



Leadership Report  
Autumn Term 2021/22

Presented in collaboration by SLT and Subject Leaders - Autumn 2021

<u>School Context</u>
<b>Pupils on roll: 88 pupils</b>
<b>Foundation 10, Yr 1- 15, Yr 2- 8, Yr 3- 13, Yr 4- 15, Yr 5- 10, Yr 6-17</b>
<b>Attendance figures: Overall attendance for the term 93.5%</b>
<b>Pupil Premium update: 11 funded and 2 service chn (4 FSM not yet funded)</b>

Quality of Education

1.1 For a greater percentage of pupils to make accelerated progress in Maths and Writing.

**Autumn Term**

**Writing Attainment**

Year	Below	Risk	Working at expected	Above expected	Significantly above
R	10%	20%	70%	0	0
1	20%	20%	60%	0	0
2	87.5%	0	12.5%	0	0
3	38.5%	0	61.5%	0	0
4	60%	6.7%	26.7%	6.7%	0
5	60%	10%	0	30%	0

6	47.1%	29.4%	23.5%	0	0
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### Writing Progress

Year Group	Below	Made expected progress	Well above
R			100%
1		26.7%	73.3%
2	75%	12.5%	12.5%
3	15.4%	84.6%	
4	20%	66.7%	13.3%
5		60%	40%
6	11.8%	82.4%	5.9%

Class 1 and 2 began the year using the 'Get Back to Writing' planning from South Gloucestershire, it is designed to plug any gaps caused through school closures and recap on the previous years key objectives to ensure children are secure. It has ensured consistency across Year 4 as it covers similar objectives.

Writing attainment is lower than we would like although progress, other than in Year 2, has been good from pupils starting points. We have identified that Year 2 is the year group that has been most affected by the pandemic as they missed key learning in Foundation and Year 1. Moving forward, Class 2 will focus on targeted teaching for Year 2 to support progress. It has already been noted that writing was the subject that suffered the most during home learning and we are constantly adapting our practice to improve both attainment and progress.

We currently have 4 children in Year 6 working 'at expected' that could achieve Greater Depth by the end of the year. Opportunities to inspire greater depth writing have been planned for the Spring Term. Focused Grammar lessons will begin in January to prepare for SATs and support quality of writing.

AR

### Reading Attainment

Year	Below	Risk	Working at expected	Above expected	Significantly above
R	10%	20%	70%	0	0
1	13.3%	26.7%	46.7%	13.3%	0

2	75%	0	12.5%	12.5%	0
3	7.7%	0	53.8%	38.5%	0
4	33.3%	0	40%	20%	6.7%
5	20%	0	10%	20%	50%
6	23.5%	23.5%	23.5%	11.8%	17.6%

### Reading Progress

Year Group	Below	Made expected progress	Well above
R			100%
1	20%	53.3%	26.7%
2	50%	50%	
3	7.7%	69.2%	23.1%
4	6.7%	53.3%	40%
5		20%	80%
6		88.2%	11.8%

Currently 49 out of 51 pupils from Year 1 -6, that are registered and ready to access Star Reading assessments have accessed the site within the last half term. Progress generally has been good, especially in Year 5. AR attended 'Reading Fluency Intervention' training in November to support UKS2 children, the intervention has already begun to have an impact on key children in Year 5 and 6 working below expected age related; it has increased progress and will, in time, improve attainment.

Due to staff absence during the second half term the audit of non-fiction books was not completed and will be moved to the Spring Term.

Support staff in Class 2 and 3 attended phonics training run by Somerset Literacy Network, this will support the children in Year 2 during the Spring Term.

AR

### Maths Attainment

Year	Below	Risk	Working at expected	Above expected	Significantly above
R	10%	10%	80%	0	0

1	13.3%	20%	53.3%	13.3%	0
2	62.5%	12.5%	12.5%	12.5%	0
3	46.2%	0	30.8%	23.1%	0
4	60%	0	20%	13.3%	6.7%
5	50%	10%	10%	10%	20%
6	23.5%	17.6%	41.2%	17.6%	0

### Maths Progress

Year Group	Below	Made expected progress	Well above
R			100%
1	6.7%	60%	33.3%
2	62.5%	25%	12.5%
3	15.4%	69.2%	15.4%
4	20%	66.7%	13.3%
5	10%	50%	40%
6	11.8%	52.9%	35.3%

Maths attainment is lower than we would like but progress across the school from the children's starting points is generally good with the exception of Year 2. It has become clear that during the pandemic, Year 2 is the group that has suffered the most in terms of their learning; this is certainly the case in Maths. This group of children are now a key focus. They are supported in small groups during every maths lesson, they have personalised number facts that they practise in class and as part of their homework.

*DF*

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

Class teachers worked with Gill Watts to identify key pupils who would benefit from additional targeted learning through the Recovery Fund strategy following school closure throughout 2020-21.

In total 12 pupils received additional tutoring throughout the Autumn Term from Years 1 (9 pupils) and Year 2 (3 pupils). During the first half term they received one to one/paired tutoring twice a week, and were also given individual tasks / resources which went home with them. During the second half of term some pupils continued with 1-1 or paired sessions twice weekly. In addition to this identified Year 1 pupils received small group phonics, reading and writing tutoring twice weekly using the Read Write Inc Get Writing! programme. All sessions were delivered by GW.

Progress from end of Summer 2021 to December 2021

<b>Year 1 Target Group - 9 pupils</b>	<b>Below (- 2 steps)</b>	<b>Expected progress (2 steps)</b>	<b>Above (+ 2 steps)</b>
Reading	1 (11%)	5 (56%)	3 (33%)
Writing	0	1 (11%)	8 (89%)
Maths	1 (11%)	4 (44%)	4 (44%)

The focus for this term was on developing pupils' blending and segmenting skills in phonics, reading and writing. All but one pupil made expected /greater than expected progress in reading this term, with the greatest progress for the lowest attaining pupils. Outcomes for writing (the area in which these pupils had very low baseline attainment) showed significant progress with all but one making accelerated progress of 3 or 4 steps. Consistent teaching of synthetic phonics and use of this in reading and writing activities within class, alongside tutoring sessions, provided the children with daily 'overlearning' opportunities to revisit, embed, practice and apply their learning. This will continue for key pupils in Spring 2022 to further 'close the gap' for these pupils.

<b>Year 2 Target Group - 3 pupils</b>	<b>Below (- 2 steps)</b>	<b>Expected progress (2 steps)</b>	<b>Above (+ 2 steps)</b>
Reading	2 (67%)	1 (33%)	
Writing	3 (100%)	0	
Maths	3 (100%)	0	

The continuing low attainment and progress for the Year 2 cohort (8 pupils) as a whole identifies them as a priority for tutoring in the Spring Term. The impact of Covid for this group of pupils has been evident, alongside challenging home circumstances and additional needs (Speech and Language, SEMH, awaiting ADHD and dyslexia assessments) for 4 of the 8

pupils. Despite daily 1-1 reading, small group phonics and maths teaching with a qualified teacher working as TA in the class, alongside two weekly tutoring sessions with GW, steps of progress have been small. However, scores from Schonell and common exception word spelling assessments show that the use of a 'cumulative spelling' approach has had a positive impact. Phonics screening for these pupils also shows a significant increase in their raw scores. GW will work closely with class teacher DF to identify priorities and deliver targeted support for Year 2 pupils in the Spring Term.

GW

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

#### See separate SEND report

SEND	Below (- 2 steps)	Made expected progress (2 steps)	Well above (+ 2 steps)
Reading	8.3%	41.6%	50%
Writing	25%	41.6%	33.3%
Maths	33.3%	50%	16.6%

Please see a separate SEND report.

Pupils in receipt of Pupil Premium 12 pupils (2 service)	Below (- 2 steps)	Made expected progress (2 steps)	Well above (+ 2 steps)
Reading	8.3%	58.3%	33.3%
Writing	8.3%	50%	41.7%
Maths	25%	41.7%	33.3%

Pupils who receive Free School Meals Years 1 - 6 (14)	Below	Made expected progress	Well above

	(- 2 steps)	(2 steps)	(+ 2 steps)
Reading	14.3%	57.1%	28.6%
Writing	14.3%	42.9%	42.9%
Maths	28.6%	35.7%	35.7%

LC was able to source some additional funding from the HAF (Holidays Activity Food Programme) and also from the HAS (Household Support Fund). All families in receipt of free school meals were provided with food hampers (value of each £50) for each child in the home, and also a £50 toy voucher for each child. We were also able to support the Christmas party for the children with nibbles, selection boxes and crackers. Some families who requested additional help, were awarded financial support to pay for household bills and additional supermarket vouchers (£250 per household). These were requested on an individual basis by LC. 6 families were supported this Christmas from this fund.

FSM and PP pupils have been prioritised this term to ensure they receive additional time with GW, funded through Pupil Premium, Recovery and ring fenced funding.

Progress has been good for vulnerable pupils, with a large proportion making accelerated progress from their Summer Term outcomes. Maths is the area providing the greatest challenge for pupils, as teaching staff are tracking back and reteaching concepts from previous units. This will be a focus for Recovery tutoring with GW from January 2022.

1.4 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

Year	Below	Risk	Working at expected	Above expected	Significantly above
R	1 (10%)	2 (20%)	7 (70%)	0 (0%)	0 (0%)
1	3 (20%)	3 (20%)	9 (60%)	0 (0%)	0 (0%)

#### Writing Progress

Year Group	Below (-2 steps)	Made expected progress (2 steps)	Above (+2 steps)
R	0 (0%)	8 (80%)	2 (20%)
1	0 (0%)	4 (26.7%)	11 (73.3%)

Data shows that all pupils in EYFS have made good progress in Writing this term, with 2 making accelerated progress. They 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. Targeted support has been established early to support three pupils who joined us with low starting points, and this is already having an impact.

Progress for Year 1 has been good this term, with 73.3% making above expected progress. However, time lost during pre-school and the Spring Term for these Y1 pupils has had a detrimental impact on the confidence and competence in writing of our less able and Pupil Premium children, who are not yet working at their chronological age. For these Year 1 pupils the Autumn Term has focused on revisiting and embedding early writing skills, in particular phonics segmenting and blending, and building pupils' stamina and understanding of sentence structure through consistent daily Read Write Inc. teaching. These pupils are receiving small group teaching with the class teacher daily, and additional Recovery Tutoring with GW twice weekly. This will continue in the Spring Term.

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

Year	Below	Risk	Working at expected	Above expected	Significantly above
R (Dec 21)	1 (10%)	1 (10%)	8 (80%)		
1 (Dec 21)	1 (10%)	2 (20%)	12 (80%)		

Pupils in EYFS joined us with expected attainment in PSED except for three pupils, two of whom had not attended a pre-school setting. These children were working significantly below ARE in PSED, and needed significant support to adjust to the expectations and environment of school. By the end of the Autumn Term, 2 of these pupils have made 3-4 steps of progress and the third pupil is showing signs that they are now more learning ready, but there are indicators of likely additional learning needs. The Class 3 team 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.



Pupils in Year 1 have also made expected progress and attainment in PSED except for 3 pupils who are all receiving additional support for SEN and SEMH needs through small group teaching and Recovery tutoring with GW twice weekly. Class use of mindfulness, Cosmic Yoga and peer massage continues to support pupils' wellbeing, and weekly teaching of PSED through 1Decision and other resources provides opportunities to develop children's social and personal skills. This will continue in the Spring Term alongside Forest School sessions.

L Butttree and G Watts

### **Behaviour and Attitudes**

#### **2.1 To develop and embed wellbeing practices among staff and pupils across the school, to support self-regulation, resilience and wellbeing.**

Helen Wilson from Open Minds has provided some mindfulness training for staff although this has been intermittent for a number of reasons. Dates will be going in the diary for the Spring Term. She has also supported children and parents on an individual basis where needed.

Christmas wellbeing days for staff were provided and staff meetings were used constructively to support staff workload in the run up to the end of term. Timetable alterations have been made to support wellbeing and workload issues moving forwards into the new term.

Curriculum planning has taken pupil wellbeing into account, as has event planning and the provision of after school clubs, although Covid restrictions have played a part in the organisation of end of term events in December. Pupils continued to perform at the Langstone Cliff Hotel for the Christmas show but sadly parents were not able to attend. The performance was recorded for parents and uploaded onto the school website. Forest School has run throughout the term for pupils in Classes 1 and 2, and children have attended after school clubs and fixtures. The choir attended a super event at the cathedral with Miss Butttree. We arranged for a Christmas Party to be held in each class bubble during the final week of term, and the celebration assembly at the end of term went ahead as planned.

LC/GW

#### **2.2 To develop the use of C-Poms to log safeguarding and behaviour concerns.**

CPOMS has been set up and is being used by staff. Training was provided in-house and although in its infancy, is the system which will now be used to log behaviour and safeguarding concerns.

LC

#### **2.3 To support the DDSL and Senior Teacher to gain a greater knowledge base and understanding of leading safeguarding across the school.**

LC will continue to take the role of safeguarding lead in the transition period, although GW will take a more active role in this area. She has led some TAF (Team Around the Family) meetings and both AR and GW supported the completion of the safeguarding audit in December, both having actions to complete for the coming terms.

LC will continue to support the maintaining of high standards in safeguarding through regular SLT meetings with AR.

LC/GW/AR

### **Personal Development**

**3.1 For all staff to have a shared understanding of effective oracy in the classroom, and to build a culture of talk-rich classrooms where every voice is valued.**

Each class has a copy of the Voice 21 book, 'The Oracy Imperative', this contains practical examples to support them in introducing effective oracy in lessons. Oracy is in purple on planning making it easy to evidence where it has been purposefully planned into lessons. AR and LB have been identified as Oracy Champions for the school and attended initial training. We felt having a 'champion' within both key stages would ensure a consistent approach to building effective oracy across the school over the coming year.

AR

**3.2 To develop an Oracy Policy across the MAT, and build collaborative opportunities for shared staff training and development.**

AR attended Somerset Literacy Network annual conference in November as the focus was 'Oracy for the Future', the conference was led by Voice 21. AR and LB also attended a Voice 21 webinar to prepare to join their network in January. Using both these events and the book, 'The Oracy Imperative', AR delivered CPD across the MAT. It was based on 'Oracy across the curriculum' and it introduced staff to the importance of talk-rich classrooms and gave staff some practical ideas to explore within their classes.

AR

**3.3 To enable pupils to be strong, articulate advocates for change. To develop Pupil Voice opportunities and further develop pupils' understanding of parliament.**

During the Autumn Term, Class 1 have trialled 'Votes 4 Schools'. Each week the children have a key topic to discuss and debate linked to current affairs. Each session is based on three areas, be informed, be curious, be heard, it starts with a key question and then explores both sides of the argument with current facts and figures. Children take part in a range of activities to help them decide which way they want to vote at the end of the session. The results are then uploaded and they join a national database of results which is

then sent to relevant government departments, charities and activist groups. These stakeholders have 2 weeks to respond to the children and give them feedback. The children have loved getting a response. We aim to roll this across the school during the spring term. Every child took part in Parliament Week in November and one pupil in Year 6 was chosen as the representative for Teignbridge in the COP26 Virtual Youth Parliament. Class 1 were also invited to send questions and ideas to Boris Johnson, prior to COP 26, as a result, we were invited to a live stream where he answered a range of questions to school children around the country. In December, Class 1 also took part in a 'Lords Online' zoom workshop. They had 45 minutes with Baroness Harris and wrote their own probing questions for her to answer.

AR

## **Leadership and Management**

### **4.1 To ensure all stakeholders are aware of the principles of the Rights Respecting School Award and why rights for children are so important.**

All staff and pupils have been made aware of the Rights Respecting School Award. This was through staff meetings, assemblies and via email. The governors were also sent a PowerPoint earlier this year giving them an introduction to RRSA. During staff meetings, the teaching staff decided to focus on six articles from the CRC. These would be presented in a whole school assembly and then explored in more detail during further assemblies.

Unfortunately, while the whole school was introduced to the RRSA, whole school assemblies came to a sudden halt due to a couple of Covid outbreaks. This has meant that the more in depth exploration of each article hasn't yet taken place. However, this will happen in the Spring Term - either through whole school assemblies or during class assembly time. The School Council has become the steering group for moving towards the RRSA - the plan is for them to help to deliver the information about each of the six articles.

LBr

### **4.2 Develop an action plan for the school, encompassing key UNICEF priorities. Build priorities into curriculum time/assemblies.**

The articles we are focusing on have become embedded in the assembly plan. Teachers have been asked to reference RRSA articles (informally at this point) in their teaching. The action plan is in its very early stages. Children and staff will be asked to complete a questionnaire during the first week back after the Christmas holidays. This survey will become the starting point for our action plan.

LBr

### **4.3 To improve provision in the Arts for all pupils.**

Materials were purchased for Year 2-6 to experience screen printing over the last half term. Unfortunately due to staff absence in Class 1 through Covid, a review of the curriculum has not taken place but will be done during the Spring Term. AR, as Arts Lead, will be teaching Art and DT in both Class 1 and 2 from January. This will ensure progression and consistency between the classes.

AR

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 external audits and internal deep dives are being met.

Staff have been refining their curriculum offers throughout the Autumn Term, with a continued focus on planning and concept progression. Timetabling post January has been considered, to ensure that the curriculum coverage is maintained with the new teaching commitments across Class 1 and 2.

DF and LBr have committed to complete National Primary Qualifications (NPQ) over the next 18 months, which will further improve the capacity for subject leadership.

Recent staff meetings have explored questions related to deep dives and subject leaders are preparing their subject files to take into account key areas, such as assessment and progression.

The curriculum self-review in January will be focussed on Maths, but we have continued to purchase resources which support other areas, such as an extensive history timeline, now placed in the main corridor. This will aid key chronological understanding, which is essential for mixed age classes where rolling programmes are in operation.

LC

### **Periodic/Specific Issues**

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

New bollards in the staff parking area have been fitted. CCTV is continuing to work well and support the safety of the premises.

Following on from meetings exploring the Section 106 funding, the school has linked with architects and building firms to look at the potential expansion of the school using these funds. We are awaiting plans and costings but these should be in place after Christmas, in order to meet the date requirements which link to these funds.

Covid risk assessments have been updated during the term and precautions put in place where needed. The first half term saw all pupils remain in class bubbles; this was relaxed for the second half of the term. When the school faced a Covid outbreak, many of the cases were contained in Class 1.

We have set up a Breakfast Club to offer care and supervision before school Monday to Friday from January. Parents will pay for the service and this will run on a temporary basis in the first instance, to see if there is sufficient need for the provision. It will initially be accommodated on site in Class 1, but if numbers increase, then we will use the village hall, who have pledged support for the wrap-around care.

## Attendance

Overall attendance for the term is 93.5%, with a figure for unauthorised absence (0.3%). This is a much lower attendance record from the Summer Term last year, with the majority of absences being linked to illness and Covid self-isolation. During the Summer Term 2020, a significant number of pupils were learning at home, and this isn't reflective of the time pupils were in school, so it is difficult to compare figures, but clearly, attendance for the Autumn Term 2021 is not as high as pre-Covid levels, and this will have an impact on pupils. All pupils who were self-isolating and well enough to complete tasks at home, were set lessons during their period of time where they were learning remotely.

Attendance is lower for girls at 92.6% compared to the attendance of boys, at 94.4%. Unauthorised absences are highest in Class 2, and authorised absences highest in Class 1. Surprisingly, the overall best attendance at 95.8% is Class 2. Attendance for pupils with an EHCP is 96% and for all other SEND 95%. Attendance of pupils in receipt of Pupil Premium funding is 92% and for pupils in receipt of free school meals 91%. These are all down on attendance figures for the Summer Term.