

Hoddlesden St Paul's Church of England Primary School



Dear Parents/Carers,

AUTUMN TERM 2019 - SCHOOL PROGRESS REPORT

As many of you are aware, Hoddlesden St Paul's Primary School has provided support in developing teaching and learning in a number of educational settings across Blackburn with Darwen and Lancashire since the design and implementation stage of our curriculum. We have delivered training on a variety of different subjects and have seen great results from this offer of continuous professional development. Recently, school was also asked to be a strategic partner in a local Teaching School Alliance. Our role will be to continue to support schools across our wonderful authority and beyond.

School Development Priorities

Over the next year, we will be working to successfully implement the following objectives:

To embed the CUBE Curriculum so that it enhances learning and development to ensure that the knowledge gained by children is tangible and sequential for all groups of pupils across school, resulting in high pupil progress and enhanced pupil engagement.

- The standard of reading, writing, communication and mathematics across the wider curriculum has improved and all stakeholders can share the Intent.
- Pupils are provided with more opportunities to develop their speaking skills across the curriculum.
- The pedagogical principles of the CUBE Curriculum are consistently met and support the holistic development of every child.
- All leaders are able to clearly articulate the Intent of the new curriculum and the principles that underpin the curriculum and their subject leadership.
- Half-termly overviews are produced for school's new curriculum.
- Further curriculum enhancements and links have been developed with local small, medium and large businesses to further develop children's cultural capital.
- New mathematical teaching strategies have been embedded across all key stages.
- Feedback and marking is swift and purposeful and supports the school's assessment policy.
- Subject skill coverage and teacher confidence is developed further through the use of Curriculum Specialists (CS).
- The inner curriculum, culture and mindfulness is continuously developed for all groups of pupils, resulting in children leaving school ready for their next chapter of education.

To provide all learners with high quality teaching that incorporates the mastery approach to mathematics, which will engage and challenge all pupils, allowing them to make good progress and attainment that is in line with National expectations.

- Appropriate and agreed aspects of the mastery approach to teaching Mathematics are embedded across the school into the daily teaching of Mathematics.
- Pupils are able to demonstrate understanding of and recall age-appropriate multiplication tables.
- Current Year 4 pupils score in line with national standards on the new multiplication tables test.
- All teachers are following the White Rose structure and resources to plan and deliver a Mathematics curriculum that is rich in reasoning and problem solving for all learners.
- All class teachers are using formative and summative assessment effectively to inform their planning for future learning and to identify children who need additional support.
- Interventions that children receive have specific and appropriate objectives that have come from assessments and include modelling, higher-level questioning and opportunities for reasoning and problem solving.
- Mathematics has a clear presence around school.
- Mathematics is viewed by pupils, staff, parents and governors as a high priority and valuable subject.

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- Children, parents and carers have an understanding of how Mathematics is taught in school and what their role is within it.
- Governors, parents and other stakeholders have a clear understanding of what is happening in Mathematics in school and feel involved and enthused by it.

To embed English skills (Reading, Writing, Speaking and Listening) in all areas of the curriculum, resulting in high pupil progress for all groups of pupils across school, including More Able Pupils.

- The standard of Reading, Writing and Speaking and Listening has improved across all areas of the curriculum.
- Progress in Reading and Writing is high for all pupils, based on their starting point.
- Regular writing opportunities in all areas of the curriculum demonstrate applied English skills, including grammar, punctuation, spelling, vocabulary and handwriting.
- The teaching of Phonics, Spelling and GPS is consistent across all Key Stages, resulting in expected outcomes for all pupils, and is applied across all curriculum areas.
- Reading materials are closely matched to the children's phonics knowledge and the children demonstrate a confidence and enjoyment in reading (Early Reading), including a high standard of oracy.
- The profile of reading within school has been raised, resulting in an ethos/culture that promotes a love of reading in all pupils.
- Reading is embedded in all areas of the curriculum and high quality, challenging texts are used in all lessons.
- The Library is rich with books that develop pupil interest and language and support curriculum skills and knowledge.
- Support staff deliver focused and purposeful interventions where a need has been identified.
- Pupils are able to access and apply a range of vocabulary.
- The Curriculum Specialist in Drama is used to develop Speaking and Listening in all areas of the curriculum, supporting teachers in the delivery of drama lessons.

To ensure we are meeting the needs of all learners in school based on their individual starting points

- The Local Offer will provide all stakeholders and future stakeholders with up-to-date information about the provision St Paul's provides.
- Policies will be personalised to St Paul's, underpinned by our Values-based education.
- Interventions have an impact and successfully close gaps in children's learning.
- All staff are aware of all the children in their class, they are tracked and provided with opportunities to succeed and to develop their well-being, as well as academic achievement.
- Pupil Support Plans are developed alongside the SENCo, advisory teachers and parents. Targets are SMART and the child's voice and parents' voice are on the plan.
- Children access support from specialist advisory teachers.
- All medical care plans are provided by the NHS and are visible in the staffroom and classrooms. Training on specific medical conditions will be provided for staff.
- All SEND children have a one-page profile with their strengths, areas of need and likes and dislikes.
- SEND training for attachment disorder, speech and language (ELKLAN) and literacy (ELSA) will be completed by staff and implemented in school.
- Classroom provision is SEND friendly and resources are specific to the needs of the children.

Staffing Updates

Mr Newsham will be undertaking a secondment on behalf of St Paul's for two terms, starting in January 2020. This secondment will be as an Assistant Headteacher with class teacher responsibilities. As this is a short term secondment, Mr Newsham will be returning to St Paul's in September 2020. This is a fantastic opportunity for a dedicated and committed teacher and will be a valuable learning

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experience for all involved. Mr Newsham will still be involved in the strategic planning of St Paul's and continue to have oversight over his areas of responsibility and advocacy. On a day to day basis, Mr Newsham's management responsibilities will be distributed within the school's Leadership Team.

In light of this request and current staffing arrangements, Mrs Scholes will extend her teaching commitment in Year 5 to a full-time basis. This will also secure the transition arrangements for Year 5 in the Summer Term 2020, as Mrs Scholes is penned as the Year 6 teacher next year. Mrs Holmes will continue teaching in Year 2 with Mrs Bass (nee Taylor) upon her return from maternity leave.

I am sure you will join us in wishing Mr Newsham good luck in his new role and we look forward to seeing him back in September.

Mrs Naylor will continue to support EYFS in Miss Greenwood's absence.

Trainee Teachers

Our passion for innovative teaching and learning has also been recognised by a leading teacher training provider. We were approached last year to be a partner school to help support and mentor trainee teachers within our outstanding school setting. School welcomed three second year trainees in December and they will be with us until February 2020, supporting the delivery of pupils' education in Years 2, 3 and 4. From mid-January, we will welcome a further two returning students for their final placement. This will be their last placement, finishing in April.

Curriculum and Cultural Capital



The CUBE Curriculum was successfully launched at the beginning of September, kick starting our bespoke learning with Native Narratives. It was very clear that the children, parents and staff loved taking part in this whole-school theme. Thank you to the many parents and carers who came to our showcase at the end of the half term.

The school website is kept up-to-date with the bespoke learning that has taken place. Class pages inform parents on their child's learning each week and the curriculum page on the school website has an abundance of children's work and learning. Please follow the link for more information, <https://www.stpaulshoddlesden.org.uk/topic/curriculum>



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Awards



We are delighted to announce that we have achieved the School Games GOLD Mark Award for the second year running.

The School Games Mark is a Government-led award scheme launched in 2012, facilitated by the Youth Sport Trust to reward schools for their commitment to the development of competition across their school and into the community, and we are delighted to have been recognised for our success.

With a large number of young people competing in local inter-school competitions this year, we are extremely proud of our pupils for their dedication to all aspects of school sport, including those young volunteers, leaders and officials who made our competitions possible.

As part of our application, we were asked to fulfil criteria in the areas of participation, competition, workforce and clubs, and we are pleased that the hard work of everyone at our school has been rewarded this year.

The school was also awarded the Step Outside Quality Mark earlier in the term. This was a year-long project promoting outdoor enhancements to develop children's learning outdoors. The team worked tirelessly to enhance the outdoor provision and the end outcomes were truly amazing.

Go Beyond

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GO BEYOND

ALL INCLUSIVE HOLIDAY CLUBS 2019/20

Single Day Rate £22pp
5 Day - £90pp
4 Day - £70pp
Trip Days +£5pp

25% off sibling discount
5 & 4 Day bookings.

OCTOBER HALF TERM
21/10 TO 25/10

NEW YEAR
2/1 & 3/1

FEBRUARY HALF TERM
17/2 TO 21/2

EASTER WEEK 1
6/4 TO 9/4
EASTER WEEK 2
14/4 TO 17/4

MAY HALF TERM
26/5 TO 29/5

SUMMER HOLIDAYS
WK1- 20/7 TO 24
WK2- 27/7 TO 31/7
WK3- 3/8 TO 7/8
WK4- 10/8 TO 14/8

It is hard to believe that we have only had Go Beyond operating for one term. The positive comments and praise from the parents and children have been fantastic. We are now averaging 25-28 children a morning and 20-22 children each evening. The children frequently tell me how much they love the staff, activities and FOOD!

We are constantly reviewing our procedures to ensure the best is delivered on a daily basis. We are grateful for your understanding and patience whilst we ironed out our payment processes. Your vigilance and consistency when booking in advance has secured a much improved service and appropriate staff deployment rota.

The October half term also saw our very first holiday club. Coach Liam, Miss Barton, Miss Warburton and Coach Catherine provided a full week of amazing activities. Please ensure you book onto the holiday clubs in advance. These have limited spaces.

More information can be found on the school website, under the 'Parent' section.

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Attendance

I am extremely excited to inform you all of our new Attendance Lottery programme. Children who have maintained 98%+ attendance over the last term will be entered into an Attendance Lottery. If a child has maintained 100% attendance over the term, they will be entered twice. Every term, the school's administration team will add the children who meet these benchmarks (based on our records) into the lottery database. At the end of the Summer Term, the lottery will generate 5 winners and they will receive a certificate, badge and prize for their superb effort to secure high attendance. Children who have maintained 100% attendance over all three terms will be put into a separate prize draw.

Pupil Premium

We want to make sure that we are providing your child with the best education and support we can. Healthy school food has obvious health benefits and can help pupils establish healthy habits for life. Healthy school food can also help to improve pupils' readiness to learn.

Families who receive certain benefits may be eligible for free school meals. Your child is eligible for free school meals if you're in receipt of one of the following benefits:

- Universal Credit with an annual net earned income of no more than £7,400.
- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part 6 of the Immigration and Asylum Act 1999
- The guarantee element of Pension Credit
- Working Tax Credit run-on (paid for the four weeks after you stop qualifying for Working Tax Credit)
- Child Tax Credit (with no Working Tax Credit) with an annual income of no more than £16,190

Registering for free meals could also raise an extra **£1,320** for your child's primary school/**£900** for your child's secondary school, to fund valuable support like extra tuition, additional teaching staff or after school activities. This additional money is available from central government for every child whose parent is receiving one of the benefits listed above. For more information, please click on the link <https://stpaulshoddlesden.secure-primariesite.net/pupil-premium/>

Community

The School Community has once again been a phenomenal support to St Paul's. The Autumn Term has seen the wonderful PTFA host the chocolate bingo and Christmas fair, raising over £2,000 for school and contributing to the church fundraising efforts. School has been blessed with church congregation members and leaders supporting our own worships by inviting us to lead Sunday worships. We have also held an awe-inspiring spirituality day, with the theme of Advent and volunteers from our church and diocese leading on the creative workshops that children accessed throughout the day. The Christmas Mission fundraising has also secured 8 food hampers for some of our wider vulnerable families. The Value Committee have been putting these together and will share some of their experiences with the rest of the school. We continually appreciate your support in demonstrating how important our core Christian values are. This message is praised further during our wonderful nativities, plays and performances that the children have put on over the last few weeks. These are truly magical moments and couldn't happen without our teachers' commitment and passion for providing the best for your children.

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New EYFS Admission Closing Date

Over the last term, we have had the privilege of meeting lots of new children and parents during our 'Open Days'; it is always a pleasure showing people around our wonderful school. A reminder that the closing date for admissions forms to be submitted is the 15th January 2020. Further details can be found on our school website or through the Local Authorities website.

All that there is left to say is...

Once again, thank you for your constant support this term and should you have any questions surrounding this term's progress report, please don't hesitate to contact school.

I wish you all a fantastic and safe Christmas holiday and look forward to seeing you all in January.

Best regards,

Mr C Dugdale
Headteacher