



## Newsletter 23 – 22<sup>nd</sup> March 2019

‘We are resilient and proud of our efforts.’

### Diary Dates

Year 1 Class Assembly

**Y3 and Y4 trip to M-Shed**

School Disco

**STEM Week: (Science, Technology, Engineering and Mathematics). All WOW Events.**

Tag Rugby Festival Y3&Y4

Monday 25<sup>th</sup> March @ 2.45pm

**Friday 29<sup>th</sup> March**

Friday 29<sup>th</sup> March 6.00-7.30pm

**Week Beginning 1<sup>st</sup> April**

Wednesday 3<sup>rd</sup> April pm

### INSET DAYS 2019-10

**Monday 2<sup>nd</sup> September**

**Tuesday 3<sup>rd</sup> September**

**Friday 25<sup>th</sup> October**

**Friday 14<sup>th</sup> February**

**Monday 20<sup>th</sup> July**

### Headteacher's News

We had a fantastic turnout at the Parents' and Carers' Evenings this week and I am sure that there were a lot of justifiably proud teachers, children and adults. We hope that you find the individual targets useful but do let us know if there is any way we can further improve the experience for you. Can I take this opportunity to thank our skilled, hard-working and dedicated staff team who work tirelessly for the good of each and every one of your children and for the extraordinarily long hours they put in this week.

The draft report from the Local Authority Review on 7<sup>th</sup> March has now been shared and we are so proud that our **“Nurture, Inspire, Flourish”** ethos is clearly coming through. We are particularly proud of the fact that, even with our drive to improve standards in the core subject areas, this has in no way distracted from our commitment to offering a full and engaging wider curriculum, launched each time with our Sparkling Starts. This has been recognised by the LA who, for the first time met with our middle leaders, and were suitably impressed when they shared and celebrated the work we have done in our Curriculum Teams of Communication, STEM and The Arts. Our main body of work still needs to be focused on Mathematics although early indications show that the increased focus on Fluency is having a positive impact. Please see the section lower down this Newsletter which gives more detail of the specific comments.

And finally, well done to the Communication Team who organised a successful Poetry Week linked to our Widening Inclusivity in Religious Education (WIRE) Award.

**Deborah Wood**

### This week's Crown Values Certificates awarded to:

Year R Cherry: Iliana B

Year 1 Oak: Lily B

Year 2 Ash: Bradley L

Year 3 Lime: Alexandria P

Year 4 Maple: Mark W

Year 5 Sycamore: Marieanne M

Year 6 Cedar: Isaac C



### Attendance Total 96.9%

YR Cherry 94.1%

Y1 Oak 96.8%

Y2 Ash 97.4%

Y3 Lime 98.1%

Y4 Maple 97.8%

Y5 Sycamore 97.0%

Y6 Cedar 96.9%



### Multiplication Masters

Dylan J



## Reading Certificates

Harry J, Isaac G, Megan A, Rhys I, Brody C-H, Mia F, Alicja J, Kiefer K-S, Mark W, Ivan C, Aiden H, Lily-Mae D, Ruby H, Connor R, Logan O'D, Ebony C, Rosie T, Bethany B, Brandon B, Oscar E



### Poetry Slam for World Book Day

We put a poetic twist on World Book Day this year, to tie in with Poetry Day on Thursday 21st March. Children and staff came to school dressed as characters from books and the whole school has been busy writing poems on the theme of "Windows on the Soul". The children have written some fantastic poems, showing brilliant imagination and creativity. This morning we held a Poetry Slam, where the children read their poems out loud to each other. The teachers have selected a shortlist of poems, which will be entered into an anthology for the school library. The shortlist has been judged and 10 winners chosen to have their poems read out in our celebration assembly. Congratulations to all of our winners: Arya B, Finley Y, Hannah H, Edie A, Jessica C, Madison P-W, Mark W, Kaylee-Rose H, Finley B and Isaac C.



### Local Authority Review Quotes from Draft Report (7<sup>th</sup> March 2019)

#### EYFS

There is clear evidence that provision in EYFS is now more purposeful for learners with some very good opportunities for pupils to develop oracy in mathematics and English. Good examples were seen of story re-telling and the application of skills in phonics through play. Teachers' model mathematical processes and this in turn is supporting pupils' conceptual understanding.

#### Science

Science in Key Stage 2 is a strength of the school with evidence of consistently good progress for all learners. Science enables and develops pupil enquiry based skills along with this, knowledge and systematic recording further enhances the application of English and mathematics skills.

#### Wider Curriculum

There is a clear rationale for the "Courtney Curriculum" which has been well planned using a rolling programme of themes across pairs of year groups. The quality of the curriculum across the school is a strength and this is evidenced in clear progression of skills across the foundation subjects with content well matched to each year group. Subjects such as History and Religious Education are both well taught and led.

#### Teaching Assistants

Teaching Assistants are very effective and make a significant contribution to pupil learning in the majority of classes.

#### Teaching

The profile of teaching in the school has continued to improve since March 2018 with an overall profile that is a good one.

## Learning Behaviour and Attitudes

Throughout the school pupils demonstrated good learning attitudes and behaviours. They were well engaged in learning activities and responded positively and respectfully to adults and other children. There is evidence of clear expectations of behaviour which are applied consistently by all adults. Relationships between adults and children are very good and together with very well organised classrooms and learning activities this results in calm purposeful classroom environments. A notable contribution to positive behaviour is the way in which teachers maintain a low profile in their engagement with pupils – they do not allow their interventions to get in the way of learning. The school has been, and continues to be, effective in managing pupil behaviour so that it contributes positively to learning.

## Learning Environment

The learning environment has been transformed in the school. In classrooms and in corridors learning walls and displays support and celebrate learning in English, mathematics and the foundation subjects.

## Leadership and Management

Senior leaders continue to proactively make improvements to the overall performance of the school. There is a very systematic approach to improvement planning and the evaluation of impact which is captured in thorough, clear and systematic documentation. Leaders at all levels are very knowledgeable in terms of their subjects with particular strength in English, maths and science at this level.

Governors and leaders are taking responsibility for school improvement. They know the strengths and areas for improvement and they are planning and evaluating accordingly. The school is clearly addressing the issues raised by Ofsted and is increasingly demonstrating aspects of good.

## Year 1 Trip to Noah's Ark

We had an amazing time at Noah's Ark Zoo. We saw elephants, lions, tigers and bears up close and even went to zoo school to learn about different animals and their habitats. According to year 1 it was the BEST DAY EVER! Thank you so much to the team who came, you were absolutely wonderful. **Miss Inman**



## OoS Club are Recruiting

We are looking for an After School Club Supervisor for 2 afternoons a week. We are looking for someone who loves working with children, is enthusiastic and full of energy and creativity! If you are interested, or you know someone who is, please have a look on our website or the website Eteach: [www.eteach.com](http://www.eteach.com) for details of the post and how to apply.



## A Call out for a Washing Machine?

Our school washing machine has broken! Does anyone have a spare washing machine they would be willing to donate?

## Wellbeing Apps for Children

**Powerme**, £free, [Apple](#) and [Android](#)

This app aims to teach children coping mechanisms that they can put into practise in everyday life, through a series of bitesize videos. Each day, your child can choose how they're feeling by selecting the most relevant rabbit emoji, from a range including angry, bored, stressed, tired, silly and weird. Powerme will then present them with a series of videos that aim to address their current state of mind.

The videos cover various different coping mechanisms, including physical activity (e.g. punching out their anger), meditation, breathing, visualisations and yoga poses that will help your child switch from stress to relaxation mode. The activities are designed to appeal to kids: for example, one breathing exercise involves them pretending to blow the house down. And as they're no more than 30 seconds long, your child's attention shouldn't start to wander.

Once your child has watched a video, they can rate their feelings again, and if there's still scope for their mood to improve, the app will suggest more clips for them to watch. You'll also get a weekly report about your child's emotions.

