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 February 2021

Context of the school – February 2021 – Please see Insight Demographics Sheet for further information

- 2 children (brothers) left Woodchester in October 2020 following family move out of the area.
- 1 child (boy) joined Year 2 following a move into the area (Nov 2020).
- Siblings joined in Year 1 (boy) and Year 5 (girl) Dec 2020 following a move into the area.

We are under our Pupil Admission Number (20) in the following year groups:

- Year 1: 6 places
- Year 3: 3 places
- Year 5: 1 place

We are above our Pupil Admission Number (20) in the following year groups:

- Reception: 1 place
- Year 2: 1 place
- Year 4: 3 places
- Year 6: 2 places

Number of pupils on roll February 2021 = 137

New Reception Intake

The first 'intake' list for September 2021 was received in school this week indicating that 44 children have put Woodchester down as one of their choices. This does not necessarily mean we are their first choice but it is an encouraging start. As a Voluntary Aided school, I will sort the list against our admissions criteria and returned to the LA who will prepare the next stage of the process.
We have only 4 siblings for this September.

Staffing News and Organisation following Lockdown

Following the national lockdown from January 2021, we are operating 3 bubbles –
a Reception bubble, a Key Stage 1 bubble and a Key Stage 2 bubble. Government have set no limits on the bubble sizes or arrangements and is at the discretion of the Headteacher. Numbers of applications for 'critical worker' places are significantly higher than during the previous lockdown and we are now providing places (either full or part time) to 55 children (40% of the school population).
The challenge for Woodchester is to provide high quality remote provision alongside a high demand for critical worker places and high-quality learning in school with a limited number of part time/full time staff and their own family responsibilities.
The advantage of keeping at three bubbles is that class teachers can contribute to teaching time in school as well as providing and supporting those children accessing remote learning. The teaching assistant support can also be utilised to support ECHP/1:1/small group teaching as well as lead Reception bubble (under teacher direction). Whilst the KS2 bubble is large, the staffing ratio (including the teaching students who started a placement week beginning 01.02.21) enables year groups to be taught in and out of the main classroom.

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Bubble	Mon	Tues	Wed	Thurs	Friday
Reception (max 16)	Mrs Wilkins Mrs Turk (am)	Mrs Oliver Mrs Turk (am)	Mrs Oliver Mrs Turk (am)	Mrs Oliver Mrs Clark	Mrs Wilkins Mrs Clark
KS1 bubble (Y1/2) (max 12)	Miss Picter	Miss Picter	Mrs Holmes	Mrs Holmes	Mrs Banks
KS2 bubble (max 25 chn) (3/4/5/6)	Mr Smith Mrs Lusty Mrs Cook	Mrs Loomes Mrs Adams Mrs Cook	Mrs Loomes Mrs Lusty Mrs Cook	Mrs Megson Mrs Lusty Mrs Cook	Mrs Megson Mrs Lusty Mrs Adams
Lunchtimes	Mrs Clark Mrs Boulton	Mrs Clark Mrs Boulton	Mrs Clark Mrs Boulton	Mrs Clark Mrs Boulton	Mrs Clark Mrs Boulton
Teacher Feedback support/1/1 support	Mrs Boulton	Mrs Boulton	Mrs Boulton	Mrs Boulton	Mrs Boulton
Atlas Sports				Mr Leaman	

Primary School Staff Covid 19 Testing:

- To slow the spread and help protect the most vulnerable through regular self-testing
- Voluntary – most staff have elected to take part and have signed out a Lateral Flow Testing kit
- All results (postitive/negative/void) must be reported to school and to NHS.
- Staff test themselves twice a week (3-4 day gap)

What does our Remote Learning provision look like?

EEF found that the effectiveness of remote teaching is determined by:

- Ensuring pupils receive clear explanations
- Supporting growth in confidence with new material through scaffolded practice
- Application of new knowledge or skills
- Enabling pupils to receive feedback on how to progress.

These characteristics of good teaching are more important than the medium of delivery. Frequent contact between pupils and teachers is crucial – opportunities for questioning, feedback or other exchange about school work. Other expectations/good practice recommendations include:

- Continuing the planned curriculum: 3 hours KS1/4 hours KS2
- Revisiting prior learning/ chunking up new knowledge, teacher explanations or modelling, scaffolding, pupils' practice, learning checks
- Maintaining aspects of school life online: whole school/class assemblies/
- Designing activities that are accessible for children/less printed resources/exercise books offered/email/Teams/video calls

Teacher planning supports learning for children in school and children at home, therefore, they are receiving the same curriculum. Mrs Holmes and Miss Picter plan together, Mrs Loomes and Mrs Megson (Y3/4/5) plan together and Mr Smith plans for Year 6. Mrs de Lisle Wells, Mrs Banks and Mrs Latham are also contributing to planning. All work is posted on Microsoft Teams and is available to all teachers and to the parents of children at home. Teachers create short daily teaching input videos (or narrated powerpoints in Y6) using Microsoft Stream

which are then loaded onto each classes Teams channel. They are accessible at anytime for teachers in school and parents and children at home. A suggested timetable and overview of the week is uploaded into the 'file' section of teams for all children to access. Completed work may be submitted through 'assignments' and then teachers can view and assess the work and provide feedback and encouragement. Younger children do not use teams in quite the same way but teachers receive photographs and work via email/Tapestry and respond with feedback and comments.
In addition to providing learning, we are encouraging contact by providing daily live 'registration/morning meeting' sessions with class teachers, and collective worships. These have been whole school 'live' worships, however, the whole school achievement worship has now changed to a 'live' class celebration worship for home learners one day of the week. This is called, 'Shout out and Celebrate' and it is hoped that this will allow all children at home the opportunity to celebrate what they have done well and/or enjoyed during the week.

SEND and vulnerable children

A number of children we as a school would consider 'vulnerable' have been offered places either full or part time and some of these children are on the SEN register. A child with an EHC plan attends daily and continues to receive his full entitlement. Children currently with Social Care involvement are not currently in school, however, the Designated Safeguarding Lead is in close contact with social workers and, following risk assessments, this is deemed to be in their best interests.
Teachers are proactive in monitoring work and attendance at online meetings of children on the SEN register who are not in school. In order to further extend our provision, from week beginning 01.02.21 every child in KS2 has an opportunity to join a live 'Class Learning Clinic' with a teacher on most days during the week. This is a 'drop in' session when teachers are available to address any learning concerns children might have or provide extra help or encouragement. Phone calls, texts, Dojo messages are used to try and maintain contact with families. Most families are maintaining contact well although a small number are more difficult to engage even with significant investment by staff. We continue to provide packs of work and/or exercise books for children who require this support.
Free School Meal hampers were organised during the first two weeks of term; however, we have now moved to the FSM voucher system. Evouchers are sent to families and they can access these through email and redeem them in a variety of supermarkets. Evouchers are not available through the half term holiday but parents have been sent information by school about how they can claim a voucher through Gloucestershire County Council Covid Fund.

Assessment Update

Analysis from September to December 2020 – the impact of Lockdown and school provision.

We trialled, and have now invested in, a new internal tracking system – Insight. This gives a very useful 'big picture' overview of attainment and progress in the reading, writing and maths and is quite flexible enabling the user to generate lots of different reports. It also provides specific reports for individual children, groups, cohorts, etc.
See example:

- Y1 to 6 – Attainment and Progress in R W and M from entry September 2020 – Dec 2020
  The report illustrates the number of children in each year group who are attaining on or above expected levels in reading, writing and maths as a percentage and as a number. This enables us to see levels of attainment when the children returned at the start of September and compare it with the level of attainment following teacher assessment at the end of term in December. The final

column shows the percentage of children who made expected progress or above expected progress during this period.

Overall, these teacher assessments show children made good progress during the autumn term in reading, writing and maths and were in a much stronger position to begin the spring term and build on achievements.

However, as we are now in another lockdown, at least until 8th March 2021, this assessment data is now out of date. Nevertheless, considering the more rigorous remote learning provision, positive parental support and encouragement of home learners, and the number of children who are accessing school, we hope that this will reduce the effect of lockdown on pupil attainment and that any dip will be quickly addressed within future schooling.

Mr Smith is currently reviewing the Assessment Policy to reflect recent changes.

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 pupils to catch up any gaps in 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.

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? From Jan 21 (now delayed), Ofsted had planned 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: Catch-up premium: coronavirus (COVID-19)

- **Current Spending Focus**
- Investing in new phonics scheme to ensure that home readers match with phonic level, ensuring early reading remains strong and consistency of approach throughout KS1 and EYFS is improved;
- Investing in new whole school Mathematics online resource which will be accessible for all children and parents at home and will enable focused teacher assistant catch up sessions;
- 8 new iPads to continue to improve access to high quality hardware – these will support interventions in all classes;
- 2 extra afternoons of maths support for 2 small groups of Year 6 children from Nov – Dec. (this stopped in January 2021 due to new lockdown)
- Schools now have to complete a Catch-Up Premium Statement and this must accessible on school website.

Please see (both available on school website):

- Woodchester Endowed Catch Up Premium Statement 2020
- Woodchester Endowed Covid 19 Catch-up Premium Finding Model.

Thank you

Lynn Pennington