

SALTERSGATE JUNIOR SCHOOL



HEADTEACHER'S REPORT TO GOVERNORS

SPRING TERM 2017

INTRODUCTION

It is with great pleasure that I compile my report to the Governing Body of Saltersgate Junior School at the beginning of 2017.

PUPILS

Number on Roll

We presently have 357 children on roll.
Currently, we have a waiting list for some year groups.

Attendance and Behaviour

Behaviour has remained of a high standard throughout the school; even though, during recent years, we have found that the behaviour of some children is more challenging. All staff make a concerted and consistent effort to ensure that pupil behaviour adheres to the Behaviour Policy. Sanctions for poor behaviour include lost break times and parental contact.

Mrs. Tarran continues to thoroughly monitor the attendance and punctuality of all pupils. Parents are expected to participate in Attendance Review Meetings to discuss our concerns. We make it very clear that we expect all pupils to have a high level of attendance unless there is a genuine medical problem. We continue to work closely with our Educational Welfare Officer in order to address any attendance issues. The Isle of White case has resulted in some parents taking holiday during term time, as they are aware that currently Doncaster is not issuing fines.

Group Analysis by Attendance Category

Period: 01/09/2016 to 16/12/2016

Pupils DOB Range: 01/09/2000 - 31/08/2011

Scope: Whole School

Number of Sessions

| Group | Presents | AEA | Authorised Absences | Unauthorised Absences | Possible | % Attend |
|--------------|-----------------|------------|----------------------------|------------------------------|-----------------|-----------------|
| Whole School | 46412 | 1264 | 1309 | 221 | 49206 | 96.9 |
| Totals | 46412 | 1264 | 1309 | 221 | 49206 | 96.9 |

Group Analysis by Attendance Category

Period: 01/09/2016 to 20/01/2017

Pupils DOB Range: 01/09/2000 - 31/08/2011

Scope: Whole School

Number of Sessions

| Group | Presents | AEA | Authorised Absences | Unauthorised Absences | Possible | % Attend |
|--------------|----------|------|---------------------|-----------------------|----------|----------|
| Whole School | 55833 | 1512 | 1532 | 297 | 59174 | 96.9 |
| Totals | 55833 | 1512 | 1532 | 297 | 59174 | 96.9 |

This is in line with our attendance for the same time last year and we remain above local and national attendance levels.

Persistent Absentee Report

| Report for 20 % absence | | | | | | | |
|--|------------------------------|-----------------------------|------------|--|-----------|------------|---|
| Term 1 | Term 2 | | | | | | |
| <table border="1"> <tr> <td>Number of children 2014-2015</td> <td>6 children <u>2015-2016</u></td> </tr> <tr> <td>9 children</td> <td></td> </tr> <tr> <td>2016-2017</td> <td>5 children</td> </tr> </table> <p>A year on year reduction in persistent absence in Term 1 over the last three years</p> | Number of children 2014-2015 | 6 children <u>2015-2016</u> | 9 children | | 2016-2017 | 5 children | <p><u>2014-2015</u> Reduced to 3 children (from 9)</p> <p><u>2015-16</u> 3 children PA</p> <p><u>2016-2017</u> 1 child PA</p> <p>A year on year reduction in persistent absence in Term 2 over the last three years</p> <p><u>Term 3</u> Reduced to 1 child in <u>2015-2016</u></p> |
| Number of children 2014-2015 | 6 children <u>2015-2016</u> | | | | | | |
| 9 children | | | | | | | |
| 2016-2017 | 5 children | | | | | | |

This is also an improving picture.

Parents

The school's 'Open Door' policy continues to work well. Parents are, on the whole, positive and supportive. However, it must be noted that, unfortunately, the poor behaviour of a small minority of parents is becoming more of an issue with each year that passes. This can take up a lot of valuable time and does affect staff morale.

As always, there have been many opportunities to invite parents into school over the last term. Comments made show they have thoroughly enjoyed the celebration days that have occurred. Our recent Year 3 Pantomime, 'Happily Never After' (see the write up later in this report) was a huge success with everyone.

These events strengthen the links we have with families as they get a greater opportunity to view the exciting learning being covered in school.

Some of the comments left in our Guest Book:

'Outstanding performance, I wouldn't have missed it!'

'Thank you for an amazing performance, all the children did so well!'

'Fantastic, I really enjoyed it'

'So proud of you all, fantastic!'

'What an amazing performance, well done everyone.'

'What a fabulous show, the children were brilliant, I loved it!'

'Fantastic! Some future stars in the making!'

Parent Teacher Association

The PTA continues to work really hard to support school and we are delighted to have their support. The Christmas Coffee Morning was very successful, raising just under £1000.

Staff

Cassie Bailey, a newly qualified teacher, joined us in September. Cassie is being expertly mentored by Kelly Hemmingway and is proving to be an asset to Year 5. Anna Lynch completed her time with Year 3 at Christmas. Anna was a very popular and hardworking teacher; the children and the staff were sorry to see her move on to pastures new. She is pursuing her ambition to become an Educational Psychologist and, thus, using her first class honours degree in psychology. As part of succession planning, and the problem with recruiting high quality staff, the SLT are committed to training our own teachers. We feel that by doing this any new staff are fully aware of the teaching methods, expectations and ethos of the school. Anna Lynch's class is being taught by two of our experienced Higher Level Teaching Assistant's, Sally Wild and Helen Thomas. After a lot of thought, the SLT decided that this option was the least disruptive to the children. Both Sally and Helen are based in year 3 and have a great deal of experience with this year group - they also know the children very well. Year Leader, Sarah Boyd, is overseeing this and providing support.

Appraisal

The Appraisal Round has been reviewed and new targets have been set. Targets are carefully linked to the head teacher targets.

Paul Chambers and I were appraised in October 2016 by the Governing Body Headteacher Performance Management Committee (Dave Grace, Andrea Cooke and Angela Haywood) and External Consultant Mike Morgan. After spending a time considering and discussing evidence, it was decided that we had fully met targets set for 2015-16 and the drive for sustained excellence and the excellent work of the school was recognised.

TEACHER APPRAISAL OBJECTIVE SETTING 2016-2017

Objective One

Raise attainment and progress in writing across all year groups for higher ability pupils, to secure the Greater Depth Standard assessment outcomes in line with those for reading.

Success Criteria

- Achieve consistency of performance in reading and writing for higher ability pupils
- Improved writing skills where sentence construction demonstrates a good use of grammar
- Well-targeted interventions by teaching assistants to identify where misunderstandings are occurring
- Evidence of a direct influence on the quality of writing by pupils' involvement in the 'Highly Accomplished Readers' programme
- Increase in the proportion of pupils achieving GDS in both reading and writing

Monitoring Arrangements

- Half-termly scrutiny of pupils' written work by senior leaders
- Classroom observation of demonstrable links between reading experiences and writing
- Mid-year appraisal of GDS and its embodiment in practice
- Reports to Governors
- LA STEP analysis and feedback

Objective Two

Ensure that pupils' performance across all three core subjects of reading, writing and mathematics enables them to be in all regards, at the end of Key Stage 2, 'secondary-ready'.

Success Criteria

- Pupils' performance across the three core subjects is above ARE
- Any gap in achievement between SEND pupils and others is closed
- Progress is consistently shown to be strong
- There is evidence that learning from staff professional development is being applied effectively in practice
- Further enhanced co-operation between Year 6 and Year 7 teachers
- Evidence of heightened confidence by Year 6 pupils at the end of Key Stage 2

Monitoring Arrangements

- Analysis of assessment outcomes by subject leaders
- SLT reviews of progress in all three subjects; monitoring of consistency
- Reports to Governors
- External monitoring (informal between Junior and Secondary School)
- Moderation of assessment by teachers from Junior and Secondary schools

StEP

Our StEP, (Julie Sandham - School Standards and Effectiveness Partner) visit occurred on 6.10.2016. Julie spent time going through our School Self Evaluation, end of year data, key stage two results and also our targets for 2017.

(See StEP Report)

The spring visit has been increased to a full school day and is to be based on the teaching and learning of reading, focusing in on two areas.

Area 1 - Promoting a positive reading culture

Area 2 - The quality of teaching, learning and assessment of reading.

The visit will also include a review of progress against pupil targets, using updates from our autumn assessments. Progress against key areas for improvement set in October will also be reviewed.

The visit will also include:

- a scrutiny of assessment and tracking systems and a review of targets
- a learning environment walk of the school
- pupil interviews
- listening to a group of readers in Yr6
- Plus a scrutiny of reading records.
- a review of the key areas for improvement, a summary of strengths and priorities
- an outcome support judgement

The Quality of Teaching

Our drive for personalising learning, focussed on high quality first teaching, continues. Our support colleagues are an essential part of this, any gaps in learning or misconceptions are identified and addressed swiftly. Progress is accelerated and any anxieties lessened. All of this is underpinned by high expectations, regular monitoring of progress and rapid responses at the point at which pupils fail to understand or develop misconceptions. Our aim is to help all our children to become better learners. Pupils know how they are progressing and they are aware of their targets. Accurate feedback on learning enhances this process.

At Saltersgate, there is evidence of high quality teaching on a daily basis. Scrutiny of books has become a big part of staff development; books are shared from all year groups and analysis is made of provision. This analysis includes using evidence of : accurate feedback, setting of challenge, modelling to support understanding, identification of misconceptions, and the use of success criteria are to name a few.

End of Key Stage 2 Target Update

Targets for 2016

There are 88 Yr6 pupils. We have set challenging targets, but are aware these may change as we gather more national information. The targets are based on:

- Prior attainment at Yr5
- End of KS1 data;
- The NC being much more difficult to achieve

Year 6 Targets

| Pupils targeted to make progress from KS1 that is: | | | | | | |
|--|-------|-----|----------|-----|-------------|-----|
| | Below | | Expected | | Accelerated | |
| Reading | 15 | 18% | 61 | 72% | 9 | 11% |
| Writing | 7 | 8% | 68 | 80% | 10 | 12% |
| Maths | 7 | 8% | 64 | 75% | 14 | 16% |

| | Below ARE | Expected Progress A.R.E (Age Related Expectations) | Above Expected Progress A.R.E. |
|--|-----------|--|--------------------------------|
| Reading December update 84% ARE and above | 15 (17%) | 72% (61 pupils) | 11% (9) |
| | | 83% ARE and above | |
| Writing December update 78% ARE and above | 7 (8%) | 80% (68) | 12% (10) |
| | | 92% ARE and above | |
| Maths December update 69% ARE and above | 7 (8%) | 75% (64) | 16% (14) |
| | | 92% ARE and above | |
| SPAG | | 93% (87) | 54% (51) |
| RWM | | 86% (75) | |

Policy Updates

The majority of the policies ratified by the governing body have been reviewed during the spring term. Please see the separate sheet which lists the policies and any minor changes. These policies are available for viewing on our school website.

School development and self-evaluation

The reader friendly School Self Evaluation document has been updated and is published on our website. I have enclosed the Summary SEF as part of this report.

Continued Professional Development

Much of our staff development has been based in house, frequently led by our SLE's. We have participated in a lot of learning related to:

- our StEP targets
- our responses to local and national data
- scrutiny of pupil books
- monitoring and evaluation/ triangulation of evidence
- reading practice and theory
- supporting SEND pupils
- challenge and support for Pupil Premium children
- using prior Key Stage 1 data to evaluate progress
- ensuring GDS/ mastery

Assessment

We continue to use, O Track and Class Track in order to assess our pupils against the National curriculum. This involves assessing learning frequently (this is recorded on Ipad's). Formative assessment details, for each child, are then used to inform future learning. Written tests are given at the end of every term in order to provide additional data, evidence in pupil books is also used to validate progress and attainment.

Key Stage Two Testing

The Year 6 KS2 SATs will be administered in the week commencing 8 May 2017.

The 2017 SATs schedule is as follows:

Monday 8 May 2017 English reading

Tuesday 9 May 2017 English grammar, punctuation and spelling

Paper 1: questions

English grammar, punctuation and spelling
Paper 2: spelling

Mathematics Paper 1: arithmetic

Wednesday 10 May
2017

Mathematics Paper 2: reasoning

Thursday 11 May
2017

Mathematics Paper 3: reasoning

Reading test

The reading test is a single paper with questions based on three passages of text. Children will have one hour, including reading time, to complete the test.

There will be a selection of question types, including:

- **Ranking/ordering**, e.g. 'Number the events below to show the order in which they happen in the story'
- **Labelling**, e.g. 'Label the text to show the title of the story'
- **Find and copy**, e.g. 'Find and copy one word that suggests what the weather is like in the story'
- **Short constructed response**, e.g. 'What does the bear eat?'
- **Open-ended response**, e.g. 'Look at the sentence that begins *Once upon a time*. How does the writer increase the tension throughout this paragraph? Explain fully, referring to the text in your answer.'

The grammar, punctuation and spelling test

This test consists of two parts: a **grammar and punctuation paper** requiring short answers, lasting 45 minutes, and an **aural spelling test of 20 words**, lasting around 15 minutes.

The grammar and punctuation test will include two sub-types of questions:

- **Selected response**, e.g. 'Identify the adjectives in the sentence below'
- **Constructed response**, e.g. 'Correct/complete/rewrite the sentence below,' or, 'The sentence below has an apostrophe missing. Explain why it needs an apostrophe.'

Mathematics

Children sit three papers in maths:

Paper 1: **arithmetic**, 30 minutes

Papers 2 and 3: **reasoning**, 40 minutes per paper

Paper 1 will consist of fixed response questions, where children have to give the correct answer to calculations, including long multiplication and division.

Papers 2 and 3 will involve a number of question types, including:

- Multiple choice
- True or false
- Constrained questions, e.g. giving the answer to a calculation, drawing a shape or completing a table or chart
- Less constrained questions, where children will have to explain their approach for solving a problem

These tests will be both set and marked externally and the results will be used to measure the school's performance (through reporting to Ofsted and published league tables).

Children will be given scaled scores. Each child will receive a raw score (the actual number of marks they get), alongside their scaled score and whether they have reached the national average.

The range of scaled scores available for each KS2 test is:

- 80 (the lowest scaled score that can be awarded)
- 120 (the highest scaled score)

The expected standard for each test is a scaled score of 100 or more. If a child is awarded a scaled score of 100 or more they will have achieved the expected standard in the test.

Liaison

Liaison between pyramid and LA schools has been stronger than ever recently, due to SLE and LLE work. I have been elected as the Chair of the Pyramid Headteacher Group and also the Pyramid representative for the LA Primary Consortium of heads. This means that I receive regular

updates and information; as a result I am able to feedback to my Pyramid colleagues. As a Pyramid we are working together more closely than ever, we have shared vital information and data so that we are all better informed about the pupils we serve.

Finance

The finance committee meet regularly to monitor the progress of the budget.

The main budget is 'on track' although, as usual, there have been some adjustments. The government has issued a new funding formula, to be used from April 2017, and it appears that this will result in a reduction in funding. I am very aware of this and I have always strived to be as cost effective as possible. Our biggest and most important expenditure is used for staffing; this is essential with increasingly challenging cohorts of children (including the fact that year on year we have more SEND children). It is vital that we endeavour to make best use of the budget to support all our pupils towards achieving their potential.

Health and Safety/ Sites and Premises

The Annual School Building meeting is planned for the middle of February. This will provide an opportunity for us to discuss any outstanding issues with the LA. We have continued with the rolling programme of decorating and updating the school environment. The front of school now looks much more attractive with the stainless steel lettering and the replenished garden area to the right of Reception.

Health and safety is an important part of the daily school agenda. The Fire Plan has been updated and regular H and S checks are conducted.

SEN/D

As a result of our involvement with the programme 'Making Best Use of Teaching Assistants', we have made the professional development our support staff a key focus. We have a LSA Development Team, led by Laura Ward. As part of this, all support staff are involved in CPD after school on a fortnightly basis. The training offered is bespoke, based on the result of a skills audit. I am delighted with the level of commitment displayed by everyone involved.

All SEN provision has continued to be monitored and provision has been adapted where necessary. The Class Tracking sheets have continued to be used and this gives Laura and the SLT a clear view of what provision is being delivered and also provides provision costs.

Laura worked part time for the LA until Christmas; she supported the SEN Team and shared her expertise with many schools. She found this to be a rewarding experience, although the demands on her time were great. Laura has now reduced her commitment to this role and will only be working for the LA for one day per month. This will be temporary; the time will be used for Laura to finish writing a University SENCo Training Course.

Curriculum



Literacy

As you aware, we did very well in the Key Stage Two English tests. Our results were well above local and national, despite the demanding standard of the papers. English lessons are exciting and the children respond really well to the stimuli provided. All aspects of English (particularly reading and writing) remain part of our School Improvement Plan; our aim is to achieve the challenging targets set in October. We are using a range of strategies to increase the percentage of children achieving Age Related Expectations and we are also aiming to increase percentages of children achieving greater depth.

Mathematics

This year, we were delighted to be accepted as one of six schools to take part in the Primary Maths Teaching for Mastery Specialist programme. Over the course of the academic year, this will include: working alongside a specialist leader in half-termly teacher research group sessions, as well as the lead specialist visiting our school termly.

Teacher research groups have provided a fantastic opportunity to discuss the practical implementation of mastery in primary schools and the challenges involved. The mix of theory, shared discussion of practice, and mastery lesson observations have provided our team (led by Katy McKie and supported by Thomas Brown) with a multitude of real-world tools that support the enhancement of maths teaching.

The lead mastery specialist, Jon Brailey, visited Saltersgate during the Autumn term. During his visit, he conducted a book scrutiny and was taken on a learning walk around the school by Thomas Brown and Katy McKie - this included short drop-in observations. Jon was very impressed with the school as a whole and in particular with the teaching and learning of mathematics. He noted that it was overtly apparent that all staff were aware of, and practised, in the fundamentals of maths mastery and that elements of these could be seen in every classroom; he was impressed by how far along we were on the journey to mastery. Mastery is seen as a long process; as a school, we are incredibly proud of the steps we have taken so far and all staff are to be commended for their effort in implementing maths mastery.

As part of the Primary Maths Teaching for Mastery Specialist programme, Katy and Thomas had the opportunity to participate in a Shanghai showcase, observing a teacher from Shanghai teach a year six lesson before taking part in a lesson reflection and discussion. It was interesting to see an unfamiliar lesson structure and how the children responded to it; the lesson was incredibly fast paced with clear small steps leading to a larger objective. Teachers who had worked with the



Shanghai teachers noted that the mastery approach had had the biggest effect on the lower ability children, especially those with special educational needs.

Computing

The more challenging computing curriculum continues to be rolled out, staff are doing really well. Kelly Hemmingway is doing a superb job of leading ICT, she is forward thinking and makes sure that we are well informed and suitably equipped. I have included a copy of the ICT Action Plan to provide further details for governors.

Website

The school website is constantly being updated to match the Department for Education regulations and to ensure that all documentation is up to date. Recent additions have been the Pupil Premium Strategy (this provides even greater detail than our previous information), an area dedicated to reading and one also dedicated to maths.

Spring Term PE Report

There is a wide range of PE on offer for pupils as part of the curriculum and there is also a range of additional provision on offer in the form of after school clubs. On Monday evening, an external coach teaches Y3 and 4 Indoor Athletics. Wednesday evening provides year 5 and 6 children with the opportunity to take part in our new Multi Skills Club. Sam Kerry is providing expert rugby coaching for Year 6 and one Year 5 class this half term. He will teach the remaining two classes in the school after February half term.

Alex Thomas does a great job of ensuring that provision is interesting and he manages the Sports Premium budget very well. A range of sporting equipment has been purchased this half term in order to replenish and replace old equipment.

All children in school are taking part in the 'Pole to Pole' initiative, which promotes running, exercise and will power. Each child is running around one mile per week. Each House within school is in competition with each other to see who can run the furthest.

Modern Foreign Languages

Pupils have continued to receive a rich and creative curriculum, delivered by qualified French teacher, Madame Moiso is experienced and the children really enjoy her lessons. Speaking and listening skills are regularly practised and children have many opportunities to interact with the language and to play games to practise new vocabulary.

School Council/ Anti-bullying Ambassadors

The school council are still very busy making sure they represent the pupil voice of the school. They meet on a weekly basis and always have lots of excellent ideas.

Our School council representatives are also *Anti-bullying Ambassadors*; they contribute a great deal to the school and as part of their work they attended the Diana Award training for the Anti-Bullying Ambassadors at Campsmount in October. This allowed a fresh group of children to take part in training to become better equipped to be mentors to their peers in school on bullying matters. Sarah Boyd's aim for this year is for the children who attend the training to be even more visible in the playground with bright t-shirts and create a rota system, much like the play leaders, where they take ownership over managing the friendship stops etc. Year 4 and 5 children attended this training so that there is a representative for both the lower and upper school. All of this will help our application for the Anti-Bullying Gold/ Platinum Chartermark.

The council are also busy *updating the website*; the children have designed a page for the website all about the school council. The older children have received training on how to update the website and it is intended that they will have responsibility for updating the website, on a fortnightly basis, after a school council meeting.

The National Anti-Bullying Week 2016, 14- 18th November was a super week for Saltersgate. The theme of this year's Anti-Bullying Week was 'Power for Good.' A range of activities took place and a celebration assembly enabled children to showcase and share their thoughts and ideas.

School Life

As you are aware, life in school is varied, interesting and exciting; this is a result of the hard work and dedication from the whole of the Saltersgate Team! I have decided to share Year three news on this occasion.



Year 3 Report January 2017

Our talented Year 3 Team, led by Sarah Boyd, have had a great start to the year. Everyone is absolutely thrilled with the dedication and focus the children are putting into their learning in all areas so far.

Autumn Term 1- Scrumdiddlyumptious

The year began with another fantastic trip to Tesco Extra at Balby to learn all about where our food comes from and how it gets from its origins to our shops and supermarkets. The children were fascinated learning about all the different countries that foods came from across the world and this fed into some brilliant geography learning back at school, where the children studied a world map to locate the countries. They couldn't believe the distance some of the foods had travelled.

In November, the topic finished in style with a celebration event, there was a successful parent assembly and enterprise event. The children enjoyed performing songs and drama that explained their learning in the topic to their parents, also giving the parents an extended amount of time to look through their topic books at their learning. Tasty treats were made and sold to the parents and the rest of the school, which made a healthy profit for our Cornerstones budget of around £180.

Autumn Term 2- Heroes and Villains

After October half term, staff were very excited to begin teaching a brand new topic that had not previously been taught. Everyone found the topic very engaging as it allowed the children to really explore their learning with an arts focus of: music, drama and art work. The children became cartoonists; Mrs Kerry shared her artistic flair and pupils were taught how to draw different villainous body parts, which they turned into their own villain design. This was then linked to literacy learning and a comic strip, which included their villain, was created. The children had to

think carefully about how to write their story in only a few lines and they had to make sure that their drawings helped to tell the story. The results were very impressive!

At the beginning of December, year 3 travelled to Cast to watch the pantomime Jack and the Beanstalk, so that everyone could consider the idea of Heroes and Villains. The children had to decide who the actual heroes and the villains were in the tale. The pantomime was fantastic and was the only one in the country that integrated sign language into the story in order to accommodate people with a hearing impairment. Having decided to end this topic with our own pantomime performance, this was a great way to inspire the children to perform as characters. The pantomime with a Heroes and Villains theme called 'Happily Never After,' was used. Interestingly, the plot turned all the traditional fairy tale endings on their heads and the villains caused chaos! The teachers thought this would be a perfect link to the learning from our topic.

During the November and December months, assembly times were used to practice individual scenes and learn the songs needed for the pantomime. Teachers ensured that all children in the year group had some part to play in the pantomime, either singing in the chorus, dancing in individual songs or acting. My colleagues were incredibly impressed with the children's abilities from the beginning, especially with learning their lines as some characters had a lot to learn. In addition, the year 3 team were very grateful for the amount of parent support in helping their children learn their lines, supplying costumes and purchasing tickets. The event was also an enterprise activity in order to help pay for the coach to go and see Gangsta Granny in Leeds in May.



On Wednesday 11th January, children performed the pantomime 3 times in total and, although they were all very tired by the end of the day, everyone was absolutely thrilled with what the children had produced! The children clearly relished performing to an audience and really "pulled it out of the bag" for the evening

performance. Despite a technical glitch before the interval with the lighting and sound (the



whole sports hall was plummeted into darkness), this didn't dampen the mood as at Saltersgate we believe that the show must go on as they say! Parents gave amazing feedback, which made all the hard work even more worth it! They, like the staff, were extremely proud of the children and there were many a teary eye at the finale (including Miss Boyd!). Sarah Boyd has decided to make the event a yearly occasion to celebrate the end of this fantastic topic, and she is already looking for a different pantomime to perform next year. The rest of the profits made from the ticket sales are also planned to go towards some lighting and sound equipment for school, to help support future celebrations and productions.

Art



Hill House School Art Workshop

Last term, year 6 children were selected to visit Hill House School, for an art workshop led by the 'Yorkshire Artist', Ashley Jackson.

Ashley Jackson, a watercolour artist, spoke to the children at length about his career, working in television, holding exhibitions around the world and even having a train named after him. He then showed the children some examples of his work before giving them some inspirational hints and tips on using watercolours.

The children really loved their morning and were keen to practice the techniques they were taught.



Teacher Training update - February 2017

During this academic year, we have continued to support and provide training for more students than ever before. We have supported students either on a placement or on a voluntary basis in all year groups. Once again, SJS has participated in the Initial Teacher Training Program and Laurenbegan the course in September. Currently, we have recruited another one ITT student to commence in September and we will continue to work with universities.

Diary Dates 2016/2017

| Date | Event | Year/Class | Time |
|--|--|-------------------------|----------------------|
| Wednesday 12 th October 2016 | Book Fair in School | | |
| | Year 5 visit National Space Centre | Year 5 | |
| Thursday 13 th October 2016 | Book Fair in School | | |
| | Year 4 Giganta Gut Day | Year 4 | |
| Tuesday 18 th October 2016 | FFT training | | 8.30am |
| | Rapid Reading training | | 1.00pm |
| Wednesday 19 th October 2016 | Frozen Kingdom assembly (parents) | Year 6 | |
| Thursday 20th October 2016 | <i>School closes to pupils at the end of the day for Autumn Half Term</i> | <i>All Years</i> | <i>3.35pm</i> |
| Friday 21st October 2016 | <i>Staff Training Day</i> | | |
| Monday 31st October 2016 | <i>School re-opens to staff & pupils</i> | <i>All Years</i> | <i>8.50am</i> |
| Wednesday 2 nd November 2016 | Scrumdiddlyumptious assembly (parents) | Year 3 | |
| Friday 4 th November 2016 | Viking Day | Year 4 | |
| Monday 7 th November 2016 | Open week begins - Years 5/6 | Year 5/6 | |
| Wednesday 9 th November 2016 | Castleton visit commences | Year 4 | |
| Tuesday 15 th November 2016 | WRAP training | Governors | |
| Wednesday 16 th November 2016 | Linda Thorp visiting | G Richardson | 9.00am |
| Tuesday 29 th November 2016 | Trim up day | | |
| Wednesday 30 th November 2016 | Egyptian visit | Year 5 | |
| Thursday 1 st December 2016 | Assessment begins | Year 3/4/5 | |
| Tuesday 6 th December 2016 | Year 3 visit Cast | Year 3 | 9.00am |

| | | | |
|---|---|-------------------------|----------------------|
| Wednesday 7 th December 2016 | PTA coffee morning | | |
| Friday 9 th December 2016 | Christmas lunch-Dress to Impress day | All Years | |
| Monday 12 th December 2016 | Year 3 Christmas party | Year 3 | 1.15pm |
| Tuesday 13 th December 2016 | Year 4 Christmas party | Year 4 | 1.15pm |
| Wednesday 14 th December 2016 | Year 5 Christmas party | Year 5 | 1.15pm |
| Thursday 15 th December 2016 | Year 6 Christmas party | Year 6 | 1.15pm |
| Friday 16 th December 2016 | Christmas assembly | All Years | |
| Friday 16th December 2016 | <i>School closes to staff & pupils at the end of the day for Christmas break</i> | <i>All Years</i> | <i>3.35pm</i> |
| Tuesday 3rd January 2017 | <i>School re-opens to staff & pupils</i> | <i>All Years</i> | <i>8.50am</i> |
| Thursday 12 th January 2017 | Young Voices concert | | |
| Monday 16 th January 2017 | Flamingo Land visit | Year 3 | |
| Friday 20 th January 2017 | SSP deadline | | |
| Monday 30 th January 2017 | BSTS/NGRT Testing | | |
| Tuesday 31 st January 2017 | BSTS/NGRT Testing | | |
| Monday 6 th February 2017 | Cusworth Hall visit | Class 5.09 | PM |
| Tuesday 7 th February 2017 | Apothecary visit | Year 4 | |
| | Mrs Fisher to visit Year 5 | Year 5 | |
| | Finance meeting | Governors | 5.00pm |
| | FGB meeting | Governors | 5.30pm |

