, new staff induction checklist completed, new lockdown procedure in place, and a training plan for the year set up.

A new external audit is planned for February this year.

L Curry

**4.4 100% of subject leaders feel that they have an effective curriculum offer, which is well taught, resourced, accurately assessed and monitored. All recommendations from the external curriculum audit (May 2020) have been met.**

An internal CPD programme has been set up - to be led by subject leaders to ensure good quality provision is in place for all subjects. The Autumn Term saw time spent on the new school website, updating this platform with curriculum information and rolling programmes. These are still being developed and improved.

Staff have been focussing on the recommendations from the curriculum audit last year and there has been work done to ensure good coverage and progression. This is a challenge as the focus for staff has been on reducing the gaps in learning as a result of lockdowns, and also the need to teach remotely again in the Spring Term. The national restrictions have meant that enrichment of the curriculum has been difficult.

Knowledge organisers are produced for each subject to support the understanding of key vocabulary and skills within each topic.

Target Tracker is being used to assess all non-core subjects and an improved staff CPD plan for PE was set up in the Autumn Term.

A much better music provision has been in place with each class experiencing quality time learning skills through Charanga. Laura Buutree was awarded a gold standard in nearly every area when she took part in a music deep dive with an external advisor in January.

The lockdown is having an impact on staff managing their curriculum areas effectively, but on the whole we are moving forward and putting plans in place for each subject.

L Curry

## **Periodic/Specific Issues**

### **Health and Safety/Premises**

The HT has produced regular updated Covid risk assessments, which have been shared and discussed with staff frequently. The school has needed to change and evolve over the last 10 months and will continue to do so.

We currently have approximately 1/3 of pupils attending school, which is significantly more than we saw during the last lockdown. We are preparing now for staff to test

themselves with lateral flow tests, as part of the government drive to see if members of the public are asymptomatic. We have one member of staff shielding.

We had new CCTV fitted after a serious incident at the gate. This is up and running and records 30 day periods at a time.

We have submitted a CIF bid (Condition Improvement Fund) for funds to replace the outdated electrical and heating system in the school. This is a significant undertaking and will improve the site in many ways if the bid is successful.

L Curry