Woodchester Endowed Church of England (VA) Primary School

Our church school community seeks to inspire children and adults to love, learn and flourish together so we may become everything God has created us to be.

Headteacher's Report to Governors
Full Governor Body Meeting 14th September 2020

Context of the school – September 2020

Total number of children on roll: 137 pupils: 73 boys/64 girls 53% boys/ 47%girls

SEN - 22 children= EHCP = 1, MLD = 17, SEMH = 4, SP,L AND C = 1, MULTI-SENSORY IMPAIRMENT = 1

Free School Meals = 6 children = 4.38%

English as an additional language (EAL) = 5 = 3.64%

	Rec	Y1	Y2	Y3	Y4	Y5	Y6
Total Pupils	21	14	20	17	23	20	22
Boys	8 38%	3 21%	9 45%	13 76%	14 61%	15 75%	11 50%
Girls	13 62%	11 79%	11 55%	4 24%	9 39%	5 25%	11 50%
Pupil Premium	0	1 7.14%	1 5%	2 11.76%	2 8.7%	1 5%	1 4.55%
Free School Meals	0 0%	1 7.14%	0 0%	2 11.76%	1 4.35%	1 5%	1 4.55%
English an additional language	0 0%	1 7.14%	0	1 5.88%	0	2 10%	1 4.55%
Special Educational Needs on register	2 9.52%	3 21.43%	1 5%	5 29.41%	5 21.74%	2 10%	4 18.18%
SEN Cause for Concern	3	0	3	1	9	5	5
CIC	0	0	0	0	0	0	0
POST LAC	0	0	0	0	0	0	0
Aut/Spr/Sum birthdays	8/3/10	5/2/7	12/5/3	5/3/9	8/7/8	5/7/8	11/5/6
COMMENTS	Year 3, 4 and 5 are very **boy heavy** – Hawthorn particularly affected 23 boys to 6 girls Small number of **PP** in classes – No PP in REC. Small number of **FSM** in class – NO FSM in REC, Y3, 4, 5. Small number (4) of **EAL** in whole school **SEN** is significant in Y3, Y4, Y6 **Cause for Concern** – This was based on pre lockdown – new picture may form following assessments after full reopening following the COVID 19 situation						

- 1 child left Woodchester in the Summer Term, moving to a school that was more convenient for home and work. Mum expressed her thanks to all the staff.
- 9 children joined Woodchester children (1 Ash/2 Beech/3 Hawthorn/1 Juniper/2 Willow at the start of term boosting our numbers. Due to Covid 19, their introduction was not what we would normally have organised, however, teachers report they have made an encouraging start settling in.
- Reception 2020 – Again, not the usual start, however, we endeavoured to make it warm and friendly in spite of the rain and the Covid 19 restrictions. We welcomed 21 new children into Ash Class.

Woodchester Endowed Church of England (VA) Primary School

Our church school community seeks to inspire children and adults to love, learn and flourish together so we may become everything God has created us to be.

Staffing News and Organisation

Mrs Witts retired on 31st August 2020. Miss Jasmine Picter was appointed as class teacher and has now started teaching Beech Class (Y1/2). Ms Picter will also contribute to subject leadership by leading English and Geography.

Mrs Jackie Davis (Administrator) has given notice of her retirement at the end of this half term after very long service to Woodchester. The recruitment process will begin in the next couple of weeks.

During 1st September INSET, all staff undertook First Aid Training for Schools delivered by ERFA. This ensures that school is compliant in terms of basic First Aid training for three years. In addition, we continue to extend the number of staff trained as Paediatric First Aiders with two teachers enrolled for 2 days of training on 7th and 8th September. This will ensure we have 6 members of staff with current paediatric first aid training in school.

Teacher Staffing Structure

Headteacher: Lynn Pennington

Mrs Kate Holmes (Mon-Thurs)	**Mrs Clare Banks (Friday)**	**Miss Jasmine Picter (Mon-Friday)**	**Mrs Lynne Loomes (Mon-Friday)**	**Mrs Debbie Megson (Mon-Friday)**	**Mr Matt Smith (Mon-Friday)**
Years R&1 'Ash'	Years R&1 'Ash'	Years 1&2 'Beech'	Years 3&4 'Hawthorn'	Years 4&5 'Juniper'	Deputy Headteacher Year 6 "Willow"
Mrs Lisa de Lisle Wells (Thurs-Friday)	**Mrs Helen Latham (Thursday pm)**	**Mr Jay Leaman (Thursday)**	**Ms Fay Cottrell (Wednesday pm)**		
Thurs – PPA Hawthorn/Juniper	PPA for Beech	All classes Atlas PE Coach	Class Rota Dance/Gym Coach		

Teaching Assistants and other staffing

Mrs Ruth Oliver (Mon-Thurs)	**Mrs Kelly Lusty (Friday)**	**Mrs Marianne Wilkins (Mon-Friday)**	**Mrs Marie Boulton (Mon-Friday am) (Mon/Wed/Thurs pm)**	**Mrs Annette Cook (Mon-Friday am) (Mon/Tues/Wed pm)**	**Mrs K Clark (Tues am)**
Years R&1 'Ash'	Years R&1 'Ash'	Years 1&2 'Beech'	Years 3&4 'Hawthorn'	Years 4&5 'Juniper'	Year 6 'Willow'
Mrs Debs Adams (Mon/Tues/Friday)	**Mrs Kelly Lusty (Weds/Thurs)**	**Mrs Wendy Cook (Friday am)**	**Visiting Music Teachers**	**Administrator**	**Finance Officer**
Years Y3&4 'Hawthorn'/'Willow'	Years Y3&4 'Hawthorn'/'Willow'	Supporting SENCO through Direct Worker role	D Tye – brass/woodwind/ F Sampson – piano P Jones – drums R Tuttle - guitar	Mrs Jackie Davis (Tues – Friday)	Mrs Jane Smith (Mon/Tues/Thurs)

Indeed, the body does not consist of one member but of many' (1 Corinthians 12; 14-16)

'Love, Learn and Flourish Together'

Safeguarding

During full and partial lockdown, staying in touch with families and children who were not in school was extremely important. This was achieved through weekly zoom meetings, class Dojo messages and videos and telephone calls.

School cooperated with Social Care, providing risk assessments for children with a social worker or EHC plan. This was to provide information with regard to whether or not children were safe if not in school.

Keeping Children Safe in Education (Sept 2020) now supersedes previous documents and was shared with staff during the INSET Day. Also shared was 'Code of Conduct', Safer Working Practices, Working Together to Safeguard Children, Designated Safeguarding Lead job description and the updated Child Protection and Safeguarding Policy (requires to be ratified by the governors).

We need to be aware that staff and volunteers may identify new safeguarding concerns about individual children as they start to see them in person and that it is important that they act immediately on these. The policy describes procedures of what to do should a member of staff have a concern. We shall need to maintain contact with children and families who remain at home because they are following clinical and/or public health advice (e.g. if they are self-isolating). Calls/contact should be recorded on cpoms. Staff are aware of the possible effects that the coronavirus period may have had on children's mental health and will look out for behavioural signs to help identify where support may be needed. This may also be an indicator that a child has suffered, or is at risk of suffering, abuse, neglect or exploitation. Online safety also continues to be a priority area and we shall be looking to further update and train staff in this area.

Designated Safeguarding Lead: Mrs Lynn Pennington

Deputy Safeguarding Lead: Mr Matthew Smith

Safeguarding link governor: Mrs Nina Robinson

Once Gloucestershire Children's Safeguarding Board resumes training, we shall look to train a further deputy DSL on the multi-agency training course and two members of staff have already declared an interest in doing so. The DSL also needs to update her training and is waiting for courses to be issued in order to do this.

Attendance

From September 2020, the government expect all pupils to attend school in the autumn unless they have a statutory reason not to, e.g. if they:

- Have been granted a leave of absence
- Are unable to attend because of sickness
- Are unable to attend because they are complying with clinical and/or public health advice (e.g. self-isolating and waiting for a test result)
- Are absent for a necessary religious observance.

School must report attendance to the DfE and also to the Local Authority on a daily basis. Normal attendance monitoring procedures will resume from September.

Priority Focus Areas for full reopening of school and to be integrated into the School Improvement Plan

Curriculum, Behaviour and Pastoral Support

Curriculum Expectations

Key principles that underpin DfE advice on curriculum planning are:

- All pupils receive a high quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.
- Curriculum remains broad and ambitious;
- All pupils continue to be taught a wide range of subjects
- Remote education is high quality and aligns as closely as possible with in-school provision

Schools should:

- Teach an **ambitious and broad curriculum** in all subjects from the start of the autumn term but make use of existing flexibilities to create time to cover the most important missed content
- Priorities what are the most important components to enable **effective progression** rather than removing subjects – consider how all subjects can contribute to the filling of gaps in core knowledge, e.g. through an emphasis on reading
- Modification may be needed at the start of the year to **address significant gaps in pupils' knowledge**
- **Curriculum planning** should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills – regular formative assessment (through quizzes, observation, discussion, work scrutiny) is required
- **Develop remote education** so it is integrated into school curriculum planning – plan to ensure pupils at home are given the support they need to master the curriculum and make good progress
- **RHE Relationships and Health education** is compulsory from Sept 2020
- **EYFS** – focus on prime areas of learning including: communication and language, personal, social and emotional development and physical development. In Reception, assess and address gaps in language, early reading and maths, ensuring acquisition of phonic knowledge and extending vocabulary – give consideration to equal opportunities for outdoor learning
- **KS1 and KS2** –
    - prioritise identifying gaps and re-establish good progress in phonics and reading, increasing vocabulary, writing and mathematics).
    - Identify opportunities across the curriculum so they read widely, and develop knowledge and vocabulary
    - Curriculum should remain broad for most children– full range of subjects over the year
- **Music** – additional risk of infection with singing, chanting, playing wind or brass or shouting – reduce risk through limited class size, good positioning. More detailed guidance available
- **PE** – Outdoors if possible or large hall – cleaning equipment – Atlas policies – Daily mile encourages activity and physical distancing
- **Wellbeing and Mental Health support** – consider opportunities to:
    - Support the rebuilding of friendships and social engagement
    - Address and equip pupils to respond to issues linked to Covid 19
    - Support pupils with approaches to improving their physical and mental wellbeing
        - Develop coping skills and self-care techniques

        - Talk about their experiences during the outbreak
        - Have one to one conversations with trusted adults, if needed
        - Learn about topics related to coronavirus (e.g. how to stay alert)
        - Renew and develop friendships and peer groups
        - Take part in other enriching developmental activities
        - Consider thematic links when planning and delivering lessons
        - Find ways to link knowledge and vocabulary across topics
        - NHS: 5 steps to mental wellbeing
        - Identify and name the range and degrees of emotions in daily life/recognise emotional triggers/impact of life events/having the vocabulary to talk about emotions/feelings/responses to events/situations
        - Physical activity and wellbeing
        - Social activity and wellbeing
        - Positive routines and sleep
        - Simple self-care techniques
        - Design lessons that enable pupils to make connections between mental wellbeing and other topics
    - Provide more focused pastoral support for individual children, including use of school nurses
- **Behaviour Expectations**
    - Update policies with any new rules
    - Communicate clear behaviour expectations – build into reward system
    - Work with individuals who struggle with reintegrating back into school life – additional support, access to services
    - Set clear, reasonable and proportionate standards of behaviour
    - BE consistent and ensure expectations are enforced consistently – a culture where excellent behaviour and attendance is valued and expected by everyone in the school community
    - **Getting the simple things right: (Charlie Taylor's behaviour checklist for teachers)**
        - Know and follow the behaviour policy – be consistent –
        - Praise/describe good behaviour and celebrate success
        - Meet and greet pupils when they come into the classroom
        - Display rules in the classroom and consistently refer to them
        - Have high expectations, stay calm, be consistent
        - Know your pupils, anticipate and plan for children who are likely to misbehave
        - Understand pupils' special needs
        - Ensure all resources are prepared in advance
        - Praise the behaviour you want to see more of
        - Praise children doing the right thing more than criticising those who are doing the wrong thing
        - Differentiate
        - Have clear routines for transitions and for stopping the class – be consistent
        - Teach children the class routines
        - Give feedback to parents – let them know about the good days as well as the bad ones.

- Whole school focus on respectful shared conversations (no shouting out, with individuals dominating), sitting on chairs properly, respectful and engaged listening, quiet, calm movement around school. Whole school Christian value is 'Friendship' which ties in perfectly. This will be explored in worship and day to day in class.
- **Remote education support**
    - Use a curriculum sequence that allows access to high quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations
    - Select online tools school will use to allow interaction, assessment and feedback – staff training
    - Provide printed resources, textbooks, workbooks where pupils have no online access
    - Work with families to deliver a broad and ambition curriculum for children with SEND
    - Set assignments to enable meaningful and ambitious work each day in a number of different subjects
    - Teach a planned and well-sequenced curriculum so knowledge and skills are built incrementally, with clarity about what is intended to be taught and practised in each subject
    - Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos
    - Gauge how pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
    - Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, revising material or simplifying explanations to ensure understanding
    - Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers
    - Avoid an overreliance on long term projects or internet research activities

- **Catch up Funding**

  The government is providing funding to cover a one-off universal catch-up premium for the 2020 21 academic year. It aims to support pupil to catch up for at learning so schools can meet the curriculum expectations for the next academic year.

  We will be able to spend the funding in the most effective way for our pupils which could include accessing the National Tutoring Programme.

  How much? We will receive £80 per pupil in 3 instalments Autumn 2020/Spring 2021/Summer 2021. We will receive £46.67 per pupil across payments 1 and 2 and £33.33 per pupil for payment 3.

  How should we spend it? There are no specific requirements for who to spend it on. We will identify pupils that will benefit most and allocate activities such as small group or 1 to 1 tuition.

  The EEF – Education Endowment Fund provides guidance on catch-up approaches.

  National Tutoring Programme – The NTP aims to provide intensive, targeted support for disadvantaged and vulnerable pupils who need the most catch up. It is made up of 3 parts in the 2020/21 academic year, including:

  1. The Nuffield Early Language Intervention (NELI) for 4-5 year olds – a 20 week intervention designed to improve the oral language skills of reception children (TA delivery). Resources available from Spring 2021.

2. The NTP for 5-16 year olds – provides heavily subsidised tutoring from an approved list of tuition partners. (signed up for further details)
3. The NTP for 16-19 year olds

Scrutiny of Funding

1. Governor oversight – Governors will consider whether we are spending the funding in line with the schools' catch-up priorities and that we are transparent with parents on the use of the funding
2. Ofsted visits – Autumn term non-graded visits, including discussion on how school is bringing pupils back into full-time education, including your plans for spending the catch-up funding.

From Jan 21, Ofsted plan to resume routine inspections including looking at how schools are using catch-up funding to make sure the curriculum has a positive impact on all pupils.
https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium

Contingency Planning

The DfE expects schools to have a contingency plan in place from the end of September to provide remote education in case of a local outbreak of coronavirus. The plan can be put into action if:

- There is a local outbreak and school is asked to close temporarily for most children; or
- Individuals or groups of children need to self-isolate, but the rest of the school is still open.

What is expected from remote teaching?

- A planned programme that's of equivalent length to the core teaching children would receive in school, ideally including daily contact with teachers;
- Set assignments so that children have work each day in a number of different subjects, and monitor children's engagement with these assignments;
- See above 'remote education support'

SLT and staff will be working together in the next few weeks to consider and design the contingency planning. Following from our previous experience, we need to consider:

- what we will keep;
- what we can improve;
- what we should start or stop doing next time.

Pupil Premium Allocations 2020 21

Our total allocation for this academic year amounts to £11 690 which is paid in four instalments (July/Oct/Jan/March) this is based on 8 children and 3 service children. Assessments of pupil learning will take place shortly and targeted support organised to close any gaps or provide other support, such as emotional literacy. The vast amount of this funding has been used to support teaching assistant availability and there is little left for 'extras' such as music lessons, etc. It may be appropriate to target 'catch up' funding to also support these children.

During lockdown and throughout the summer holiday, all children entitled to free school meals were provided with a Caterlink food hamper which was delivered to their home.

Woodchester Endowed Church of England (VA) Primary School

Our church school community seeks to inspire children and adults to love, learn and flourish together so we may become everything God has created us to be.

School Development Planning Priorities 2020 21

Covid – 19 Recovery Curriculum

Any further outbreaks of Covid-19 could limit attendance and catch up. See school risk assessment for control measures.

Intended Outcome	Current Position	Planned Actions	Success Criteria	Who
Attendance Ensure all children return to school and attendance is over 96%	Very positive relationship with families due to proactive approach including Zoom meetings, assemblies and weekly telephone calls. Class Dojo great communication tool. Engagement generally high.	Clear regular communications with parents (newsletters/roadmap for return to school) Support vulnerable families and children with regular check ins Focus on wellbeing in school to ensure children are happy to learn. Share risk assessment so parents less anxious Celebrate successes and happy children through newsletter/Twitter/texts/celebration assembly Weekly attendance monitoring/check in with parents, where necessary	Attendance averages above 96% in Term 1. Pupils and parents happy to return to school. Opportunity for parents to provide helpful feedback regarding home learning and how to take this forward in the future.	LP Staff MS (PHSE) JD
Curriculum Assess gaps in learning/plan and deliver catch up lessons Wellbeing support Target teaching Focus on behaviour Contingency planning for remote learning	N/A	Set clear expectations, establish consistent procedures, and highlight excellence. Use Star Assessment in reading/maths – gaps analysis/cold writes – target groups Deploy staff to enable targeted support Whole school focus on school vision, core values to support cohesion and wellbeing, behaviours and attitudes. Plan specific and additional support for individuals (Direct Work/ELSA) Ensure Microsoft Teams is set up for staff and children – platform Training for staff/pupils Consider curriculum approaches/reflect on previous lockdown experiences.	Teachers have identified focus groups – staff deployed – interventions tracked Pupil feedback on behaviours and attitudes demonstrate positive wellbeing and understanding of whole school approach. Staff/pupils/parents confident in use of Microsoft Teams	LP Staff MS (PHSE)
Safeguarding Safeguarding issues are dealt with quickly and effectively	Concerns are currently low. Potential increase as children return to school.	New KCSiE 2020 shared with staff – summary of updates Child Protection and Safeguarding Policy updated and shared Focus on wellbeing during initial return Whole school Christian value of 'Friendship' – powerful tool for wellbeing, prayer spaces/class reflection areas – highlighting examples of being a good friend and how to cope when friendship is tested.	Safeguarding concerns are reported and dealt with urgently. Staff are confident with policy and procedures. Children supported by school values/ethos/vision – well being supported.	LP Staff MS (DDSL)

Thank you
Lynn Pennington