

Cockwood Primary School



Perseverance



Respect



Reflection



Creativity



Ambition



Happiness

Leadership Report Spring Term 2021

Presented in collaboration by SLT and Teachers - April 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.

During lockdown, all teachers uploaded daily videos to support Literacy for those children working at home. Work was marked and daily feedback given, the same as in class. Each class also took part in a poetry competition organised by Somerset Literacy Network to give the children a reason to write for a purpose.

On return to school, to support both teachers and pupils, we have taken a whole school approach to teaching Writing through terms 4, 5 and 6, using the 'Get Back to Writing' Literacy planning and resources. This has ensured that lessons have been targeted on key skills to ensure children have the correct building blocks in place before moving year groups. We have all followed the suggested methods of short writing tasks with little cognitive load to encourage children to 'get into writing' again and this will build in the Summer Term to write a wider range of text-types.

Writing has been the hardest hit this year, in terms of attainment, because it is one of the subjects that needs modelling, practise and explicit teaching to edit and improve. Historically, children make the most progress in writing during the Summer Term when they put into practise skills taught and become more confident as writers.

A Roper

Autumn Term

Writing Attainment (against age related expectations April 21)

| Year | Below | Risk | Working at expected | Above expected | Significantly above |
|------|-------|-------|---------------------|----------------|---------------------|
| R | 80% | 20% | | | |
| 1 | 75% | 25% | | | |
| 2 | 42.9% | | 57.1% | | |
| 3 | 66.7% | | 33.3% | | |
| 4 | 58.3% | | 25% | 16.7% | |
| 5 | 76.5% | 11.8% | 11.8% | | |
| 6 | 58.3% | 16.7% | 16.7% | 8.3% | |

Writing Progress (taken from Dec 2020 until April 21)

| Year Group | Below | Made expected progress | Well above |
|------------|-------|------------------------|------------|
| R | 86.7% | 13.3% | |
| 1 | 37.5% | 37.5% | 25% |
| 2 | 21.4% | 71.4% | 7.1% |
| 3 | 46.7% | 26.7% | 26.7% |
| 4 | 50% | 50% | |
| 5 | 47.1% | 52.9 | |
| 6 | 83.3% | 16.7% | |

Reading Attainment (against age related expectations April 21)

| Year | Below | Risk | Working at expected | Above expected | Significantly above |
|------|-------|-------|---------------------|----------------|---------------------|
| R | 80% | 20% | % | | |
| 1 | 75% | | 12.5% | 12.5% | |
| 2 | 14% | 7.1% | 42.9% | 35.7% | |
| 3 | 40% | | 46.7% | 13.3% | |
| 4 | 16.7% | | 25% | 25% | 33.3% |
| 5 | 35.3% | 29.4% | 11.8% | 5.9% | 17.6% |
| 6 | 25% | 8.3% | 16.7% | 25% | 25% |

Reading Progress (taken from Dec 20 to April 21)

| Year | Below | Made expected progress | Well above |
|------|-------|------------------------|------------|
| R | 100% | | |
| 1 | 25% | 25% | 50% |
| 2 | 14.3% | 71.4% | 14.3% |
| 3 | 33.3% | 46.7% | 20% |

| | | | |
|---|-------|-------|-------|
| 4 | 33.3% | 50% | 16.7% |
| 5 | 41.2% | 52.9% | 5.9% |
| 6 | 41.7% | 33.3% | 25% |

Pupils in Reception, Year 1 and Year 2 in Class 3 were provided with daily phonics videos to support their reading during lockdown. The impact of lack of attendance in school combined with poor attendance in pre-schools prior to September has had an impact on progress and attainment, particularly for our youngest pupils.

We encouraged pupils to continue with reading at home across the school, and many made fairly good progress as the children had individual targets which teachers monitored. Pupils continued to receive rewards for progress made in quizzes on Accelerated Reader and there was an expectation that pupils changed their books regularly with the school.

A Roper

Maths Attainment (against age related expectations April 21)

| Year | Below | Risk | Working at expected | Above expected | Significantly above |
|------|-------|-------|---------------------|----------------|---------------------|
| R | 46.7% | 53.3% | | | |
| 1 | 87.5% | 12.5% | | | |
| 2 | 42.9% | | 50% | 7.1% | |
| 3 | 60% | | 40% | | |
| 4 | 33.3% | | 33.3% | 16.7% | 16.7% |
| 5 | 52.9% | 17.6% | 17.6% | 11.8% | |
| 6 | 16.7% | 16.7% | 16.7% | 50% | |

Maths Progress (taken from Dec 20 to April 21)

| Year | Below | Made expected progress | Well above |
|------|-------|------------------------|------------|
| R | 93.3% | | 6.7% |
| 1 | 37.5% | 50% | 12.5% |
| 2 | 28.6% | 64.3% | 7.1% |
| 3 | 33.3% | 60% | 6.7% |

| | | | |
|---|-------|-------|-------|
| 4 | 16.7% | 50% | 33.3% |
| 5 | 29.4% | 47.1% | 23.5% |
| 6 | 25% | 58.3% | 16.7% |

During lockdown, all teachers uploaded daily lessons with video instruction, examples and learning tasks for the children to complete. All work was marked and feedback given promptly. The majority of lessons were centred around practical tasks using things in the home as a context for their learning. For example, during Class 2's unit on measurement, the children were given the task of which car would travel fastest using different ramps. The children then measured the distance in cm and some cases metres and centimetres for the length the car travelled. Other home learning tasks involved a shape unit where the children were required to build shapes out of everyday objects and count the vertices, edges and sides. Upon returning to school, it has been noticeable that children's oracy in maths has suffered as a result of lockdown. This is compounded by some gaps emerging in key mathematical skills. In order to address this issue, we have purchased a 'No Nonsense' Maths programme. In this oracy centred programme, there are well designed daily sessions focussed on key mathematical concepts which allow pupils to see patterns, explain their thinking and represent their maths in different ways. Pupils are given time to discuss their thinking, rehearse their ideas and share with the class. Staff are currently adapting this programme to suit the needs of their class accordingly. It has been used as mental maths starters or as a separate teaching programme to the main maths lesson. Oracy in maths will continue to be an important focus throughout the Summer Term and into next year.

D Fenton

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](#)

Although all Year 2s passed the deferred phonics screening in Autumn 2020, the interrupted learning caused by the Spring lockdown has meant that some children have needed revisiting of some sounds through weekly spelling activities.

Throughout lockdown, daily phonics videos were shared through Google Classroom, and there was a good level of home engagement with these for most pupils. Three of the four Year 2 children in Class 3 were in school for at least 3 days each week during the Spring lockdown. Throughout this time they received consolidation of Set 3 sounds, and this has ensured no loss of learnt phonics for these children. Year 2 and 3 across both classes are receiving weekly spellings, with a focus on phonic spelling patterns for those who need consolidation of these to ensure there are no gaps moving forward.

G Watts

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

It is very difficult to measure progress over this period as most of the term was in lockdown. Tutoring did take place (approximately 5 hours a week) but was very inconsistent as it very much depended on which children were in school. Twenty three children received some sort of Top up Tutoring over the course of the Spring Term. Some received as little as one twenty minute session but others were supported daily, depending on their attendance, their academic needs and their ability to access the support on the given days.

L Brewer

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

Progress from Autumn 20 to Spring 21

See separate SEND report

| SEND | Below (- 2 steps) | Made expected progress (2 steps) | Well above (+ 2 steps) |
|---------|----------------------|--|---------------------------|
| Reading | 55% | 22% | 22% |
| Writing | 78% | 22% | |
| Maths | 33% | 44% | 22% |

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 | 37.5% | 62.5% | |
| Writing | 100% | | |
| Maths | 25% | 62.5% | 12.5% |

| Pupils who receive Free School Meals Years 1 - 6 (13) | Below (- 2 steps) | Made expected progress (2 steps) | Well above (+ 2 steps) |
|--|----------------------|-------------------------------------|---------------------------|
| Reading | 46.2% | 38.5% | 15.4% |
| Writing | 84.6% | 7.7% | 7.7% |
| Maths | 23.1% | 69.2% | 7.7% |

Progress for pupils in Reception

| Pupils who receive Free School Meals Year R (4 pupils) | Below (- 2 steps) | Made expected progress (2 steps) | Well above (+ 2 steps) |
|---|----------------------|-------------------------------------|---------------------------|
| Reading | 100% | | |
| Writing | 100% | | |
| Maths | 100% | | |

The lockdown has impacted on our pupils in receipt of Pupil Premium and free school meals. Only 1 of the 8 PP pupils attended during lockdown and this was for 1 day per week. All class teachers are working with Lauren Brewer to assess which children need priority tutoring in addition to interventions. Our focus for the Summer Term will be a continued drive to support Reading and Writing skills, with a focus on key performance indicators.

Pupils with SEND (Special Educational Needs and Disabilities) were supported well remotely and some attended school for some of the time. When they were in school, they received additional support from Lauren but also class teachers and support staff. There is a significant gap in progress for these children as their provision was not regular and therefore their gaps have widened.

Provision maps will be updated in the Summer Term to ensure maximum support can be provided to move these vulnerable children forward and narrow the gap by the end of the academic year.

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 April 21)

| Year | Below | Risk | Working at expected | Above expected | Significantly above |
|------|-------|------|---------------------|----------------|---------------------|
| R | 80% | 20% | | | |
| 1 | 75% | 25% | | | |

Writing Progress (taken from the end of Autumn 20 until Spring 21)

| Year Group | Below | Made expected progress | Well above |
|------------|-------|------------------------|------------|
| R | 86.7% | 13.3% | % |
| 1 | 37.5% | 37.5% | 25% |

PSED Attainment (against age related expectations)

| Year | Below | Risk | Working at expected | Above expected | Significantly above |
|--------------|------------------|-------------------|---------------------|----------------|---------------------|
| R (Dec 20) | 7% (1 pupil) | 46.5% (7pupils) | 46.5% (7 pupils) | | |
| R (April 21) | 33.3% (5 pupils) | 66.6% (10 pupils) | | | |

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%).

It is very difficult to measure progress over this period as most of the term was in lockdown. There was not enough evidence to show that children were secure in their writing at the end of these 3 weeks, and the cautious data reflects this. However, progress is now accelerating for this cohort. During lockdown daily learning videos were uploaded to Google Classroom to support phonics and writing, and weekly activities were provided for families to support wellbeing. 1Decision videos and activities were shared to promote conversations around the themes of family, feelings and making good choices and decisions. When the children returned to school for the last 3 weeks of the Spring Term, many had regressed in their behaviour, ability to engage in learning for sustained periods of time and retention of key skills. The Class 3 team used these weeks to focus on wellbeing and re-establishing routines and key skills in phonics and writing. Two key pupils working

significantly below ARE are receiving 2-3 weekly Top Up Tutoring sessions with Mrs Brewer, and targeted 1-2 teaching in phonics within class. The children in EYFS will be split into 2 groups for the Summer Term to facilitate high levels of support, targeted teaching and accelerated progress for both our lower and higher attaining pupils.

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)

During the Spring Term many pupils were absent for 8 weeks and post lockdown, were in school for a further 4 weeks. We did see an increased number of children from key worker families attending. Approximately 33% to 50% of pupils were in school each day, spread across the different classes.

The attendance figures are noted below. Pupils who were at home during the lockdown were not marked as absent. Vulnerable pupils were expected to attend, and we supported families with this. We also offered places to families if we had concerns about remote learning engagement or their child's general wellbeing.

Attendance for both boys and girls was 98.7% for the Spring Term. The number of authorised absences exceeded unauthorised for the term, and this equated to 1.3% of sessions.

Attendance for pupils with an EHCP was 89% and for SEND, 98.7%. Attendance of pupils in receipt of Pupil Premium funding was 99% and for pupils in receipt of free school meals 97.9%.

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.

The remote learning offered by the school during the Spring Term lockdown was of a good quality. The details can be found in this document on the school website.

<https://www.cockwood-primary.devon.sch.uk/wp-content/uploads/2021/01/Remote-Education-Provision.pdf>

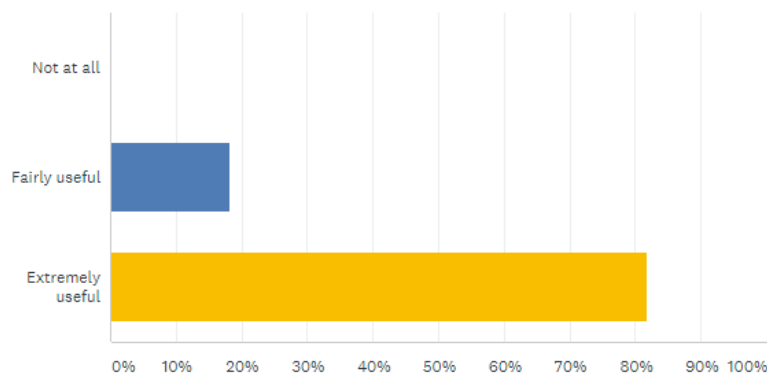
The best engagement was from pupils in Class 1, who were more independent and didn't rely on their parents for support. Across all classes we generally saw good engagement overall, but where pupils were not completing tasks and uploading onto the chosen platform, class teachers made regular calls and requests to parents for support, or adapted the learning to support any difficulties experienced with IT at home. We offered routers and i-pads to families to ensure they had the tools to engage in the learning. We monitored the interactions with all pupils across this period and RAG rated the level of engagement in the tasks set. Even after significant support, some pupils and families still found it difficult to apply satisfactory levels of effort or time to the tasks set. This became more evident as the lockdown progressed.

Following this period of lockdown we surveyed parents to see what their view of the provision was. The findings demonstrated that the vast majority of parents were happy with the curriculum and support provided by the school during this difficult time. The number of pupils attending school during this lockdown increased substantially and we saw approximately 50% of pupils attending for some days during the week. L Curry

Parent Feedback March 21
Post Lockdown 3

Did you find the pre-recorded videos helpful in supporting your child's learning at home?

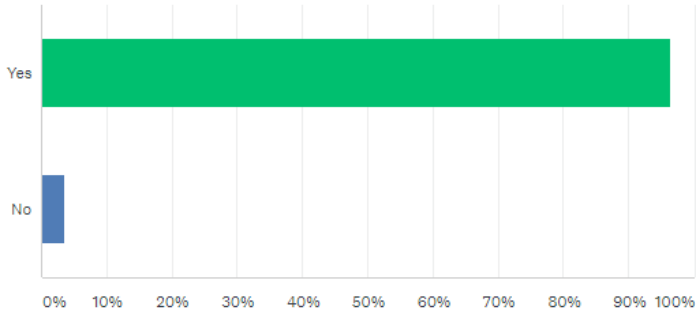
Answered: 55 Skipped: 0



| ANSWER CHOICES | RESPONSES |
|------------------|-----------|
| Not at all | 0.00% 0 |
| Fairly useful | 18.18% 10 |
| Extremely useful | 81.82% 45 |
| TOTAL | 55 |

Were you happy with the quality of the learning tasks provided for your child during the last lockdown?

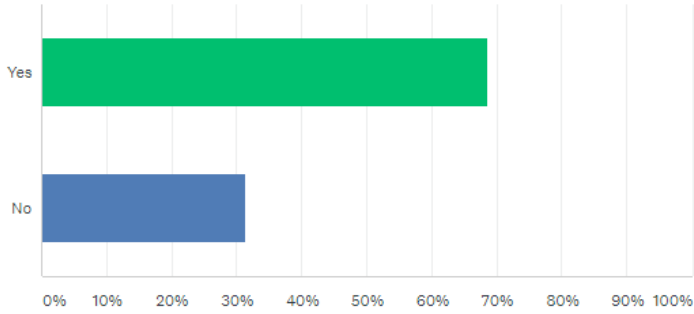
Answered: 55 Skipped: 0



| ANSWER CHOICES | RESPONSES |
|----------------|-----------|
| Yes | 96.36% 53 |
| No | 3.64% 2 |
| TOTAL | 55 |

Do you feel that your child engaged well with the learning tasks and was able to work well at home?

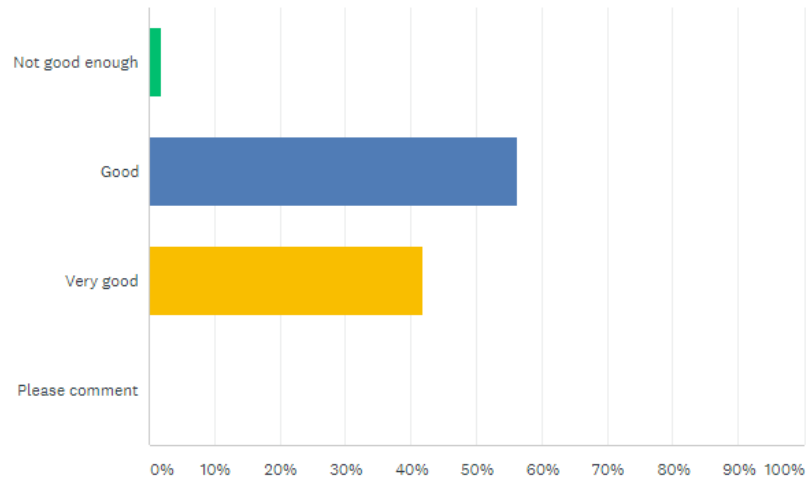
Answered: 54 Skipped: 1



| ANSWER CHOICES | RESPONSES |
|----------------|-----------|
| Yes | 68.52% 37 |
| No | 31.48% 17 |
| TOTAL | 54 |

How would you rate the quality of the feedback given to your child?

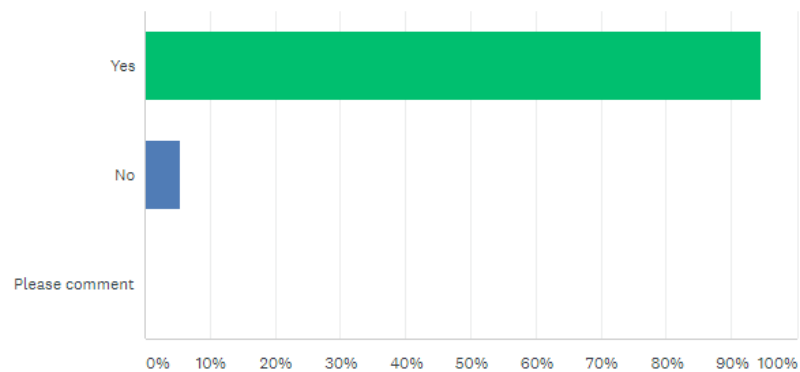
Answered: 55 Skipped: 0



| ANSWER CHOICES | RESPONSES |
|-------------------|-----------------------------------|
| ▼ Not good enough | 1.82% 1 |
| ▼ Good | 56.36% 31 |
| ▼ Very good | 41.82% 23 |
| ▼ Please comment | Responses 0.00% 0 |

Were you happy with the overall provision and support offered by the school during the last period of lockdown?

Answered: 55 Skipped: 0



| ANSWER CHOICES | RESPONSES |
|------------------|-----------------------------------|
| ▼ Yes | 94.55% 52 |
| ▼ No | 5.45% 3 |
| ▼ Please comment | Responses 0.00% 0 |
| TOTAL | 55 |

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 supported the pupils throughout lockdown and were very conscious of the children's mental health. They offered opportunities for the children to meet each other virtually, gave individual feedback to pupils orally, and considered curriculum choices carefully.

Staff have been using mindfulness techniques with the children, both at home and at school. Staff training continues in the Summer Term.

L Curry

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

Daily physical activity was set for all pupils during lockdown. This included lessons set by our PE Coach, dance teacher and other professionals, and activities through online programmes such as Go Noodle, Cosmic Yoga, Just Dance and iMove. We introduced the Get Ready for Tokyo scheme, which encouraged families to exercise together and log their activity.

We have continued with this in the Summer Term by introducing a daily skipping challenge.

Forest School did not take place but will be in the Summer Term.

During Children's Mental Health Week, staff set activities which were different to the normal curriculum, which focused specifically on mental wellbeing and mental health.

The feedback from parents was very positive, as this supported both their child's but also their mental health.

We introduced fun activities for the children both whilst on lockdown and when they returned in March and ensured that there was a broad range of opportunities for them. This included online ukulele lessons, practical science lessons and a fun Comic Relief fundraising day.

L Curry

3.3 To improve online safety education for all pupils within an improved computing provision

All pupils completed some online safety activities during lockdown - either when in school or at home. Evidence of these can be found in each of the class *Big Books*, where we record evidence of learning in Music and Computing.

The computing curriculum has been redesigned by L Buttree, and some training for staff was held during the Spring Term. Within the weekly programme for the Summer Term, there is a further strand linked to safe usage of ICT, which will be taught to all classes.

Online safety is a topic within our PSHE curriculum, so this key area overlaps subjects.

L Curry

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

We have registered to take part in Parliament Week 2021 and this will build on previous learning. AR took part in an Oracy consultation, which resulted in being invited to attend the launch of the All Party Parliamentary Commission event where the findings of the consultation were released. Findings from this report will feed into next year's SIP and CPD.

Class 1 has been focussed on developing life-skills through the Virgin Money Enterprise scheme this term in preparation for the Farmer's Market in July.

A Roper

Leadership and Management

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

Delivery of RSE 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. G Watts receives regular updates from the PSHE Association regarding the delivery of RSE, and in April attended a remote CPD workshop on assessment in this area delivered by Teaching Schools South West. This will feed into our practise in ascertaining the effectiveness of RSE delivery and creating opportunities for pupil voice in ensuring we are meeting our pupils needs.

G Watts

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

RSE was due to be delivered in the Spring Term across all 3 classes, but due to lockdown it was agreed by all staff that the statutory delivery of RSE needed to be delivered in school to ensure its effectiveness and impact for all pupils. It has been moved to the Summer Term for this year only, and GW will monitor this through displays and pupil books in Classes 2 and 1, and the Big Book of PSHE in Class 3. Pupil progress will be tracked through class teachers' own systems, such as mind maps at the start and end of the RSE unit, pupil conferencing and the 1Decision unit assessments, and the use of pupil voice will be implemented to provide feedback for class teachers and GW in further improving our delivery of PSHE.

G Watts

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

LC

An external safeguarding audit was carried out by Babcock in the Spring Term. This followed a review in March 2020. Much work has been done and this was acknowledged by the Safeguarding Lead. From this short review some further actions have been suggested, especially around the impact of Covid and how good practice during this period could be extended into the future. The support offered to vulnerable families was noted, as was the more improved induction process for new staff, the school website, increased staff training throughout the year, the use of external agencies to support families and systems put in place to support pupils and staff during Covid.

All previous actions have been met and the new focus will include:

- Developing a strategic plan to put positive changes into practice going forward
- Update Acceptable User and Online Safety policy
- Produce some scenarios around good practice and working with families

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.

A follow up external curriculum audit was completed in March, where actions from the previous audit were assessed. The findings demonstrated that the school had moved forwards in all areas and had met the targets set in the previous year. The initial audit looked at Reading and Science in particular, but there was an added layer of curriculum coverage, progression and how the school had tackled priorities around vocabulary across all subjects.

The difficult year has posed challenges and this is still a work in progress, but the impact of actions such as the introduction of knowledge organisers for all subjects has been positive.

Subject leaders have received additional training during lockdown and the staff meeting plan demonstrates that all members of the teaching team are required to lead and develop staff expertise throughout the year. During the Spring Term alone, staff received internal CPD on Music, Maths, English, Art, Computing and Science. External training to upskill subject leaders included Music, Art, PE, Science, Reading and Writing. Staff across all areas have applied significant time to their own professional development this term and this has become more accessible with training being virtual. During the Spring Term alone, 10 members of staff attended 30 different training events. This was a significant contribution to moving the school forwards at a time when teachers and support staff were under high levels of pressure.

The curriculum audit feedback is available for members of the Teaching and Learning Committee and will be on the next agenda. L Curry

Periodic/Specific Issues

Health and Safety/Premises

Small maintenance works were completed during this time, such as replacing some external wood, lights etc. Neil Barnes helped to update the kitchen block by painting and refreshing this area.

The Covid risk assessment has been updated regularly during this term and shared with the Trust and key governors.

L Curry