

Mugginton Church of England Primary School



Headteacher's Report to Governors

Spring Term 2021 Wednesday 3rd February – 4.30pm

**to be read in conjunction with the Remote Learning Policy*

This report focuses on the immediate term and remainder of the academic year. It is vital that we do everything we can to mitigate the academic and social damage this lockdown causes to our children. The Remote Learning Policy sets out in detail our rationale and how we will try to achieve the best outcomes for pupils.

As always, key documents such as the most recent Ofsted framework (September, 2019), our most recent Ofsted inspection report (November 2017) and SIAMS inspection (June 2016) and the School Improvement Plan are taken into account.

Brief Introduction:

The Autumn term was a great success. Since the previous FGB meeting in October, our Outstanding pupil-attendance was maintained, as the screenshot below demonstrates: 98.84% attendance for a term would be considered 'Outstanding' during a typical year.

Attendance Return from 2 SEP 2020 to 18 DEC 2020

This report excludes students who left after the 2 September 2020

Number of Open Sessions = 144

This report excludes Boarders

Group	No. of Students	Maximum No. of possible attendances	Total Absences				Total Attendances		Total No. of Students who were absent on one or more session		% Unauth. Absentees
			Authorised		Unauthorised		No.	%	Auth.	Unauth.	
			No.	%	No.	%					
Class 20/21 Inf	19	2726	34	1.25	0	0.00	2692	98.75	10	0	0.00
Class 20/21 Jun	39	5409	60	1.11	0	0.00	5349	98.89	17	0	0.00
Totals	58	8135	94	1.16	0	0.00	8041	98.84	27	0	0.00

This achievement is testament to the success of our Covid measures (we reported no confirmed positive cases amongst staff or pupils) and the safety our children and families felt back at school. I believe this excellent attendance will help us to mitigate the academic 'hit' our children experience during 2020.

Our Nativity was a great success, as was the Juniors' pantomime. Both performances were recorded and shared with parents – yet another demonstration of staff going above and beyond to make sure the children's school experience is as close as possible to a typical year.

2021

What a month! The beginning of 2021 has been exceptionally challenging for all who work in schools. At Mugginton, we spent the INSET Day (Monday 4th January) in school reviewing our Covid Risk Assessment/Policies and preparing the classroom for the expected return of all children the following day. We found out at 8pm that evening that schools would be closed to all. Within 24 hours of this announcement, the following actions were taken:

- A questionnaire (Google Forms) was emailed to all families to request their opinions about the nature of remote learning we should provide
- All staff met in school on Tuesday to plan our remote learning. Staff and parents were unanimous in the belief that staff should offer live lessons at least once per day.
- It was agreed that all parents would be able to access a Zoom meeting with me every Friday to offer feedback and ask for support.
- Staff (two of whom are not naturals when it comes to ICT applications) were trained in how to use Zoom to set meetings, share screens and mute.
- Criteria for Critical Key Workers were agreed and shared with parents along with a 'Key Workers' Booking Form' to be returned to school.
- A staff timetable was drawn up to make clear who would work in school and on what days.
- Responsibilities for phonics instruction (Mrs Hardwick), SEND children (Mrs Dennis) and Pupil Premium children (Mr Green) were agreed.
- A new email address ('homelearning@') was set up for parents to use to submit their children's work. Daily attendance registers were prepared.
- The blog (mightymugginton.wordpress) was, once again, used to post work, videos and ideas to support our live teaching.
- A learning pack, consisting of a whiteboard and pen, reading book, exercise books and stationery was prepared for every child.
- A draft remote learning policy was prepared that evening.

Our first live lessons were delivered to all pupils on Wednesday 6th of January. This remains an exceptional achievement.

Where are we now?

Over the next four weeks we have refined our remote learning based on staff/pupil feedback and feedback from parents. The Middle Group (a smorgasbord of Year 1, 2 and 3 children) is perhaps the most challenging to teach remotely. As a result, Mrs Wallen and I agreed to use the Catch-Up Premium to employ Mr Andy Dawson to teach the five more confident children in this group separately each day. The feedback from this decision has been universally positive.

The youngest children access one live lesson each day from 9.30am. Three times per week the children have a focussed synthetic phonics session with Mrs Hardwick. Children in the Middle Group have a live lesson at 9.30am and 11am (literacy and mathematics) and afternoon activities posted on the blog. The juniors' live lesson was moved from 9.30am to 9am so parents with children in different classes are better able to support their younger child. After maths at 11am, the juniors have a third live lesson at 1.30pm (moved from 1pm after a parental feedback meeting) to concentrate on the wider curriculum.

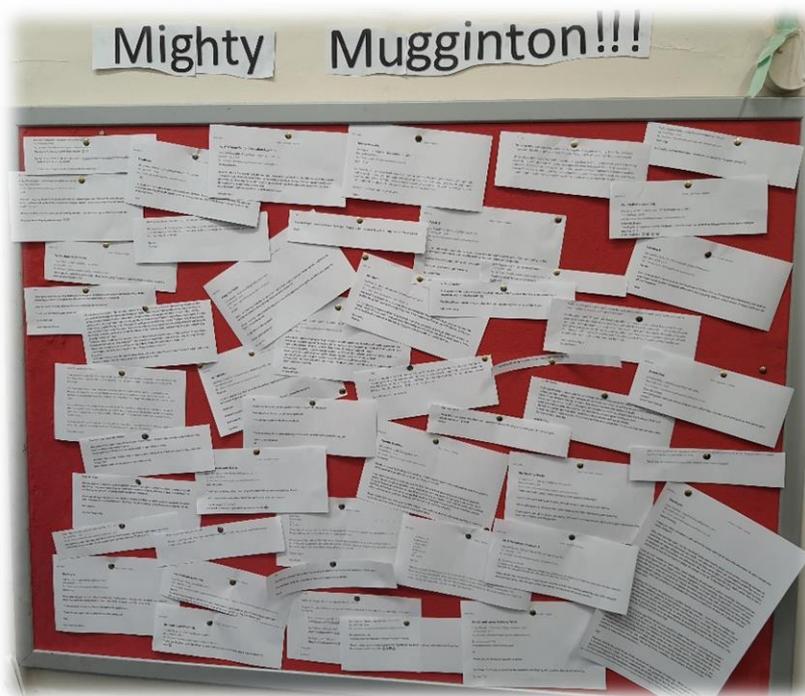
Mrs Dennis has responsibility for the seven children on the SEND register. She offers those pupils small-group and one-to-one sessions on Wednesday and Thursday afternoon. During those mornings, she joins the juniors or the Middle Group's live lessons and offers support to any children who need it. Mr Dawson teaches the more confident of the Middle Group every morning and runs a 'More Able' junior maths session every Friday afternoon which is attended by five children.

Mrs Wallen and Mrs Hardwick have arranged to hear every child read one-to-one at least once per week in addition to their live lessons. This is yet another example of staff going above and beyond – what other school is offering this level of support?

How is it going?

This term has been the most demanding of my five years at Mugginton but, perhaps, the one I am most proud of. I am in awe of the efforts every staff member has made to support our team and the results, I believe, are Outstanding. Evidence for this assertion is listed below:

- Live Lesson attendance is now, consistently, at 100%. This was not the case in the first week when two families (one a vulnerable child) were contacted repeatedly after missing the first two 9.30am sessions. Both children now attend school 3 days per week and access the live lessons remotely on the other two days.
- Four families found it difficult to participate in the live lessons because of their poor broadband connections. Two of these families are based on farms. All four children now attend school on a daily basis.
- We receive approximately 80 emails per day from parents submitting their children's work and photographs of their activities every day. This work and the photographs are posted on to the blog every day to celebrate our children's achievements.
- Feedback to each child in the form of personalised email messages is sent at least once per week.
- The feedback from parents is universally positive. The display board in the photograph below is a selection of complimentary emails I have received praising the work of the school.



Most importantly, it is my belief that this huge and successful effort will make sure that the children's academic progress is not damaged by another prolonged period out of the classroom.

What has been hard?

- The Workload. Whilst planning and preparation time for each lesson remains the same, the requirement to feed back to the children via email and to update the blog twice each day with the supplementary resources required for the following day's live lesson means working days are regularly over 12 hours long. It would be unrealistic to expect staff to maintain the current arrangements for much beyond the putative 8th March deadline.

- The Key Worker issue. The list of professions considered to be 'Key' is available here: www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision

My opinion is that the list is too long and too ambiguous and has placed Headteachers in an utterly invidious position. We have approximately 20% of our children in school (this number does not include staff who bring their own children to school with them). Of this group, over half of them have a parent working from home and only one or two, in my opinion, have a genuine need for their child to be in school. One vulnerable child and one child who I have requested works in school are not included among this number. This has been a difficult situation to manage and there was a risk at the beginning of January that it could lead to resentment amongst parents that some of got 'the golden ticket' whilst others with equal need have not.

- Online Safety. The sudden increase in the use of ICT to teach has led to some teething problems. I was contacted by a parent who discovered that a Year 5 girl had recorded small segments of the online lessons and posted them on TikTok with a commentary from her about how much she loved school and who her friends were. This was an entirely innocent mistake and I have spoken with the girl and her parent and we have used the incident as an opportunity for education. The videos have been removed.
- One staff member was named on the parents' whatsapp group and criticised for giving the children in their group the choice of completing the work or going outside to play in the snow. I did not see the message but, with two members of staff on the group, knew that a teacher's name had been used, which is unacceptable. This text message was sent out:

'Hello Parents. A polite reminder that social media groups are not the space to share feedback on the excellent work of my staff. As you know, I have set a parent feedback meeting with me every week at 11am on Fridays. Please speak to me if you have something to discuss. Thank you, Mr Green'

You will not be surprised to hear that nobody has approached or contacted me with anything other than glowing feedback. Last Friday, the first parental feedback session since I sent the text, only three parents came and all were very generous in their comments.

- Miss Beresford, a trainee teacher, is completing her 2021 placement with us. She is an Outstanding student and will be an Outstanding teacher. It is such a shame for her that her placement has been affected by this lockdown. Despite this, she has taught some excellent live art lessons and a fun topic lesson to the infant group last week.

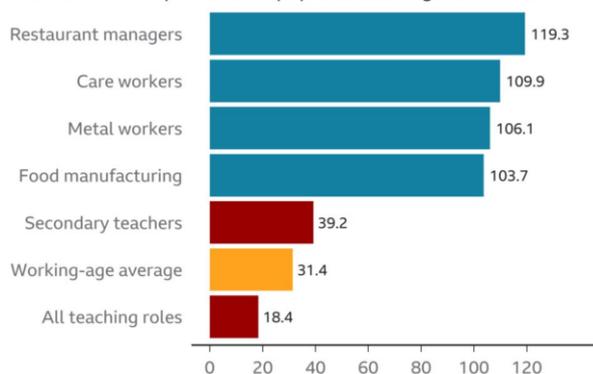
In short, we are confident that we can continue the current arrangements until March the 8th. Staff will meet in school on Friday 12th February for a review meeting of the term and to plan for the following half-term.

Staff Covid Testing

We have been sent around 100 lateral flow testing kits which staff in school use twice per week. Whilst research indicates these tests are only between 30 – 68% accurate, they offer a degree of reassurance to staff working in school. The tests are also supplied to parents of children who feel unwell who would like a test. I find these data to be more reassuring:

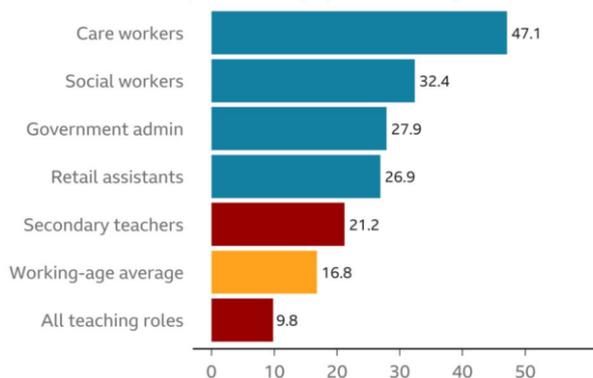
Covid-19 occupational risks for men

Male death rates per 100,000 population in England and Wales



Covid-19 occupational risks for women

Female death rates per 100,000 population in England and Wales



I hope these ONS data will be used to decide which professions should be next in the vaccine queue.

Catch-up Premium and National Tutoring Programme

The DfE published guidance for the Catch-Up Premium on 20th July 2020 and updated it on the 4th August. And again on the 24th August. Initially proposed as a 'Summer Catch-Up' initiative, it has morphed into something quite different. The government announced £1 billion of funding as part of this package. £650 million of this will be a one-off payment to schools which must be spent to help pupils make up for lost teaching time. The remaining £350 million is intended to provide targeted support for children who need the most help in an initiative termed the National Tutoring Programme.

The Catch-Up Premium will be calculated on a per-pupil basis. Every school will receive £80 per pupil, which will give Mugginton a total of £4640, paid in three tranches (Autumn 2020; January 2021; Summer 2021).

The guidance states that:

'Schools have the flexibility to spend their funding in the best way for their cohort and circumstances'

Two potential activities are recommended:

- 1) Small group or one-to-one tuition (particularly through the National Tutoring Programme)
- 2) Summer programmes to help re-engage pupils or extra teaching capacity from September.

We use this additional funding in the following ways:

- To finance the summer booster sessions we ran in August 2020.
- To pay for a maths specialist with Qualified Teacher Status (Mr A. Dawson) to run intervention maths sessions throughout the year. During the current lockdown he works five days per week.
- To fund online learning resources for children with SEND, including Nessy Reading and Spelling, MyMaths and TimesTables Rockstars.
- To fund additional Teaching Assistant hours to run intervention programmes with SEND children

Pupil Premium Food Vouchers

Pupil Premium families receive £15 in food vouchers for every week of lockdown. We use the EdenRed government website to distribute these vouchers as we did during the first lockdown. This time, however, vouchers for the half-term holiday will not be available to families.

Non-Covid Issues

Congratulations to Mrs Stroud on becoming our new Chair of Governors. I have no doubt that we can build further on the strong foundations The Donald has established. Four governor-related matters:

- Mrs Gayton's term of office ended on 27th January 2021. A letter was sent to parents informing them of this and of Mrs Gayton's willingness to continue in the role if there are no other nominations. The deadline to submit a nomination is Wednesday 3rd of February.
- Governor Procedures. I hope Catherine will agree that it would be helpful to discuss and plan the systems we are going to use to share minutes and agendas and store key information such as policies. I suggest an A4 single-sided sheet to go in the Governor Induction Pack setting out procedure for 'Policies', 'Storage of key information' Agenda and Minutes'.
- My Performance Management Evaluation has not been completed for this academic year.
- Miss Sutton has requested that her temporary hours be made permanent (put on contact).

Seven families have put Mugginton as their first choice for Reception 2021 and another child who is moving in to the area from Singapore who would start in Year One. With five Year Six children leaving, our pupil numbers will remain stable.

Building Works

Planning applications have been submitted for the playground (successful) and for the larger building project at the entrance to the school (decision expected by 8th March). Several members of the parish council requested the opportunity to discuss the entrance-plan with me and I met with them on Saturday 16th January at school. We had a good, open discussion and I was delighted that they appeared positive about and supportive of the proposed works.

Key information:

Pupil Premium: 7 children (Years 2, 3, 4 and 5)

Send Register: 7 children

EHC Plan/GRIP: 1 EHC plan (JB)

English as an Additional Language (EAL): 0

SEND/Intervention: Year 1, 1 child; Year 2, 2 children; Year 3, 4 children, Year 4, 1 child; Year 5, 4 children, Year 6, 1 children

(See SEND Update Document for further information)

Pupil Premium

Seven children from four families (12% of our school) qualify for Pupil Premium Funding in 2021 year. **Please see the Pupil Premium Strategy** for information on how we intend to use this money to diminish the difference in attainment between these children and their peers.

Additional Governor Information

1. Racist incidents
 - There have been no incidents
2. Safeguarding and Child Protection
 - There have been no Safeguarding concerns
3. Exclusions
 - There have been no exclusions
4. Bullying
 - There have been no reported incidents of bullying
5. Pupil Premium
 - Seven pupils are eligible for Pupil Premium funding of £1320 per child = £9240
 - **Catch up Premium** - £80 per pupil = £4640

* There have been no positive coronavirus tests reported from any of our families or from any staff,

Ofsted: November 2017: Grade Good

What does the school need to do to improve further?

- Increase the proportions of pupils who make better-than-expected progress, particularly in mathematics, by holding teachers and teaching assistants rigorously to account for the achievement of all pupils in their class.
- Further improve the partnership with parents in order to enhance children's achievement in the early years.

Recommendations from the most recent SIAMs report of June 2016: Grade Outstanding

- Embed a liturgical framework for collective worship which ensures that children depart with a message to carry through into their lives.

Three School Improvement Priorities for 2019-2020

(see SIP Impact Statement for analysis of progress against targets)

- 1) Further develop the curriculum so progression and skill development is clear in all subjects.
- 2) Further develop the role of Middle Leaders in all subjects by making sure they can articulate the rationale and intent behind the curriculum plan and discuss the impact of specific initiatives on outcomes across subjects.
- 3) Further develop the progression of vocabulary and spelling in all subjects through cross-curricular topic work.

Three School Improvement Priorities for 2020-2021

(see SIP Impact Statement for analysis of progress against targets)

- 1) To make sure the coronavirus lockdown affects our children's academic and mental health as little as possible by:
 - a) thorough baseline testing to identify gaps in learning and targeted, rapid responses to any deficit uncovered;
 - b) Maintaining our Mugginton-ness - keeping safety measures as unobtrusive as possible whilst observing all necessary precautions stringently.
- 2) Further develop the curriculum so progression and skill development is clear in all subjects. Re-write subject policies so the rationale and intent behind the curriculum plan and the intended impact of specific initiatives/teaching sequences on outcomes are clear to all and result in improved academic outcomes.

Further develop the progression of vocabulary and spelling in all subjects through cross-curricular topic work.