



South Cave CE (VC) Primary School
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September 5th, 2019

Dear Parent/Carer

Welcome back to the start of a new school year and welcome to our new children, and their families, in Foundation and other pupils across the school. I hope you and your children managed to have a relaxing holiday. The children all appear to be happy to be back at school and are already settling well into their new classrooms.

We had a very busy summer in school, and I must thank the staff for giving their time in the holidays to make sure their new classrooms were bright and attractive and resources ready for their new children coming into school. They have worked particularly hard to re-organise the libraries in each building, adding hundreds of new books (paid for by the PTA) and removing the older books. I must also thank Mr Whitehead who has carried out a number of repair and maintenance jobs around the school, including replacement of the fascia around the computer suite and walkway.

Whole School curriculum Theme Weeks

We will be continuing our whole school theme weeks again this year, as it is a great way of bringing the school together to work on the same topic. Our first theme week will be at the end of this half term and will be 'Light in festivals' and will have an RE focus. Our second theme week will be at the end of the term and will be linked to the book 'The Jolly Christmas Postman', this will have an English focus with children looking at the fairytales and characters that the postman delivers to.

We will also be maintaining our focus on the STEM (Science, technology, engineering and maths) curriculum and continuing with our monthly STEM challenge days across school.

School Improvement and summer data summary

We were pleased with our outcomes at the end of last year in all 4 of the areas of national comparison. Please see the attached document with the initial data that we have available. In summary:

Foundation Stage.

80% of our pupils achieved the expected outcome at the end of Foundation Stage and, once again, our results were above national and local results.

KS1 (Y1 and 2) phonics screening

97% of our Y1 pupils passed the phonics screening check, these results are higher than the previous year and significantly higher than national and local results for the 5th year in succession.

End of KS1 results

Our results were higher than national and local at the end of Y2. We were particularly pleased with the maths results which, as last year, were significantly higher with 87% achieving expected.

End of KS2 results

The proportion of children who achieved 'expected' in all 4 areas (reading; writing; grammar, punctuation and spelling; maths) was higher than national and local and also higher than our results last year and show a rising trend. The percentage of pupils achieving 'greater depth' was lower than national and local, although this was a cohort with a lower baseline than the previous year group the progress of these children based on this showed significant improvement on the previous year.

We are now in the process of using these outcomes and other evidences to plan for continued improvement this year.

Our main areas of development, to continue to raise standards and the quality of teaching this year are:

- Development of teaching and learning in reading
 - Improved choice of home reading books in all 3 libraries (KS1; Y3/4; Y5/6) and use of rewards/incentive to develop pupil's enthusiasm for reading at home.
 - Training for all teachers on a new method of teaching reading in school to ensure pupils of all abilities are fully challenged (particularly the more able).
 - Introduction of reading 'buddies' so that KS2 and KS1 pupils can share books together
 - Involvement in 'Erasmus' project, which is a project involving our school and 4 other schools from across Europe, whereby teachers from these 5 countries share good practice and ideas and involve children in communication with each other regarding children's authors, through technology.

- Continued development of teaching and learning in writing
 - Further development/training in 'Talk4Writing' with more emphasis on individual targets for improvement
 - Raised profile of writing through 'writer of the month' books/displays
 - Higher expectations in relation to presentation and editing/checking of writing with the introduction of our 'improvement pledge'
 - Higher expectations of pupils to self-check/correct mistakes in spelling, grammar and punctuation in their writing across the curriculum.
 - Introduction of 'expected' and 'greater depth' skills progression from Year 1 to Year 6, with ongoing assessment of these skills, to identify gaps in understanding.

- Continue development of mastery of maths approach
 - Ensure challenge/high expectation of all ability groups (particularly the more able)
 - Greater emphasis on basic mental maths skills (particularly times tables)
 - Developing a positive mindset (particularly girls)

- Further development of the use of data to inform planning and intervention
 - Regular review of learning objectives/gaps in learning for whole class and individual pupils to inform whole class planning/teaching and intervention/support in reading, writing and maths

- Development of the non-core curriculum to ensure a broad and balanced curriculum
 - Development of long term planning and assessment documents for each cohort to identify progression in knowledge and skills in all non-core subjects (science; geography; history; PE; RE; art and design; music; computing; design & technology; languages) as they move through school from Year 1 through to Year 6
 - Revised structure of subject leadership, to identify leadership teams for STEM; Languages; The arts; The humanities; PSHCE so that the quality of teaching and learning and enjoyment in all subjects can be monitored and developed.
 -

School Values

We will be reinforcing our school values, encouraging children to 'SHINE' again this term, with children receiving certificates during our Friday 'Praise' assemblies, for displaying our 5 Christian school values (as shown below).

T R U S T

T H A N K F U L N E S S

C O M P A S S I O N

P E R S E V E R A N C E

R E S P E C T



During collective worship, we will also be looking at the British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs. We will also be joining in a number of national charity events this term, with the first being 'Jeans for Genes' on Friday 20th September (all children invited to come in their jeans/denim and make a donation towards research for children born with genetic disorders)

Communication with parents

Bloomz

We will be continuing to use Bloomz as a method of communication from class teachers. This will be used to share information, photographs and reminders with parents of the children in their class and allows parents to comment on the posts. The advantage of this system over other on-line school communication systems is that it is open only to those people invited to the group so the information/photographs etc shared are seen only by those it is relevant to. Any photographs shared through this site should not be re-posted on other social media sites.

Your child's teacher will be sending you information on how to join the group and receive the information they send. Please note that this is not a system where communication is made every day or even on a regular basis, but will be used by the teacher when they feel it would be useful to share information.

This system is not intended as a method of parents communicating with their child's teacher to ask questions or discuss anything unrelated to the post the teacher has made. We have previously had parents contacting teachers late at night or early in the morning, and I hope you will agree that, even though teachers do work many extra hours outside of the school day, they do need time away from school matters to spend time with their own families.

If you do wish to speak to the teacher about such matters then the following alternatives are available: speak to the teacher directly at the start/end of the school day; contact the office, (in person, by phone or through e-mail – office@scps.eriding.net) who will get a message to the teacher as soon as possible; contact the teacher directly by e-mail (initial.surname@southcaveprimary.co.uk), however, please be aware that your child's teacher will be working with their class throughout the day so may not see your e-mail until after the end of the school day.

Parent Forum – volunteers required!

There were 12 parents in the group last year, with representatives from every class and year group. We discussed a number of matters including: methods of communication; format of parents' evenings; behaviour policy; homework policy; website content. These parents were able to inform parents in their year group of the next topic and this allowed parents to share their views about these areas, that could then be shared at the meeting. I then gave a brief summary of the meeting in my next Headteacher newsletter.

The last meeting, held in July, was linked to the school website. Parents felt there have been many improvements made to the site and were impressed with the amount of information that was available for parents. They felt many parents might be unaware that many useful documents are on our website, so it was agreed that 'website

information' would be a regular item on the weekly parentmail, where parents would be directed to a specific resource and how to find it on our website. I began this at the end of last term, by sharing a link to some internet safety sites and I hope you found the articles useful over the summer holidays.

I am hoping to continue with the Parent Forum for a third year. I must thank the parents who gave up their time to come to these meetings last year, which took place once a month on a Monday morning, and thank them for engaging with the school in a positive way, with a shared goal of further improving communication between home and school on areas where views of parents would be particularly helpful. I am looking forward to setting up this group again, if you are interested in joining the group this year, to give your view as a parent within your child's year group then please complete the form at the end of this newsletter. I will then contact those parents directly to arrange the time/day that best suits the majority.

I will also continue to include the 'comments box' at the end of each of my newsletters, if you have any comments that you wish me to be aware of please post them in the post box inside the main reception area or feel free to e-mail me via the office e-mail address.

Staffing

Unfortunately we said, 'good bye' to Mrs Mason, who worked as a teaching assistant, as the end of last term. We will hopefully be able to appoint someone to carry out her role by October half term.

Mrs Jones has been successful in securing a promotion to Assistant Head in another East Riding primary school and will be leaving us at Christmas. We are very pleased for Mrs Jones, this is a role that she deserves and is well capable of carrying out and I know she will progress successfully in her career. We are, of course, very sad to see her leave South Cave and I know she is also very well respected and popular with parents and this will be a disappointment for many. However I hope you will agree this is a great opportunity for Mrs Jones and will wish her well as she progresses with her career.

We will be recruiting someone to replace her as Year 2 teacher to start in January and will let parents know as soon as this is finalised.

Class assemblies

I am pleased to inform you that we will be continuing the parent assemblies this year. These have become very popular with parents, and I receive many positive comments at the end of each of these assemblies, with parents appreciating the opportunity to have a small insight into the work the children have been doing. The assembly for parents will start at 9.30am, however parents are welcome to stay for a coffee (in the community room) after dropping children off at the start of the school day, rather than coming back again for 9.30.

We have the following assemblies arranged for this term:

- Wed 2nd October – Mrs Harvey (Y5/6)
- Wed 23rd October – Mrs Jones (Y2)
- Wed 13th November – Miss Sheeley (Y5/6)

Year group information

Please see the separate year group/phase team newsletters from your child's teacher about more specific information on things such as homework, PE days, topics etc.

Homework Policy

Following the parent questionnaire completed in the spring term and discussions with staff and the parent forum in the summer term, we have revised our school policy on homework. This will be added to our website and will also be attached to the parent mail on Friday. Parent views went from one extreme to the other, with some parents believing homework should be compulsory and is an important part of school, whilst others did not believe it was a useful activity. Some parents thought children received too much, others thought they didn't receive enough. Some believed work should be linked to the basic skills (reading, writing, arithmetic) whilst others enjoyed the more practical homework. We have tried to accommodate all views and hope parents will work with us to ensure the work your child is asked to do as homework is supported at home. We have also tried to be as consistent as possible so that expectations/routines are the same/similar in all year groups.

Parents Evenings

We will be holding our initial parents evenings at the end of this half term (week beginning 21st October), these meetings are intended to be an opportunity for you to meet your child's new teacher and to find out how they have settled in their first half term and to discuss any concerns or worries that you or the teacher may have.

Start/End of Day procedures

As this is the first week for our new EYFS children Mrs Askew has been opening the cloakroom door 10 minutes early to allow for children/parents to come into school over a longer period, so that the cloakroom is less 'squashed' for the children whilst they get into the morning routine. Usually EYFS and Key Stage 1 children are welcome to come into school 5 minutes early, to carry out extra handwriting work before the register is taken. This is not compulsory.

All Key Stage 2 children should wait with their parents on the top playground and line up in their classes when the bell goes. They will be met by their teachers who will take them up to their buildings. Children in Y3/4 who go to SKIDS are brought to the building and supervised until the teacher collects the rest of the class from the playground. Children in Y5/6 are taken to the playground, giving them greater independence, and line up with their classes to be collected by their teacher.

A letter went home on Tuesday asking parents to confirm what their arrangements were when collecting their children at the end of the school day, if they wished to meet their children somewhere different from the usual 'hand-over' point. Please return this as soon as possible if this is the case, so that we are all clear and can ensure the safety of all pupils at home time.

Church links

Ceri Harris, friend of the church, and one of our diocese governors will continue to run our KS1 lunchtime 'Fusion' club along with other church volunteers. They have also offered to start a Y3 'Fusion' club, as many of last year's Y2 children enjoyed the club and Mrs Harris was keen to let them continue if they wished. If there are any spare places, this club will then be opened up for Y4 children to also join.

We will also be continuing with our visits to the church every half term. This half term we will be holding our harvest assembly at church during week beginning 7th October.

Holidays in term time

Just a reminder that Headteachers are no longer authorised to allow holidays during term time other than for exceptional circumstances. East Riding policy very clearly states that **'the provision for Headteachers to authorise absence for the purpose of a family holiday is not an exceptional circumstance'**. Exceptional circumstances are:

1. Service personnel returning from a tour of duty abroad where it is evidenced the individual will not be in receipt of any leave in the near future that coincides with school holidays
2. Where an absence from school is recommended by a health professional as part of a parent or child's rehabilitation from a medical or emotional issue
3. The death or terminal illness of a person close to the family
4. To attend a wedding or funeral of someone close to the family
5. Where there are exceptional and unforeseen circumstances that fall outside of 1-4 above, the Headteacher should consult with the Principal Education Welfare Officer. The Principal Education Welfare Officer will discuss each case with an independent Headteacher and will make a recommendation to the referring school.

You will notice that this no longer allows Headteachers to authorise holidays due to parents work commitments/holidays.

Shoe Box appeal

We will once again be collecting shoe box gifts for children around the world, to give them a present for Christmas. I am sure many of you will want to join in with this very worthy project. Miss Clark will be sending more information out about this very soon, but we thought you might like advance warning so that you can find a shoe-box if you would like to take part.

Thank you for your continued support.

Yours sincerely

J. Newby

South Cave C of E Primary School
Data Summary 2019

Early Years Foundation Stage

Children achieving Good Level of Development (GLD) – awarded ‘expected’ in all Prime areas of learning and all Literacy and Maths areas

	GLD%	Average total point score
School	80	36.8
National	72	34.6
Local Authority	74	35.5

- The proportion of pupils achieving GLD remains higher than the Local Authority and national.
- Average points remain above Local Authority and national

Phonics Screening Check

Year One phonics screening check

	Working at	Working towards	Average point score
School	97%	3%	36.8
national	82%	18%	33.8
Local Authority	83%	17%	34

- These figures are higher than last year and significantly higher than local and national for the 5th year in succession.

End of Key Stage One phonics screening check

	Working at	Working towards
School	97	3
National	91	9
Local Authority	92	8

- This figure is significantly higher than national and local for the 5th year in succession.

Key Stage One

	Reading		Writing		Maths		R+W+M	
	Expected or above	Greater depth						
School	77	31	74	15	87	26	67	15
Local	75	23	70	14	75	21	64	10
National 2017 as 2018 not currently available	75	25	69	15	76	22	65	11

- School results for reading and writing and maths separately and combined for reading/writing/maths are above national and local for children achieving the expected standard at the end of KS1.
- School results for reading and writing and maths separately and combined for reading/writing/maths are above national and local for children achieving ‘greater depth’ standard at the end of KS1 (ie higher than expected attainment for the end of KS1).

Key Stage 2

Attainment:

	Reading		Writing		GPS		Maths		R+W+M	
	Expected or above (EXS)	Greater depth (GDS)	Expected or above (EXS)	Greater depth (GDS)	Expected or above (EXS)	Greater depth (GDS)	Expected or above (EXS)	Greater depth (GDS)	Expected or above (EXS)	Greater depth (GDS)
School Teacher assessment	89	36	86	11	N/A	N/A	88	38	80	5
School test	77 (*82%)	16 (*21%)	86	11	82	27 (*29)	84 (*86%)	25 (*27%)	66	2
Local	73	25	79	17	78	32	79	22	65	8
National	73	27	78	20	78	36	79	27	65	10

*we are waiting to hear about a small number of papers that we believe were marked incorrectly and sent to be remarked and this may lead to these results rising to those figures in brackets

- Reading EXS (expected standard) was higher than national and local. We have a rising 3 year trend - highest for 3 years, and higher than last year, whilst the results nationally and locally fell from last year
- Reading at GDS was lower than last year and also lower than national and local. More detailed data identifies that it was the girls in this cohort that did not achieve as expected when it came to their test and the school is working on this area. However it should also be remembered that this was a weaker cohort, compared to last year and although the percentage achieving GDS was lower, the progress of this cohort was actually better than last year.
- Writing EXS higher than national and local. We have a rising 3 year trend - highest for 3 years, and higher than last year, whilst the results nationally and locally remained static.
- Writing at GDS was lower than last year and also lower than national and local. The school is working on challenging the more able, however it should also be remembered that this was a weaker cohort, compared to last year and although the percentage achieving GDS was lower, the progress of this cohort was actually better than last year.
- GPS (Grammar, punctuation and spelling) EXS rising 3 year trend - highest for 3 years, significantly higher than last year (82% compared to 70%), whilst the results nationally and locally remained static. These results are now higher than national and local for the first time.
- Maths EXS higher than national and local. We have a rising 3 year trend - highest for 3 years, and significantly higher than last year, whilst the results nationally and locally remained static.
- Maths at GDS was higher than local authority results (and should be in line with national following re-marking).

Average scaled scores

Pupils who got a scaled score of 100 or more were considered to have met the expected standard.

The average scaled scores for our school are as follows:

Reading = 104.3

Maths = 104.7

Grammar Punctuation & Spelling = 105

(All 3 average scaled scores are in line or higher than in 2018)

Average progress scores

Progress of pupils from the end of KS1 to the end of KS2 is worked out by comparing our children with children who attained similarly at KS1 nationally. Government guidance states that progress scores should be centred around 0, with most schools within the range of -5 to +5.

The provisional average progress score for our school are as follows, placing us within the range of most schools

Reading = -1.41 (significantly improved from -3.3 in 2018)

Writing = -1.78 (significantly improved from -2.9 in 2018)

Maths = -1.41 (improved from -1.8 in 2018)

We are pleased that progress in all 3 areas has shown improvement since 2018.

To achieve the national floor standard average progress scores must be above -5 in reading **and** maths **and** above -7 in writing and 65% in reading+writing+maths EXS. Our average progress scores and combined RWM attainment therefore place us above the floor standard again this year.

Parent comments

I would be interested in joining the parent forum

Child _____ Year group _____

_____ Year group _____

_____ Year group _____

Name _____

Contact e-mail _____