

# Skipsea Primary School

‘A Special place to learn and succeed together’  
February/March 2019 Newsletter



## Celebration Assembly

We have a *Celebration Assembly* on Fridays at 3pm. Please see below the dates for the rest of this half term. All Parents and other family members are welcome to attend. We hope you can join us!

1<sup>st</sup> March, 8<sup>th</sup> March, 22<sup>nd</sup> March, 29<sup>th</sup> March and 5<sup>th</sup> April 2019.

**FSU Stay and Play – Wednesdays at 9.00 am – Parents are welcome to come into the Unit to support their children in play and opportunity to discuss any queries/concerns with staff**

## Parents as Partners



## **SHOW AND SHARE**

**There will be a Show and Share session on Friday 15th March 2019 from 3-3.30pm.**



### **OTHER THINGS THAT ARE HAPPENING/DATES FOR DIARIES:**

**4<sup>th</sup> March Y6 boosters for some children pm**

**7<sup>th</sup> March World Book Day-** Children pay £1 to come in dressed in their best Harry Potter style clothing after they receive their official invite from Hogwarts.

*There will be no pressure for children to dress up and if they don't want to take part then they would just come into school in school uniform as normal.*

**12<sup>th</sup> March Class 2 Church Visit**

**18<sup>th</sup> March Y6 boosters for some children pm**

**22<sup>nd</sup> March Class 1 visit to Wawne Forest School**

**27<sup>th</sup> March 6pm Full Governing Body meeting**

**29<sup>th</sup> March Class 2 visit to Wawne Forest School**

**1<sup>st</sup> April Y6 boosters for some children**

**2<sup>nd</sup> April 1.30 pm Easter Church Service at All Saints Church, Skipsea**

**4<sup>th</sup> April Egg rolling and Easter Craft afternoon**

**5<sup>th</sup> April Class 3 visit to Wawne Forest School**

**3.30pm Children and staff break up for Easter holidays**

**Children and staff return to school on Tuesday 23rd April (no training day)**



Class 1 and Y2 this half term are doing multiskills on Wednesdays and Y3,Y4,Y5 and Y6 are doing gymnastics this half term.  
After school club is multiskills

**Wednesday nights 3.30-4.30pm for children in Years 2-6.**

**Cost of session £1.50 a week**

**Please make sure you have signed a consent slip for your child to attend (available from the school office)**

Being a Local Authority Maintained School, we have to follow the Local Authority Policy and Procedures including those for attendance irrespective if we know the reasons for absence or not. In order to try and make sure Parents are informed of the procedures we have to follow, the school sent out the attendance flow chart at the start of this academic year with the September newsletter. When a child's attendance triggers any action on the flow chart, the school has to follow the procedures that the Local Authority has set. Therefore, we have to send the texts, letters and hold meetings and if needed start action plans or go on to make referrals to the Education Welfare Office (as written on the stages on the flow chart).

As a school we are held accountable by the Local Authority and Department of Education and Ofsted for the school's attendance figures and what we are doing about any attendance below 95% and they will check whether we are following the agreed procedures and taking the appropriate action if needed as set for schools by our Local Authority.

For your information, please find below the current % attendance for the whole school and each year group (target 96.6%).

<b>YEAR GROUP</b>	<b>SKIPSEA</b>
<b>FS2</b>	<b>94.32%</b>
<b>Y1</b>	<b>96.90%</b>
<b>Y2</b>	<b>95.32%</b>
<b>Y3</b>	<b>97.45%</b>
<b>Y4</b>	<b>95.83%</b>
<b>Y5</b>	<b>96.90%</b>
<b>Y6</b>	<b>97.37%</b>
<b>Whole school</b>	<b>96.05%</b>
<b>NUMBER OF PUPILS WITH 100% attendance this year</b>	<b>12</b>
<b>NUMBER OF PUPILS BELOW 90%</b>	<b>3</b>
<b>NUMBER OF PUPILS BELOW 95%</b>	<b>16</b>
<b>NUMBER OF PUPILS LATE BUT BEFORE 9.30AM</b>	<b>5</b>
<b>NUMBER OF PUPILS LATE BUT AFTER 9.30AM</b>	<b>4</b>
<b>NUMBER OF PUPILS ON ATTENDANCE OR PUNCTUALITY ACTION PLAN</b>	<b>1</b>

## **Reminder-FOREST SCHOOL VISITS THIS HALF TERM**

**Wawne Forest School Visit**

**Class 1 children and staff will be going on 22nd March**

**Class 2 children and staff will be going on 29<sup>th</sup> March**

**Class 3 children and staff will be going on 5<sup>th</sup> April**

### **What to wear to at forest school**

The children will not be expected to wear school uniform when they go to the forest school. Please see below what the forest school have asked children to wear:

It is always colder at Forest School than at home or school. To keep warm at all times means dressing in several layers.

1st Layer - long sleeved t shirt, leggings or tights with thin socks

2nd Layer - close fitting fleece, jumper or school sweat shirt - trousers or track suit bottoms to go over leggings layer, 2nd pair of socks - make sure these are not too tight.

3rd Layer - Thick jacket that fits easily over the other layers.

4th Layer - Water and wind proof jacket and trousers or all in one

Hat - either woolly to keep heat in or thin to keep sun off depending on the weather

Mittens/gloves - water proof if possible

Socks - a couple of thin pairs and an extra good thick pair

Strong shoes, boots and Wellies - make sure these still fit when worn with extra socks

Even in summer arms and legs need to be protected from insects, nettles and scratches by long trousers and long sleeves.

Although all of this recommended, if it is not all possible, please ensure that your child wears several

layers on top and bottom as it is always colder in the woods.

### **Lunch and drinks**

They will be eating their lunch at the Forest School and therefore a packed lunch will be required.

If your child is eligible for a free school meal, a packed lunch will be provided for them. If you would rather send a packed lunch for your child then please let the school office know.

At the forest school, lunch is eaten outside, sat around the camp fire. The easier it is for your children to eat the food, the better it is for them. There are no facilities to dispose of rubbish, so everything not eaten goes home.

Forest School staff provide children with a drink of hot chocolate and a biscuit in the morning and then water throughout the rest of the day - please send a named reusable drinks bottle, which the children will be able to keep refilled throughout the day.

### **Medication**

Children who suffer from asthma will need to take inhalers with them and if your child suffers from travel sickness, please give them their medication before sending them to school and let staff know they have had it.



Since the last newsletter, the following pupils have received certificates:

#### **PUPILS OF THE WEEK**

Class 1 Logan, Isabelle R, Rudi, Harry, Tommy

Class 2 Isabella, Connor, Ronnie, Charlie, Harley,

Class 3 Courtney, Annabelle, Kian, Alfie, Ruby F

#### **SHINING STARS**

FSU - Eloise, Gabriella, Logan

#### **IMPROVERS OF THE WEEK**

Class 1 Baily, Archie, Raychelle, Tregan, Berty

Class 2 Edward, Connor, Harley, Leevi

Class 3 Sammy, Kian, Declan, Sammy,

#### **TEAMPOINT STARS**

Class 1 Raychelle, Berty, Berty, Cassidy, Cassidy

Class 2 Isabella, Edward, Alfie, Charlie, Harley

Class 3 Sammy, Annabelle, Ruby F, Leah, Hannah

**LUNCHTIME AWARD** - Courtney, Isabella, Logan, Kian, Georgia L,  
Tommy,

**KINDNESS AWARD** - Jacob, Luke, Tregan, Isabelle R, Georgia L,

#### **WRITER OF THE WEEK**

Class 1 Harry, Harry, Baily

Class 2 Leevi, Cayden, Edward, Cayden, Frankie

Class 3 Archie, Leah, Leah, Ruby F, Isabel

Pen Licence: Kian, Charlie, Ruby P, Alfie S,



**Lottery Winners since the last newsletter**

**Carla Wilson, Mrs Salvidge**

Well done everyone and thank you for your continued support!

## **BASIC SKILLS RENEWAL**

**I am delighted to inform you that our school has successfully renewed the Basic Skills Quality Mark for the third time!** This award is valid for three years.

The 10 Primary Quality Mark elements are as relevant today for school improvement as they were originally. The fundamental principles of the Primary Quality Mark process have now become central to any school's improvement agenda, regardless of its context.

The Primary Quality Mark provides a framework for self-evaluation and continuous improvement of the **basic skills of all pupils in a school**.

### **The 10 elements**

1. A whole school strategy and planning to improve performance in basic skills.
2. An analysis of the assessment of pupil performance in basic skills.
3. Target setting for the improvement of the school's performance in basic skills.
4. Basic skills improvement planning for pupils under attaining and/or underachieving.
5. Regular review of the progress made by pupils under attaining and/or underachieving in basic skills.
6. A commitment to improving the skills of staff to teach and extend basic skills.
7. The use of a range of teaching approaches and learning styles to improve basic skills.
8. The use of appropriate teaching and learning materials to improve basic skills.
9. The involvement of parents and carers in developing their child's basic skills.
10. An effective procedure for monitoring planning and assessing improvement in performance in basic skills.

## **A brief summary of the strengths/ developments since the last Basic Skills**

### **Quality Mark visit:-**

- Since the last visit there has been an almost 100% change in staffing in this small school. Two of the new members of staff have been here one year and have had significant impact in the further development of basic skills. There is now a stable staffing structure throughout the school. The Headteacher considers that the AHT has had a significant impact on raising standards since joining the school
- Marking and feedback has been a focus for the school with discussions taking place, including with the local authority officer, to ensure that it is appropriately focused on the needs of pupils
- Maths has become more whole school focused with displays and celebrations being given a higher profile than in the past
- Staff members within the school presented a really positive and engaging overview of their roles and how the school has developed over the last 3 years to support the development of the basic skills of all pupils
- Due to the nature of the school being small, there is a regular overview of provision for basic skills to ensure that planning for learning provides the best opportunities for all pupils
- The SLT team and staff strive to provide the very best learning opportunities for their pupils
- Joint staff meetings and CPD across both schools are a real strength. A wide range of CPD is delivered for staff using a range of providers as well as using internal good practice
- CPD is recorded for all staff as a result of a previous BSQM suggestion and all impact is recorded, with staff being expected to reflect and evaluate their own CPD
- Governors are heavily involved in monitoring key lines of enquiry to support the school improvement plan
- The school provided an outstanding evidence base for all aspects of the assessment criteria. The evidence base was very clearly sign posted, which enabled effective triangulation from the learning walks and discussions.
- The clear vision of the HT and team is consistently applied across the school and federation, permeating through provision, physical learning climate, ethos and approaches to education
- Specific interventions have been put in place to support individuals who are falling behind year group expectations
- Assessment procedures, capturing where the pupils are at any point across the academic year, enhance the provision for basic skills

- The marking and feedback process that has been set up in school is really effective in enabling the pupils to make further progress by addressing the feedback
- Teaching and learning is a strength of basic skills across the school; with the use of learning objectives and success criteria moving learning forward
- Performance in basic skills is integral to performance management for all staff. This is closely monitored by SLT and also subject leaders and appropriate action taken and support put in place for staff as needed.
- The effective SLT across both schools enhances and extends the leadership in both schools. They provide internal support for staff but also hold staff to account when needed and check agreed action has been done.
- Moderation takes place within school and across the federation each term
- Staff members from both schools share monitoring and evaluation opportunities, for example book scrutinies, shared planning and learning walks
- Excellent CPD delivered across the two schools extends the professional development of staff
- CPD is linked to performance management, aligned to the school development plan and linked to the strengths of the individual teachers and TAs
- Outstanding SLT across both schools enhances and extends the leadership in both schools
- A Disadvantaged champion is in place across both schools, further developing the progress of disadvantaged pupils through their collaboration and inclusive work
- The use of external agencies and links with the LA are a strength of the school. For example, pupils with SEND are extremely well supported in school with external support aligned to the individual needs of the pupils
- The school is highly inclusive and supports all pupils with a wide range of interventions and tailored support packages as deemed necessary for the individual child or groups
- Parents and carers are invited into pupil progress meetings each term to understand their child's progress in school: strategies are discussed to enable the child to make progress at home as well as at school. This is supported through carefully chosen homework activities linked to Literacy, mathematics and cross curricular activities
- Books show a broad a balanced curriculum and that non-negotiables are being adhered to



- Homework has been developed in response to parent requests for more input for English and mathematics. Each year group now gets English and mathematics homework on a weekly basis. A homework club has also been set up one lunchtime each week for pupils to be able to have further support in school, if required. Topic activities still form part of homework provided to ensure links are made with mathematics and English as well as a broad and balanced curriculum. CGP books and holiday homework supports pupils, particularly in UKS2 with progress in basic skills. The AHT is very skilled in motivating pupils to work, to develop self-confidence and make good progress in basic skills. This resulted in pupils making better than expected progress in last year's data
- As a result of the changes in staffing recently, the RQT is now supported by the Headteacher within a project from the DFE as mentor and this is funded for at least 4 terms. This supports her in developing her practice through CPD and external support
- Healthy competition has developed between the pupils who work together from both schools with pupils wanting to improve their own understanding and skills, building on previous scores in tests

There is good evidence in books of the quality, quantity and care the pupils take in their presentation in books

#### **THE THINGS WE ARE CURRENTLY WORKING ON RE BASIC SKILLS:**

1. Phonics interventions that take place should continue in order to support pupils' according to need
2. The SLT to continue to focus on progress, the raising of standards and ensuring high expectations for all pupils to assure good, or better, progress and attainment throughout school
3. Continue to develop the outdoor provision in EYFS with a clear focus on basic skills