

Dear Parents and Carers,

## **RE: Summer Term School Progress Report**

### **Transitions and School Leavers**

Once again, the staff team have worked their magic, ensuring that all the children across school had a positive transition experience in their new class. The teachers, support assistants and cohorts of children have loved working together earlier in the month where they have produced some wonderful work and made some great memories. The year 6 class have all had positive experiences with their own secondary school transitions. All the high school staff have commented on the children's attitudes and readiness for secondary school. It is safe to say that all the children have an excellent secondary experience ahead of them. For all children moving onto secondary school, it is an emotional time and over the years I have shown those emotions during their leaver's services. This year was no exception and was particularly emotional as this year 6 class and I started our Hoddlesden St Paul's journey at a similar time. It is hard to believe that their journey started seven years ago, I can remember the first day like it was yesterday!

### **New School Members**

I am thrilled to welcome some new children into Pre-School, Reception, Year 1, Year 2 and Year 6. Starting a new school can bring many differing emotions to the surface. I am really confident that all our newbies will love our school and look forward to returning every day. The children across school are fantastic at supporting our new arrivals and working together to make them feel right at home. In the first couple of weeks of the new term, parents and carers will be welcomed into school to visit their child's class and view their learning environment, work and meet their child's class teacher.

### **Communication**

I am very grateful to the parents who have commented on the series of communication update letters, that were emailed to individuals and linked into the monthly newsletters. This one-page document has been agreed by the staff team as the centralised way that we will communicate with parents and carers. I have received one or two comments that state communication is poor. I have to disagree to this and draw you to the communication plan - <https://www.stpaulshoddlesden.org.uk/keeping-in-touch/>

### **Go Beyond**

The wrap-around provision has once again been an incredibly popular resource for the majority of our school community. We are proud to announce that we have achieved a milestone of 35,000 bookings since opening five years ago.

I must stress that Go Beyond is not part of the education side of school; children who access before and after school care are utilising a separate service. Go Beyond is financed and funded purely through the income from bookings. This means that wages, resources, activities, and additional staff requirements are all tightly

monitored to ensure the childcare provision does not rely on any of the school's Government funding allocation. We ask our families to work with us as best as possible to be organised with their bookings and punctual with their payments.

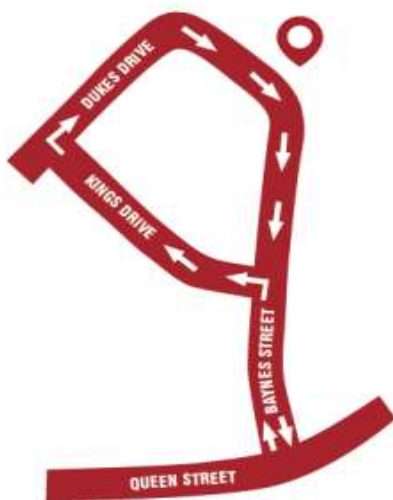
Bookings for the summer term holidays will continue on School Money. Details on wrap-around provision and holiday club can be found online at <https://www.stpaulshoddlesden.org.uk/gobeyond/>. Should you have any questions regarding the club, please do not hesitate to contact the school office. Mrs. Kelly Briggs is the club's operations manager, and correspondence on any changes will come directly from her. Mr. Dugdale's role with Go Beyond will continue to be strategic, ensuring that safeguarding, health and safety, and staff management arrangements are compliant.

### **Parking and Walking to School**

Please find the link to our 'How to Guides' - <https://www.stpaulshoddlesden.org.uk/how-toguides/>

Please take note to the un-adopted 'One Way' system for drivers, that voluntarily all parents and carers adopt at drop off and pick up times. This is not a legal road change but something that has been adopted to ensure the hectic time of schools are as organised as possible.

#### **One-way system.**



Every morning, myself and a member of the senior management or leadership team will be present to support the drop off and collection times.

Please can I also remind children that road network around school at pick up and drop off times are extremely busy. Staff are present to provide additional support regarding traffic and safe transition into the school premises.

Parents are responsible for making the decision for the children to either walk by their side, or run a head. Allowing children to run ahead and cross the road independently, especially for our younger aged pupils is of huge concern around these busy collections and drop off times.

### **School Uniform**

Our expectations for the next academic year continue to remain high for all children and I would like to thank you on ensuring your child comes to school in the correct uniform. Parents can have the option of sending children into school with badged or un badged white t-shirts and polo shirts. The only badged item required is the jumper and sport jumper the children are required to wear. When the children are wearing shorts, these can be a fitted or a relaxed fit but must be a length at mid-thigh down to their knee. Some children, particular girls, are wearing shorts that are significantly higher than mid-thigh and on some occasions not noticeable due to their jumper hanging low.

Our school policy for the children's uniform can be found on the school website.

PE kits are now solely purchased from Grays in Blackburn. Please ensure your child is wearing the Joma tracksuit pants. These are perfect for our colder, wetter and windier days during autumn and spring. The only

exception will be given to children who are smaller in size due to the sizing of this garment not going as low as reception and pre-school age.

## **Curriculum Achievements**

The school team continue to inspire me and the children with their creativity, resourcefulness and knowledge of the curriculum and world around them. Children have loved our connector themes, Historical Heroes and Hoddlesden Globe. Evidence of learning is updated on each class page weekly and our Facebook page continually celebrates the end outcomes children have achieved over the weeks.

## **Achievements This Year**

This year, we've made significant strides in embedding our core values into every aspect of school life. Our staff have been actively integrating these values into their teaching practices, and we've seen an enthusiastic response from our students through various student-led initiatives. Regular assemblies focusing on these values have also been positively received, fostering a stronger sense of community.

We've also established robust systems to recognise and celebrate positive behaviours and attitudes. This includes staff training on positive reinforcement techniques and the refinements of our reward system for pupils. The result has been a noticeable increase in positive behaviours and a more supportive school culture.

Our efforts to strengthen connections with the broader community have paid off, with increased parent engagement, successful collaborations with local businesses, and enriched cultural experiences for our students. This has provided our students with diverse, real-world learning opportunities.

Starting in September, we are excited to introduce Junior Jam days! Children will benefit from lessons taught by specialists in various subject areas, ensuring a rich and diverse learning experience. They will engage in a contemporary and innovative computing curriculum designed to enhance their digital skills. Additionally, our spoken language curriculum will be further developed through a dynamic performing arts program, helping students to improve their communication abilities. Lastly, students will enjoy sports coaching with a focus on dance and outdoor PE learning, promoting physical fitness and a love for movement.

## **Themes for Improvement Next Year**

Looking ahead, our focus will be on a few key areas to further enhance our school environment and educational outcomes:

1. **Curriculum Development:** We'll continue to update our curriculum maps and resources to reflect best practices and emerging educational research. This will ensure our teaching methods remain relevant and engaging for all students.
2. **Pupil Feedback:** Strengthening our processes for incorporating student feedback into curriculum development will be crucial. We aim to create a more engaging and responsive learning experience that reflects our pupils' needs and preferences.
3. **Personalised Learning:** We plan to develop personalised learning plans for pupils who need additional support. This will help tailor education to individual needs and ensure every child can thrive.
4. **Inclusive Environment:** We'll focus on further inclusive classroom environments where all pupils feel supported on their academic and holistic needs. Specific staff strengths will be leveraged to support a wide range of pupils, particularly those with additional needs. This will create a SEND support team that will respond to the needs of support following assessment and the graduated approach.
5. **Assessment Methods:** Refining our assessment methods to ensure consistency and accuracy will be a priority. This will help us better measure and support pupil's knowledge and skills across all subjects.

6. **Digital Tools:** Enhancing our use of digital tools in learning and assessment will be key. We aim to improve engagement and streamline assessment processes, benefiting both students and teachers.

Together, these efforts will build on our successes and address areas for growth, ensuring a positive and enriching experience for all in the coming years.

Our class pages continue to showcase the awesome learning that is taking place in the classes across school. The Early Years classes continue to impress the whole school community with their holistic achievements. Children across Pre-School are starting to work towards school readiness and transition work, in preparation for their Reception starts.

The children, staff and families of school, and in particular linked to Year 6, will agree with me what a very proud moment it was to watch our wonderful KS2 leavers showcase 'What a Knight'. A truly spectacular performance from a wonderful cohort of children. I have no doubt that these children will go onto become truly courageous advocates and valued members of our communities.

### School Data Achievements

#### EYFS

|                     | 2023 National | 2024 School |
|---------------------|---------------|-------------|
| GLD                 | 67.2%         | 90%         |
| EXS across all ELGs | 65.6%         | 90%         |

#### PHONICS SCREENING

|                               |     |     |
|-------------------------------|-----|-----|
| Working at by end of year one | 79% | 83% |
| Working at by end of year two | 89% | 97% |

#### KEY STAGE ONE

|             |     |     |
|-------------|-----|-----|
| Reading EXS | 68% | 80% |
| Reading GD  | 19% | 23% |
| Writing EXS | 60% | 74% |
| Writing GD  | 8%  | 13% |
| Maths EXS   | 70% | 74% |
| Maths GD    | 16% | 20% |

#### YEAR 4 MULTIPLICATION CHECK

|                |      |      |
|----------------|------|------|
| achieving 100% | 29%  | 17%  |
| average score  | 20.2 | 20.3 |

#### KEY STAGE TWO

|              | National<br>2022/23 | School 2024 |
|--------------|---------------------|-------------|
| Reading EXS  | 73%                 | 83%         |
| Reading HS   | 29%                 | 34%         |
| Writing EXS  | 71%                 | 79%         |
| Writing HS   | 13%                 | 17%         |
| Maths EXS    | 73%                 | 97%         |
| Maths HS     | 24%                 | 24%         |
| Combined EXS | 59%                 | 69%         |
| Combined GD  | 7%                  | 17%         |
| GPS EXS      | 72%                 | 83%         |

|        |     |     |
|--------|-----|-----|
| GPS HS | 30% | 29% |
|--------|-----|-----|

## SCALED SCORES

|                  | National | 2024   | 2023   |
|------------------|----------|--------|--------|
| National reading | 105      | 106.52 | 107.23 |
| National maths   | 104      | 106.34 | 107.30 |
| National GPS     | 105      | 105.5  | 106.7  |

## Scaled Scores (Provisional 2023/24 Data)

- **Reading:** The school's average scaled score of 106.52 exceeds the national average of 105, indicating strong reading proficiency.
- **Maths:** The average score of 106.34 is above the national average of 104, reflecting excellent math skills.
- **GPS:** With a score of 105.5, the school matches the national average of 105, indicating solid performance in grammar, punctuation, and spelling.

Since the introduction of the new Early Years Statutory Framework, we are now unable to record pupil's attainment beyond GLD. Historically, we have been able to record some pupils as exceeding in the early years. This is not the case now, but it doesn't mean that we have dismissed children's progress who have fully met the early learning goals and beyond. During transition meetings, teachers will be reviewing each pupil and gaining a full understanding on their holistic achievements and progress.

The children's school reports that have been shared, also had an assessment letter accompanying them. Assessment Key/code was present for the end of Key Stage 1 and 2 assessments. See below,

| Year 2 and Year 6 SATS                                                                                       | Explanations                                                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Working Towards Standard ( <b>NS/WTS/HNM</b> )                                                               | Children have not met the standard for their year group. However, may have made significant progress based on their starting points.                                                 |
| Expected Standard ( <b>AS/E/EXS</b> )- <i>This is the National expectation of pupils for this age group.</i> | Children have met the expected standard for their year group.                                                                                                                        |
| Greater Depth Standard ( <b>GDS</b> )                                                                        | Children have met the expected standard for their year group and are applying the skills learnt in a range of different contexts, therefore broadening and deepening their learning. |

In addition to this, another table should explain our school reporting following.

| ALL YEAR GROUPS                                                                                         | Explanations                                                                                                                         |
|---------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| Working Towards Standard ( <b>WT</b> )                                                                  | Children have not met the standard for their year group. However, may have made significant progress based on their starting points. |
| Working At Standard <i>This is the National expectation of pupils for this age group.</i> ( <b>WA</b> ) | Children have met the expected standard for their year group.                                                                        |

|                                     |                                                                                                                                                                                      |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Working Beyond Standard (WB)</b> | Children have met the expected standard for their year group and are applying the skills learnt in a range of different contexts, therefore broadening and deepening their learning. |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Staffing Update

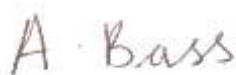
Many of you will now be aware that we have a similar teaching profile to this year;

| <b>Class Teacher and Teaching Assistant Deployment</b> |                                 |
|--------------------------------------------------------|---------------------------------|
| <b>Pre-School</b>                                      | Miss Hayley Easton              |
| <b>Reception</b>                                       | Miss Millie Clayton             |
| <b>Year 1</b>                                          | Miss Amii Bateson               |
| <b>Year 2</b>                                          | Mrs Jen Harrison                |
| <b>Year 3</b>                                          | Miss Kelly Sivill               |
| <b>Year 4</b>                                          | Mrs Helen Bullen                |
| <b>Year 5</b>                                          | Mr Jack Edgar                   |
| <b>Year 6</b>                                          | Miss Rebecca Holt               |
| <b>Curriculum Specialists</b>                          |                                 |
| <b>School Play Therapy</b>                             | Debs 'Kindness Counselling'     |
| <b>Computing</b>                                       | Junior Jam                      |
| <b>Music</b>                                           | Mr Matt Richards and Junior Jam |
| <b>Performing Arts</b>                                 | Junior Jam                      |
| <b>French</b>                                          | Madame Elaine Wardle            |
| <b>Multi Skills and Gymnastics</b>                     | Junior Jam and Coach Catherine  |
| <b>Planning and Management Cover Staff</b>             |                                 |
| <b>PPA</b>                                             | Junior Jam                      |
| <b>Head of School &amp; SENCO</b>                      | Mrs Adele Bass                  |
| <b>Interim Deputy Headteacher</b>                      | Mrs Laura Bradley               |
| <b>Executive Headteacher</b>                           | Mr Chris Dugdale                |

Once again, please join me in wishing our Mrs Scholes the very best of luck in her next chapter. We are very lucky to have had Mrs Scholes in our staff team for some staff members.

Wishing you all a very happy and healthy summer holidays. Stay safe, continue to make family memories and I cannot wait to see you all in the new academic year. Once again, a huge 'thanks' to the staff, children and families for making this another successful school year for us all.

Take care and God Bless,



**Mrs Bass-Head of School**



**Mr C Dugdale-Executive Headteacher**