



Bennet Canfield, Little Canfield, Dunmow, Essex, CM6 1YE

'Learning, achieving and enjoying together'

24th May 2019

Dear Parents, Carers and Guardians

Re:- Headteacher's Summer 1 Update

In this update, I will be covering the following items:-

1. Dates for your diary
2. SATs, Phonics Check, Tests and moderation
3. Parent Reports
4. EYFS developments
5. Sports Week
6. OFSTED update
7. Other news

1. Dates for your diary:

Summer 2 2019

Thursday 23rd – 24th May

Year 5 and 6 'Growth Mind-set' workshops with Mike Mullen; former BMX World and UK Champion.

Friday 24th May

EYFS moderation check

Friday 24th May

Last Day of Summer Half term

Monday 27th – 31st May

Half Term Week

Monday 3rd June

INSET Day – Report Writing

Wednesday 5th June

EYFS New Parent intake meeting

Monday 10th – 14th June

Year 1 Phonics Screening Check (*plus Year 2 if needed*)

Monday 10th – 14th June

Year 3 to Year 5 NFER tests (*National Foundation for Educational Research*)

Monday 10th - Friday 28 June

Year 4 Multiplication tables check pilot

Tuesday 11th June

Year R & 1 Dental Screening

Wednesday 12th June

EYFS New Parent intake meeting

Thursday 13th June

PFA Father's Day Sale

Wednesday 19th June

District Athletics Competition

Monday 24th -28th June

Sports Week

Tuesday 25th June

Year 6 HYMB Outdoor Adventurous Education trip

Friday 28th June

Sports Day

Friday 5th July

EYFS to Year 5 Parent Reports due out

Tuesday 9th July

Year 6 Sat results due in from DfE

Wednesday 10th July

Year 6 Parent Reports due out following receipt of SATs results

15th and 16th July

Year 6 Production; Evening shows 6pm

Thursday 18th July

School Open Evening

Friday 19th July

Move Up Morning

Wednesday 24th July

Last Day of Term

Autumn Term 2019

Tuesday 3 rd September	INSET Day: Subject leadership: Jonathon Bond
Wednesday 4 th September	Start of term.; home visits afternoons
4 th – 6 th September	EYFS home visits
9 th – 10 th September	EYFS start part-time mornings only
11 th – 12 th September	EYFS start full-time
9 th September – 25 th October	EYFS benchmarking task pilot study
Friday 27 th September	INSET Day: Teacher appraisal reviews and plans
14 th – 18 th October	Year 6 Residential visit
28 th October – 1 st November	Half-term
Friday 20 th December – 3 rd January	Christmas break

Spring Term 2020

Monday 6 th January	INSET Day
Tuesday 7 th January	Start of term
17 th – 21 st February	Half-term
6 th – 17 th April	Spring break

Summer Term 2020

Monday 20 th April	INSET Day
Monday 4 th May	Bank Holiday
1 st -22 nd May	Year 2 SATs
11 th – 14 th May	Year 6 SATs week
25 th – 29 th May	Half-term
Monday 1 June	INSET Day
8 th – 12 th June	Year 1 Phonics check and Year 3 to 5 NFER tests
8 th – 26 th June	Year 4 Multiplication-tables check
29 th June – 3 rd July	Sports week tbc
22 nd July	Last day of term

2. SATs, Phonics Check, Tests and moderation

A big congratulation to all our Year 6 children who took the challenges of their national standard assessment tests (SATs) last week in Reading, Grammar, Punctuation, Spelling and Mathematics. All their papers have been sent off to be marked externally with results due back on Tuesday 9th July. Year 6 teachers are currently in the process of making and moderation their final teacher assessment judgements that are due to be submitted to the DfE by 27th June.

Our Year 2 are also in the process of taking their end of key stage 1 SATs in Reading and Mathematics during the month of May. These tests are not reported to the DfE but are used to support teacher assessment judgements that are sent to the DfE by 27th June. We are due to be moderated by the local authority between 14th and 24th June to check the accuracy of our teacher assessment judgements

Year 1 children and those children in Year 2 who did not meet the required standard last year have their Phonics screening check during the week beginning 10th June. Year 4 are also taking part in the national multiplication-tables check from 10th June over a 3-week period. Years 3 to 5 also take part in NFER tests to help support our teacher assessment judgements that week too, these are purely for our own internal checks.

Our EYFS reception class teachers have been assessing the children all year long and sharing much of their observations via 'TargetTracker Link', they now have to make their judgements against the EYFS curriculum early learning goals (ELG) to help establish whether each child has met the good level of development (GLD) criteria. Over the year we have been supported by and worked with Mrs Karen Thompson, a local authority and qualified adviser. We are being moderated by the local authority at the end of this half-term to help check that our judgements are accurate and reliable. Over the first 6 weeks of the new academic year our new children in our reception classes will be involved in a pilot study working with the DfE and NFER to try out the new proposed EYFS benchmarking exercise to help identify the level of skills children enter school with in reading and mathematics. It is important to note that these are not tests but standardised tasks that children engage with in lessons, they are quite open ended in nature so children will perform at their own level with teachers following clear criteria that enable tasks to finish when they become too difficult. These we hope will support our normal

teacher benchmarking work that happens each first half of the autumn term, the simple difference is the tasks are standardised so that all children nationally undertake a common approach.

3. Parent Reports

End of year reports for parents go out to parents in all year groups, except for year 6, on Friday 5th July. Reports will be in the same format as last year, with the exception that key stage 1 and key stage 2 reports will begin to include simple data for the foundation subjects; History, Geography, Computing etc. This is a new initiative as most schools do not give any attainment data in these areas. Much of the school's work since September 2017 has been to build a new school curriculum that includes a clear and coherent progression of knowledge, skills and understanding over the children's time with us. We use Essex Target Tracker as a key tool to help record children's attainment and progress. In our first year we focussed on Reading, Writing, Mathematics and Science, this academic year we have extended this to cover all national curriculum subjects. Children will be given one of four attainment grades: working towards, working at, working securely at or above age related expectations. I anticipate that most children may be 'working at' and reflect the stage of our curriculum development and assessment development. It is important for us as a school to be brave and to begin to explicitly make these judgements for better or worse to aid our own development. None of this data is reported nationally but used for our own internal self-evaluation e.g. is History stronger than Geography or Design Technology? Does Design Technology outperform Art and Design? What impact does Music provision have in lessons? Why? What actions do we need to further improve?

You will be given opportunity to discuss your child's report should you wish at the end of term. A parent questionnaire will also be available to seek your feedback about the school and used, as last year, to help inform future school developments.

4. EYFS Developments

Mrs Martin, Miss Chivers, Mrs Lyon and Mrs Ramsden and all the reception children have been working hard over the year to bring about some significant changes to support and challenge the children's learning. The outdoor classroom has been transformed as a vibrant and exciting place to play and learn; the mud kitchen, the music wall, the growing beds (*protected by their own Scarecrow*), the sand pit, the construction zone and creative role-play zones have all developed this year. Inside a variety of learning zones including their role-



play zone, small world zone, discovery zone (*currently observing caterpillars change to butterflies*), construction zone, a self-service art area and separate zones for each of reading, writing and mathematics. New carpet has also been laid to replace the rather 'grubby' existing one! Approximately £10,000 has been invested so far in new resources to help stimulate and challenge children's experiences.

5. Sports week

Sports week once again coincides with the national event from June 24th culminating in Sports Day on June 28th. It is with great thanks to Mr Brown and Mr Sykes who have picked up the mantle from Ms Wotton (on maternity leave) to lead this event this year. Events include a whole school fitness warm-up and work out with parents invited to start the week off, external coaches for cricket, cheerleading and a mystery event, Year 6 go to Herts Young Mariners Base (HYMB) for a range of outdoor adventurous education activities, while all children take part in a variety of inter-house competitions. Hopefully the weather will be kind and the week run smoothly at this busy end of year period. A full timetable will be published and sent out closer to the time, do put 9:00am on 24th June into your diary to join us on the school field for a warm-up and fitness session for all. There could be some surprise guests!!!! On Sports Day we would like to invite you not only along to spectate, but this year to have a 'family picnic' on the school field at lunchtime between the morning Key Stage 2 and afternoon EYFS and Key Stage 1 events. Please feel free to join us with your picnic blankets and baskets (no alcohol allowed I am afraid). Mrs Newman and her catering team will provide packed lunches for the children that day instead of the hot meal service.

6. OFSTED update(s)

As you are all aware OFSTED visited us on 4th and 5th September last Autumn term and agreed with our own judgement that the school was graded as 'Requires improvement'. From that date OFSTED will return within 30 months to look at our progress. Much has happened and changed since those days:

- ***A further change in the OFSTED inspection criteria from September 2019.***

From September 2019 OFSTED will focus on a new judgement 'Quality of education; intent, implementation and impact' which replaces the previous 'Outcomes for children and learners'. The significant difference in this criteria is the clear focus on the purpose of the **school curriculum** and how it is ambitiously designed and developed, being coherently planned and sequenced for future learning covering the full range of the curriculum subjects. This is a focus that we began back in September 2017 where we identified our core purpose: '**Learning, Achieving and Enjoying Together**' which was established to summarise our mission:

*'The primary purpose of our school is to ensure all our children **learn**. When children make progress in their learning a sense of **achievement** and a feeling of satisfaction in a job well done will follow. **Enjoyment** is a key factor that promotes learning as a lifelong skill that goes beyond just their school days, but supports them well throughout their working lives. Developing together both **teamwork** and independence is essential to enhance learning, personal and social skills, so that the children one day can play their part in future societies and help shape the world that we will live in.'*

Please visit our website 'Our Curriculum' section for further details on '*our aims, values and expectations*' and an overview of the coherent and progressive long term curriculum plans that we have now published for each year group by each term. These are reviewed term by term and will reflect our intent as we grow and develop in this new era.

Our School Improvement Plan (SIP) was reviewed and developed following our OFSTED report in September 2018, but had to take on-board the likely outcomes of a revised OFSTED schedule that we would be subject to at our next inspection. This plan has served us well to date and puts us on track for potentially 'good' judgements for all of the four key areas. A copy of the SIP can be found on our website under the '*Statutory Information*' section. The plan will be reviewed later this term and early Autumn term in light of our evaluations and then re-focus on tighter school priorities that have emerged from this year's work.

- ***School Improvement plan priorities***

Our peer and leadership coaching for teachers across the school has been established and is starting to show children's **accelerated progress** within lessons. Additional intervention groups in all year groups are established during assembly time for targeted children who may struggle to meet the required standard by the end of the year. Year 2 and Year 5 have also been running afternoon "booster" style support groups once a week since Christmas. Year 6 and now Year 4 have also run after-school tuition sessions to further support children. As a result, we are beginning to see standards improve. Formal lesson observations in Science and the foundation subjects have begun to look at the impact of previous coaching in the quality of teaching. This when linked with a further round of work scrutiny will help us evaluate the improvements in this area, what strengths have come to light and where we may still need to improve.

Subject leaders have now developed their own subject long term plans and tied this into the national curriculum. They have carried out work scrutiny to check that the plans have been taught and begun the process of checking teacher assessment judgements being made against that work. These long term plans have been linked to new medium term plans that exist and begun to identify which ones need to be developed and or supported by any published schemes such as 'Switched on Science' or 'Switched on Computing'. Before the academic years end an audit against the national curriculum will identify curriculum coverage and identify any areas where there might be gaps that will help to inform future work of the subject leaders. In September all schools in the trust will be working alongside a highly regarded and respected adviser, Mr Jonathon Bond, in supporting subject leaders in identifying and running relevant projects to improve provision for learning so that all subjects clearly tie in to its curriculum purpose and go beyond that required by the national curriculum.

Mrs Godsafe and Mrs Griffiths have continued to work hard at monitoring and coaching teachers and LSAs to ensure **SEND provision** enables those children to make good progress because they have access to a suitably differentiated curriculum. Two staff workshops have been run and shared some of the best practice across the

school. There has been some excellent practice shared. This will continue next year. It is with thanks to the trust in enabling Mrs Godsafe to be with us for two days a week, from the original one day.

EYFS provision for our reception classes has changed and improved dramatically as outlined in section 4. **EYFS developments** above. Resources and activities now provide a much richer and challenging learning environment. It is with much thanks to Mrs Martin's leadership and the very capable support of Miss Chivers in putting these developments rapidly in place. Our LSAs; Mrs Leon and Mrs Ramsden have very ably supported the



children as part of the teaching team. This Friday 24 May sees us go through external local authority moderation to check how well our children have achieved the various elements of their 'early learning goals'. We are confident in seeing that standards have increased and children better prepared for entry into key stage 1 and into year 1 in September. Well done to all.



7. Other news...

- Staffing

We welcome Ms Hookway who is teaching Cherry class, following Miss Wotton's maternity leave, and already having a very positive impact on the class and school. We will be joined by Miss Amanda Lucas in Year 1 next year as maternity cover for Mrs Payne. We are currently seeking maternity cover for Mrs Martin-Smith. Both are experienced teachers, come with great references and a strong background. I am confident that all will make a significant contribution to our growth here at Takeley and help to ensure and build on the provision of quality first teaching. Our full staff team for September 2019 will be announced after half-term following any further appointments that we might need to make in light of the May 31st deadline for staff resignations.

- 'Growth Mind-set' assemblies and workshops with Mike Mullen



Many of you have already seen some of the pictures and videos posted via our 'ClassDojo' app of Mike Mullen in action encouraging children to '**flearn**'. A term Mike has created to summarise the concept of '*learning through failure!*' Mike is a former World and UK BMX champion and has shared his journey, his failures, experiences and mind-set to help inspire children. Mike led an introductory Key Stage 2 assembly followed by a trick display, involving some of our brave teachers too. This was followed by a variety of 'inner ninja' challenges for Year 5 with children both individually and as a team challenging themselves to achieve things that at first they could not do, indeed failing at them, only to be

coached to success. On Friday Year 6 took on various BMX challenges and tricks before some showing off their new found skills in our final Key Stage 2 assembly. Even our Reception and Key Stage 1 children got in on the act at a special BMX display assembly. We hope we can make this an annual event for the children so all, over time, will benefit and be inspired by Mike.



Once again thank you all for your support. Have a great half-term break. We return on **Tuesday 4th June** following our report writing INSET Day on Monday 3rd June.

Best wishes



Mr Andy Cosslett (Headteacher)