



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

'Learning, achieving and enjoying together'

10th July 2019

Dear Parents, Carers and Guardians

Re: Headteacher's Summer 2 Update

First to share; last academic year OFSTED recognised '**..dramatic improvements in behaviour.**' This academic year our standards of **attainment** overall have risen significantly and **above national averages!** Thank you all.

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

1. **Our Vision and Core Purpose**
2. **End of Year Results: EYFS, Phonics, Key Stage 1 and Key Stage 2**
3. **Working with our Academy 'Learning Partnership Trust'**
4. **School Improvement**
5. **Going 'Paperless'!**
6. **E-Safety Reminders**
7. **Your views.**
8. **Looking ahead to next year.**
9. **Open Evening on Thursday 18th July – 4:30pm to 6:30pm.**

1. **Our Vision and Core Purpose:**

It is now nearly two years since we began to focus, develop and now establish our vision. The original; 'Learning and Achieving Together' was clearly missing, in our children and staff view, a sense of enjoyment because they had clearly said they wanted to be happy and have fun whilst they learnt and worked. '**Learning, achieving and enjoying together**' was our revised vision. We have gone on to try to clarify our purpose. A purpose that helps to explain our vision;

*'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'.*

A core set of aims that set expectations and identified key values has set out broadly how we will achieve our vision and build a school curriculum;

- to provide a high level of learning by developing **enquiring minds** through **stimulating experiences** which make us all want to learn more each day.
- to provide a school curriculum which is **broad, balanced, coherent, and relevant**, that reflects the statutory requirements of the National Curriculum so that the children **progress** and **attain** well from their starting points, being well-prepared for the next stage of their education.
- to develop **independent, motivated and determined** children who are **confident, flexible, respectful** and able to **cooperate** and **collaborate** with others, while not being afraid to make mistakes but willing to take risks in their learning by challenging themselves.
- to promote **imagination** and **creative expression** through a wide range of opportunities and projects that provide a clear purpose towards 'real-life' learning.

- to create and maintain a **caring community** by encouraging a supportive, safe, understanding and considerate environment that fosters **kindness, responsibility, trust and teamwork**, along with the fundamental **British values** of democracy, rule of law, individual liberty, mutual respect and tolerance of those with different abilities, faiths and beliefs.
- to promote **spiritual, moral, cultural, mental and physical development** to prepare children for the opportunities, responsibilities and experiences of later life.
- to foster a sense of **pride** in achievement and a desire to succeed; and
- to establish effective links between the school, home and the wider community which **promote aspirations and high expectations** that support and enrich the children's opportunities for learning.

These have provided the focus for our school developments and underpinned what we do and how we aim to do it. We have achieved much again this year, please see section 4; **School Improvement**. We still have much to do. However, what is clear is we are making clear progress and continue to develop to ensure provision is working to achieve the very highest of standards.

2. End of Year Results: EYFS, Phonics, Key Stage 1 and Key Stage 2.

Please see below the headline figures for each of the key phases for national assessment and how they compare to this year's national averages where we have them (*which are shown in brackets*). Results last year's national averages are highlighted in **green**. Please note that 'GPS' stands for Grammar, Punctuation and Spelling. We were externally moderated this year by the local authority in EYFS and at the end of Key Stage 1;

	Reading	Writing	Mathematics	Science	Combined (RWM)
Year 6 End of Key Stage 2	73.7% (73.1%) Test	84.2% (78.4%) Teacher Assessment GPS 84.2%(78%) Test	84.2% (78.6%) Test	86% (82% in 2018) Teacher Assessment	71.9% (64.8%)
Above ARE	28.1% (26.9%) Test	22.8% (20.1%) Teacher Assessment GPS 45.6%(35.7%) Test	24.6% (26.6%) Test	12.3% (n/a) Teacher Assessment	10.5% (10.5%)
Year 2 End of Key Stage 1	70% (75%) Teacher Assessment	65% (69.3%) Teacher Assessment	75% (76%) Teacher Assessment	78.3% (82.3%) Teacher Assessment	56.7% (65%)
Above ARE	23.3% (25.1%) Teacher Assessment	15% (14.8%) Teacher Assessment	18.3% (21.8%) Teacher Assessment	3.3% (n/a) Teacher Assessment	11.7% (11.2%)
					Passed Phonics Check
Year 2 phonics					95% (92% in 2018)
Year 1 phonics					87.5% (82%)
					Met ELG (Early Learning Goals)
EYFS					83.3% (70.1% in 2018)

The impact that we are now beginning to see is that our key data for meeting age-related expectations (ARE) in each of the above phases has typically moved from being below the national average in previous years to now being **above the national average**. This is a significant mile stone and achievement for the school. The exception is at the end of key stage 1 which remains below, except at 'greater depth' in writing and in the combined subjects. This cohort of children came through with a low level of phonics last year at the end of Year 1 at 77.4% which has impacted on their Reading and Writing attainment this year. What we have seen with this Year 2 group is that a phonics check score of below the national average at the end of Year 1 is now **above** the national average at the end of Year 2. The children's **Year 2 SAT scores** were also the best that we have records for over the last 4 years at 60% in Reading (last year 51.9%) and 63.3% (last year 61.1%) in Mathematics. No national comparisons are available as these scores are not collected by the local authority or DfE, but used to help support teacher assessments. What this information tells us is that more children moving from key stage 1 to key stage 2 have committed to long term memory more of the key skills than before, but do need to show improved application across the curriculum.

The results of our children at the end of their Reception and **EYFS** phase has shown tremendous progress and now stands well and significantly above the national average. A huge well done to Mrs Sharon Martin and Miss Michelle Chivers for all of their drive and ambition who have completely metamorphosed their learning areas and provision both in the inside and outside classrooms; ably supported by Mrs Leon and Mrs Ramsden of course. The results speak for themselves.

Phonics has improved significantly with thanks to Mrs Clarke-Scholes and Mrs Payne and their able LSA team, along with all our parents who have persevered and practiced at home. Thank you.

Key Stage 2 results, for the first time, are well above last year's national averages and significantly up by 11% from our last years combined data of 60.9% to 71.9%. This is a huge achievement with thanks to Mr Hitchin and Ms Wotton for all their good work while the children were in Year 5, but particular thanks to Ms Smith, Miss Dennis and Mrs Russell for their expertise, focus, drive and passion that has significantly raised expectation this year. And indeed to you all for all the support you have shown over the years. Reading will continue to remain a key focus moving into next year, although attainment is better than national we are finding overall progress since Key Stage 1 is not as strong as in Writing or Mathematics. 'Timetables' and working at greater depth in Mathematics will also have a greater focus next year.

3. Working with our 'Learning Partnership Academy Trust':

It is with many thanks to Mr John Clements and the 'Learning Partnership Academy Trust' for all of their support over the last year in working collaboratively together to help move Takeley forward. The introduction to and funding of support from Mrs Karen Thompson and Mrs Karen Musgrove to link with our EYFS team has led to significant improvements that have been driven by Mrs Sharon Martin, our Early Years Leading Teacher. Mrs Martin was only appointed to this role towards the end of last summer term and has had a tremendous impact since joining us.

It is with again thanks to the 'Trust' for providing funding to support much of the work over the Summer Term for Mrs Veronica Clarke-Scholes and to help fund links that had been previously made by Mrs Clarke-Scholes with Mrs Natalie Banthorpe, a local authority adviser for phonics who has led training across that phase with our capable LSA team and teaching staff. Thanks also to Mr Clements who has also acted in a coaching and mentoring role to help further support Mrs Clarke-Scholes and the on-going developments across Key Stage 1.

Ms Becca Godsife has joined us at the start of the year as the SENCo for the Trust schools. Ms Godsife has worked closely with Mrs Jackie Griffiths, our Inclusion Leader, to enhance and improve the consistency of provision for our children, particularly so for those who have an EHCP (Education Health Care Plan). Both have monitored and reviewed provision helping to improve support and differentiation within the children's lessons through both regular coaching for teachers and LSAs in class as well as internal training at two focused staff meetings this academic year.

Miss Claire Dennis has very recently started an 'Outstanding Facilitators Programme' course. This course will enable Miss Dennis and I to run an 'Outstanding Teachers Programme', to which Miss Dennis has already achieved. This will enable us to train some of our own teachers in achieving this award through their own day to day teaching. It is with thanks to the 'Trust' for offering to pay for this course and the related supply cover costs.

As part of the Trust schools, with Roseacres and Hatfield Heath, we have worked collaboratively in three key areas to date: a) Moderating standards particularly in 'Writing': it is also with thanks to Mrs Nicola Russell, one of our two Deputy Headteachers (with responsibility for Assessment) who led and co-ordinated the session here at Takeley during the Spring Term. A further session that focused on the most-able writers achieving the 'greater depth' standard was had during the summer term at Hatfield Heath b) beginning to bringing our subject leaders together to provide networking and support across all subjects enabling us to discuss and share best practice. Next year will see a more detailed Subject Leadership programme across the three school's led by Mr Jonathon Bond, a well-respected external adviser. The aim of the programme to help subject leaders build on the existing provision and developments in establishing a high quality curriculum for all and c) The Early Years Teams for all schools coming together here at Takeley to run a further moderation session in 'Writing' to share and compare standards of children's work across the 'Trust'. Next year we will continue to engage in moderation across all three schools, but we will also be working together to look at a whole school approach to Reading comprehension; from 'learning to read, to reading to learn'.

Thanks is also due to our local Governing Body who have begun to undertake a variety of monitoring visits in some of our key areas. These visits are crucial for our governors to better understand our school and in supporting their expected role of 'accountability' and 'critical friend'. In turn this will also help to develop their role in actively supporting the 'strategic direction' of the school.

Finally, it is with personal thanks from myself to Mr Clements (CEO to the Trust) and Mrs Hancock (both our Chair of Governors and to the Trust's Board of Directors) and to all for all the support and trust (no pun

intended!) in helping to establish this new and improving team here at Takeley. A team of highly dedicated staff who have taken on board and been on a steep learning curve on not just developing our curriculum intent, but taken on board new and complex processes to ensure much has been implemented and begun to be established in a very short period of time. Our first year together was recognised by OFSTED as bringing ‘..dramatic improvements in behaviour.’ Our second year has now seen standards beginning to move above national averages. Still many improvements to make. Together we are stronger and our progress will continue.

4. School Improvement:

This year has been very much a year of building on foundations set in my first year. To this end this year we have been successful in:

- a) Further reviewing our school vision and purpose.
- b) Raising attainment.
- c) Completed the first phase of all year groups having long term plans; including an annual overview as well as a termly plan. The Summer term plans have had their first review as part of phase two. The ‘Learning Challenge Curriculum’, Rising Stars; ‘Switched on Science’ and ‘Switched on Computing’ have been bought in to support medium and short-term planning. Long term plans can be viewed on our school website; www.takeley-pri.essex.sch.uk/children under the ‘Our Curriculum’ tab then select the relevant Year group page.
- d) Improve the quality of leadership in developing the curriculum by enhancing the role of all subject leaders including for SEND and Phonics to monitor, evaluate and review the breadth, balance, coherence and progression of our curriculum and to begin to identify the intent, implementation and impact of our developing curriculum. Leaders are currently working on new ‘Subject SEFs’ to capture this and to include our strengths and points for action. They have audited and improved the quality of resources available. We know Reading next year is a key focus, for us and across the curriculum. In Mathematics, ‘Times tables’ and improving provision for ‘greater depth’ through reasoning is needed. Science also needs to target ‘greater depth’ for ‘working scientifically’. Outcomes in the foundation subjects are currently too variable at present and will remain a focus to ensure the good applied pedagogy and subject knowledge that is seen in English and Mathematics is applied across the curriculum.
- e) Improved communication with parents through use of ‘Studybugs’ (Attendance reporting), ParentMail (General communication) and ‘ClassDojo’ app (day to day learning in class and related school events). The school website has continued to be developed to make available the school’s plans for learning by year group, by term and by subject.
- f) Most importantly we have looked at accelerating progress a) within lessons and b) through additional interventions outside of English and Maths lessons. Much work and research has been undertaken to identify the key features of accelerating provision within lessons. This has identified minimum expectations, but also that which will lead to ‘outstanding’ practice. This has provided the focus for improving the quality of teaching through teacher peer to peer coaching, and coaching and observations by the leadership team across the curriculum, so that teachers focus is differentiated to their needs, rather than a one programme ‘fits all’ approach. Intervention groups have been run across the school i. during assemblies ii. in Year 2 and Year 5 once a week in the afternoon and ii. after-school tuition with teachers once a week in Year 4 and Year 6. The impact needs to be evaluated still. We do need to look more closely at how well we target homework provision in English and Mathematics to help further raise standards.
- g) All staff have had their level 2 safeguarding training or induction. Those who joined the school mid-year have had safeguarding induction and will need their training updating in September.
- h) Facilities have been significantly improved through the collaborative approach with the children in building a new adventure playground for KS2 children. New links to ‘Little Canfield Stars’ for girls’ football, ‘2aim4’ for another football club (mixed, but mainly boys) and further provision from ‘SportStar’ during the holidays have enabled improved provision for the community out of school hours. Parents are also now also able to access the various courtyards at the end of the school day to aid pick-up and provide better access arrangements between teachers and parents where the need arises.

This is a very brief summary of much of our focus this year and does not really do justice to the continued steps that all involved with Takeley are doing to help move the school forward. Thank you to all.

5. Going ‘Paperless’!

With all the modern technology available to us and with increasing need for schools to become more sustainable and environmentally friendly we are looking at ways of achieving this, but at the same time to become more efficient and effective as what we do. Mrs Kelly Carter has been exploring ways of doing this by going ‘paperless’ and improve the ways we can further improve communication between home and school. Our existing system ‘ParentMail’ is used fairly consistently and extensively across the school and next academic year we will be branching out to use a new feature for us where you will be able to complete any ‘Forms’ on line; for example, rather than returning any reply slips on letters for ‘School trips’ or ‘Parent Consultation Evenings’ you just complete this via ‘ParentMail’. If you have not already downloaded and installed the ‘ParentMail’ app on your

phone, tablet or computer please do so before the end of term. We have sent out a 'Message Slip' with your child's school report pack to give a reminder to this by **Friday 19th July** and to return the slip if you are **not** connected to or not going to connect so we can look at alternative provision. Future provision will also look at replacing the SIMs Agora payment scheme with that of 'ParentMail' on completion of the SIMs contract next April.

6. e-Safety Reminders:

With the summer holidays fast approaching it is timely to give an e-Safety reminder as it is likely that many children will be spending more time online. Do please help ensure children's online safety follow these top-tips; a) Enable all parental controls on each device children have access to the internet on. b) Ensure children use internet based apps in a central area of the house to enable easy monitoring, do not let them have access in their bedrooms. c) Let children know that you will randomly check their devices e.g. browsing and chat history d) Do not let children have an age inappropriate account e.g. Facebook, YouTube, Instagram, SnapChat and WhatsApp are all at least age 13 and above in their terms of service. e) Let children only communicate and be friends online with people that they know in real life. f) Visit our school website e-Safety page at www.takeley-pri.essex.sch.uk/parents/e-safety-tips for further information. g) Visit www.thinkuknow.co.uk and interact with your children on the interactive activities.

7. Your views:

A link to a school survey for each year group will soon be sent out via 'ParentMail' and links posted on each Year groups page on our website. These are simple and short 'SurveyMonkey' questionnaires that use the OFSTED parent questions as their basis. Your feedback is all anonymous and we will use your responses to help evaluate how well we are doing in each area. If you have children in more than one Year group, do please fill in one for each of your children.

Previously your feedback has led us to take the following actions; a) open up the courtyard areas to improve access to teachers at the end of the school day, b) develop a mid-year 'Individual Assessment Summary' report for each child following requests for more information about pupil progress, c) set up 'Studybugs' to enable you to easily report your child's sickness and absence rather than having to phone or come into school. d) developed use of 'ClassDojo' to keep you regularly updated as to how and what your child is doing in school and e) re-organised and updated the school website to make information more accessible, particularly the publication of each Year groups' curriculum plans. Your views do count.

8. Looking ahead to next year:

Another academic year is coming to a close. Next year brings a few staff changes, with very best wishes to Ms Martin-Smith and Mrs Payne who both start maternity leave. Mrs Lucas will be joining us to cover Mrs Payne in Year 1 and Mrs Perry and Ms Wotton will be returning and sharing Hazel class in Year 3. The full teaching staff list is below;

Teaching Team:	Class
Mrs Sharon Martin	Reception Teacher; Willow Class
Miss Michelle Chivers	Reception Teacher; Birch Class
Mrs Veronica Clarke-Scholes	Year 1 Teacher: Elder Class
Miss Amanda Lucas	Year 1 Teacher: Rowan Class
Mr Darren Brown	Year 2 Teacher; Oak Class
Miss Verity Walton	Year 2 Teacher: Maple Class
Mr Tom Purser	Year 3 Teacher: Chestnut Class
Mrs Kayleigh Perry/Ms Sam Wotton (3 days Mon-Wed/2 days Thu-Fri)	Year 3 Teacher: Hazel Class
Miss Anna Burnett	Year 4 Teacher: Elm Class

Ms Anna Wallbank	Year 4 Teacher; Ash Class
Mr Adam Hitchin	Year 5 Teacher; Yew Class
Ms Helen Hookway	Year 5 Teacher; Beech Class
Miss Claire Dennis/Mrs Nicola Russell (mixed days: English/Maths)	Year 6 Teacher: Lime Class
Miss Sarah Smith	Year 6 Teacher: Cherry Class

Mrs Mooniaruck as our Music HLTA will be leaving due to family commitments. We are currently advertising for a suitable replacement otherwise we will have to re-look at our staffing structure and timetables to look at how Mr Sykes and Mrs Cobbe can be best used with their existing specialist HLTA roles. We also say a very fond and heartfelt farewell to Mrs Coltart who after many years' service will be leaving us as her EHCP 1 to 1 LSA contract comes to an end. Similarly, so to Mrs Thompson who leaves us after 14 years of dedicated service to take up partial retirement. Both will be missed and go with all our very best wishes.

Our LSA team remains fairly stable under the guidance of Miss Godsife and Mrs Griffiths. All children with EHCP and 1 to 1 provision have their LSA move up with them. We are still able to afford full time LSAs across our two reception classes and for mornings only, as before, across Key Stage 1. Currently we have four LSAs able to work across Key Stage 2 on top of the nine providing 1 to 1 support.

Next year across Upper Key Stage 2 we are looking to make better use of our teachers' specialist skills to help raise attainment in a number of the subjects; Ms Smith will teach Science to each class in Year 5 and 6 each week, Mr Hitchin; Computing, Ms Hookway; Spanish, Mrs Russell; Physical Education (Outdoor), Mr Sykes; Physical Education (Indoor) and Mr Purser; Music in Year 5 or 6 (still to be decided).

Our curriculum will continue to develop and improve; particularly links across the subjects, further development to 'real-life learning', and with increasing challenge to deepen learning for our most-able children within the enquiry based subjects of Science and History. Reading will remain a focus, not just by improving the quality and range of books, but to improving children's enjoyment and comprehension. In Mathematics there will be significant development put into children learning their 'Timetables', but also improving their 'reasoning' skills when applying for example, their number skills that they are fluent in, within problem-solving activities.

9. Open Evening on Thursday 18th July – 4:30pm to 6:30pm

Finally, do please remember that you are all invited to our first 'open evening'. All teachers, current and for next year, are expected to be here and available. This first year will be a low key affair, as we hit 'burnout', but important that you can informally come in to view your children's work, class displays and meet the teachers. Do please feel free to wander the school to look at all areas; other classrooms, adventure playground (children only I am afraid) and the developing Year 5 'Anderson Shelter'. We look forward to meeting many of you then.

Once again thank you all for your support this year. Have a great summer break. Do remember that 'Sport-Star' return this summer holiday to provide a variety of activities. Do please visit their website; www.sport-star.co.uk for further information. Children return on **Wednesday 4th September** following our 'Developing Subject Leadership' INSET Day on Tuesday 3rd September.

Best wishes



Mr Andy Cosslett (Headteacher)