

Clifford Bridge News

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Issue 23

16th March 2018

This Week at Clifford Bridge

Mrs Husband is at Kingswood along with the Year 5 children, Mr O'Sullivan, Mrs Young, Mr Wilson and Mr Towe.

We hope you have been following them on our Face Book page, it looks like they have all had an amazing time and we are looking forward to hearing all about it. Here are just a few snapshots!



Have a lovely weekend.

Please see the attached information its lovely reading about the school.

INFORMATION UPDATE

"Watch this space We will be launching a Parent App to support General Data Protection Regulation (GDPR) data accuracy. This App will allow schools to collect the most up-to-date data on pupils and parents. The app provides schools with the ability to send notifications to parents reminding them to update their details, as well as supporting the safe transfer of any data and the upkeep of what is collected. We will issue more information when it is available"

Birthday
Zone



Birthdays from 12th March - 18th March 2018

Nathan B Alexandra G Jamie H Reuben C Madeline S Cianna-Tai W



18.3.18 Coventry Mile Run
20.3.18 Netball Match at home 3.30pm

22.3.18 Year 1 Family Assembly
22.3.18 School Band playing at Coal Vaults
6.00pm
23.3.18 Come and Share Nursery 10.00am
Come and Share Rec - Year 4
2.15pm -3.00pm

Year 3 and 4 KS2

Jamie Oliver's Rainbow Wraps were a huge success! We all had a great time grating, cutting, slicing, mixing and wrapping (and not to forget eating of course) while working as a team to produce what turned out to be a very delicious, juicy and nutritious snack. It was fantastic to see so many 'life skills' on show this week. Well done to everyone in Years 3 and 4 for an amazing week!



Year 5/6

Year 6 have been busy exploring and explaining all about the things they consider themselves to be experts in. This has involved lots of discussion and led to some brilliant writing. They've also been bringing their RE work to a close and have shown great maturity in how they have tackled some large and mature questions.

Clearly the highlight for Year 5 has been their trip to Kingswood! Everybody has had an absolutely brilliant time. Being away from home for two nights is a huge challenge for them but together they overcome it. They've tackled so many team and individual challenges at Kingswood. I'm sure they will excitedly tell everyone all about it over the coming weeks.

100% Club Attendance

Class % Attendance			
RK	98.95%	3E	98%
RW	99.31%	3EV	99.64%
1C	90 %	4T	97%
1J	91.67%	4W	99.29%
2M	97%	5O	96.67%
2FS	99.33%	5Y	98.67%
		6A	97.19%

Whole School Attendance is 96.89%
Best Class is 3EV 99.64% **Well Done**

Parking

We have again had complaints from neighbours of the community regarding parking, Most disappointing of all about parents being abusive (some of them in front of children)

Following on from a Neighbourhood Watch Meeting they have been in touch with the emergency services who we are hoping will be coming into school to talk to children and parents and monitoring the surround areas at busy times of the day. People have also been asked to build a profile of offending vehicles blocking driveways and parking dangerously.

So please help the school in supporting the community and the emergency services.

Year 1

This week the children have been very busy doing the final preparations for their Morning of Music. They have been learning the words and actions, creating art work for the hall and making their own instruments to accompany the songs. Parents of Year 1 children - don't worry - you will have a chance to see what they have been up to when they perform their Family Assembly to you on Thursday 22nd March.

We have also been reading the story of the Gruffalo. We created our own story maps as we learnt the story, thinking about how to use different actions and voices to improve the performance and then enjoyed performing it to each other. Next week we will be writing our own new version of the story.

Year 2

This term, Year 2 have really got stuck into their science learning. We have been learning about habitats and had a walk around school to see what habitats we could find. We found lots of habitats but because of the cold weather, we didn't find many different animals. This week, we have been learning about earthworms.

Did you know that worms have a saddle? That is how you can tell adult and young earthworms apart! We decided to investigate where worms prefer to live. We did this by setting up a worm hotel which had different materials in (sand, sawdust, soil and leaves). We left some worms in there overnight to see where they decided to bury themselves. And the results are in.....worms prefer to live in soil. Great investigating Year 2!

Nursery

Nursery have had a scrumptious week learning all about the 'Gingerbread Man'. We have been busy acting out the story, learning even more story actions and characters in the story, counting and matching buttons on gingerbread men and using our sense of smell to recognise ginger. The highlight of the week was definitely making our own gingerbread men. We followed the instructions in our recipe carefully and learnt that there are eight ingredients needed to make gingerbread. There was a delicious smell in Nursery as we baked them and after they cooled down, we were so excited to decorate them. Some of us couldn't wait until after lunch to eat them!

Reception**Budding Story Tellers**

Wow, what another fun filled week in Reception. We were so proud of all the children on Tuesday morning when they confidently performed their family assembly. They told the story with enthusiasm, and sang each song beautifully. All the teaching staff were so proud of our lovely bunch of budding storytellers. Some of you may have noticed Mrs. Docking sneaking a peak as she just couldn't keep away! Mrs. Husband came to find us later in the day to say, "What a wonderful assembly, the children have grown in confidence so much since Christmas".

This is What Inclusion Means To Me

Amy Husband is the head teacher of Clifford Bridge Academy. Here she gives a personal view on what it means to be an inclusive school.

Let me start with an example' she says. "Max*, one of our KS2 boys was recently diagnosed with Autistic Spectrum Disorder. His class teacher immediately made appropriate changes to ensure he made progress and achieved. His co-ordination was such that he struggled to write in a clear format for long pieces of written text. Amongst other strategies, his class teacher gave him access to a laptop and showed him how to use it effectively. As a result, he has gained



significantly in confidence. His teacher realised that the ideas for his writing were there in his head, but he was just struggling to get them down on paper because the process of manipulating a pencil was a real barrier. Once Max began routinely getting his thoughts out via a keyboard instead of a pencil, his writing, and more importantly his confidence, went from strength to strength. This simple tweak to Max's provision, along with many other bespoke strategies my staff have employed, is just an example of the solution-focused attitude that our school has. The impact of this approach on children's day-to-day life in school is probably best reflected in a letter that Max's mum recently wrote to me. She said:

"Working in education myself I know what a busy and demanding area of work it can be, but to feel that the school and Max's teacher are able to supply him with such a needs-led primary education I am extremely grateful for. His confidence at school improves every day and as a mum, which I know you can appreciate, the fact that he enjoys coming into school, has friends, is comfortable, learns and has fun means everything to me."



'Together we achieve. Individually we grow,' underpins everything at Clifford Bridge Academy. Part of the Inspire Multi-Academy Trust, Clifford Bridge works closely with three other primary schools within the Trust. There is a rigorous approach to reading, writing and maths and children follow a thematic curriculum. The inclusive and fair-to-all culture across the academy enables all staff to focus more effectively on children's academic and social development. Rated good by Ofsted at its last inspection in 2013, it has 414 pupils on roll, 13% have Special Educational Needs and 7% of pupils have been eligible for free school meals in the last six years. Overall, performance of pupils in reading, writing and maths at the end of Key Stage 2 is above the national average and Clifford Bridge has recently been celebrated as being in the Top Five Performing Schools in Coventry, with 77% of children achieving expected standards in Reading, Writing and Maths combined. Situated in Binley,

a suburb in the east of Coventry and a former mining community, Clifford Bridge became an academy in August 2015. Through a child-centred focus, we have become a more inclusive school.

Leadership and Management

Special Educational Needs and Disabilities (SEND) has a very high profile across the school; it is always on the agenda. We are a leadership team of six. Two of us have the National Award for SEN Coordination (Masters Level) and all of us routinely access professional development courses which ensure our own knowledge and practice is up-to-date. Being creative, flexible and 100% child-focused certainly sets the tone of my leadership team; they never come to the table with an attitude of defeat, our conversations invariably get very animated as we discuss the issues raised and come up with a solution *together*, that has the child at the centre of it. We have a distributed leadership model, where hierarchy has little relevance. For any agenda item, from whole school improvement right through to an individual pupil's needs, our start point is always "Who is the best person for this job? Who has the relationship with the child?" The team around me, right from Kim Docking (Executive Principal at Inspire Education Trust) through to the staff in classrooms, are role-models of our child-centred approach. Every decision and solution is unequivocally about the little people at the centre of it.



Across the school, but particularly amongst the leadership team, we model the type of behaviour, actions and approaches that we expect. Last year, we had one particular class where there were around six children with exceptionally complex needs. I would go into the class and model what I expected and my assistant heads would do the same. Sometimes, where the needs of children are evident in their

challenging behaviour, this can be really stressful for the staff dealing with it day-to-day. Nobody's intention is to make a situation worse, but sometimes this happens if staff aren't confident in de-escalating a child's behaviour or spotting what the triggers for that behaviour were. We have done a lot of professional development work on this in the last academic year, particularly in relation to Autism, attachment disorders and children's mental health. The whole team at Clifford have come a long way in understanding these things and making sure we are acting and *reacting* to behaviours in a way that gets us the kindest and most effective outcomes. My leadership team and I also did a lot of modelling at less formal times of the day, such as break and lunchtimes. We would be out playing and engaging with the children, so that we were modelling our expectations to every member of the team, and to other children, about how we expect our children with SEND to be treated. We always have an honest and professional dialogue afterwards so that we can learn from each other and promote the very best outcomes for our children.

Parent and carer engagement

We have always had very supportive parents in the school and parental engagement with their children's learning is very good. As a result, we don't face the same level of barriers that other schools may face. Our relationships with parents and carers are developed by the whole team; we consider their engagement to be crucial. Often we make it as informal as possible, so that it feels natural and not forced. For parents who perhaps don't want to come in or feel nervous about being in school, we try to have a 'cup of tea culture'. This way, it feels a little more familiar and welcoming and we can get to know them. Over time, they then start to feel increasingly comfortable with our staff and our setting, and they feel able to engage more with their child's learning, and with school life. The vast majority of our parent and carer community are incredibly supportive and enjoy attending our many events. In terms of home-school partnership and communication, staff use the language and approaches within Achievement for All, with that same level of passion and belief that I hold.

Wider outcomes and opportunities

Extra-curricular activities are a huge part of life at Clifford Bridge. We offer an incredibly wide range of sport, music and drama opportunities. In addition, many of our children attend music, sports or dance lessons outside of school. We have 414 pupils, with relatively few pupil premium pupils; this means we have to be careful that pupil premium pupils do not feel isolated. If pupil premium pupils want to attend extra-curricular activities which they might not be able to afford, we will pay for it. Participation and inclusion is non-negotiable, every single child in this building has the right to participate in the enriching and exciting opportunities we have on offer, so, if finance is a genuine barrier, then there is an obvious solution. As a result of low pupil premium numbers, Clifford Bridge has a very tight budget, but it's like anything else in life, you pick your priorities and you hold them dear. Our culture, our ethos and our every move are about inclusion and achievement for all, so our spending of our limited funding reflects this.

We had one boy, who is now in secondary school, who won the termly Head Teacher Award. When he was much younger, he expressed an interest in music and really had a flair for it. He wanted to learn to play the guitar, so we taught him! Through a series of individual lessons, group lessons, School Band involvement and even gigs at local concerts, by the time he left us at the end of Year 6 he was an incredible guitarist who had never had a lesson outside of school. When he was nominated for the Head Teacher Award at the end of Year 6, we chose not to spend the budget on a trophy, and instead surprised him with an electric guitar! He and his family were so grateful and appreciative, and we've since heard that, upon joining his



secondary school, he is now an active member of their school band, and continues to enjoy his guitar. Our early actions and encouragement with this particular pupil had a knock-on effect on his engagement in school-life and in his learning. We always try to find something that sparks a child's interest, and create a bespoke provision and experience to keep that spark alive.

We also carry this philosophy into provision for larger groups of children. For example, we have 60 children in one particular year group, with eight of them having a complex degree of need, such as autism or sensory processing needs. We introduced yoga into our PE curriculum, specifically with the purpose of improving mental well-being in this year group. We invested a lot into training our staff in meditation and mindfulness techniques which now underpin all of our learning experiences in this cohort; we turned PE on its head! The children enjoy it so much. For children with physical disabilities and learning difficulties, we try to think 'outside the box' and creatively adapt our curriculum to put the children, and their needs, at the centre of it.

In summary

When visitors come and look around our school, there is often one bit of feedback that is repeated time and time again; how everything at Clifford Bridge Academy is "all about the children". In fact, we've now heard this so many times that we've turned it into a huge display of photographs with that slogan right in the middle of it! We really do think of each and every child in our school not just as a 'learner', but also as a little citizen of the world who we have been tasked with the responsibility of shaping. Along with our incredibly supportive parents, our Governing Body and the wider structure of the Multi-Academy Trust, we all endeavour to do everything in our power to ensure that every child achieves their potential and has the best possible primary education, filled with awe, wonder and FUN!