



## Parents Update Progress from Autumn Term 2017

Throughout autumn term, West Wycombe School has made substantial progress towards the targets developed as a result of the July 2017 HMI report. We feel it is important that parents are kept informed about the progress of the school; as a result, we wanted to update you on what we have been doing behind the scenes to deliver the best standard of education to the children.

### Leadership & Management

We have made considerable progress in developing our leadership and management priorities this term. We have developed a new vision and values, through collaboration with all stakeholders in the school. We are launching our vision on 17<sup>th</sup> January so that we can embed our new values. Ongoing monitoring and evaluation shows that teaching is more effective and, in turn, is resulting in improved outcomes.

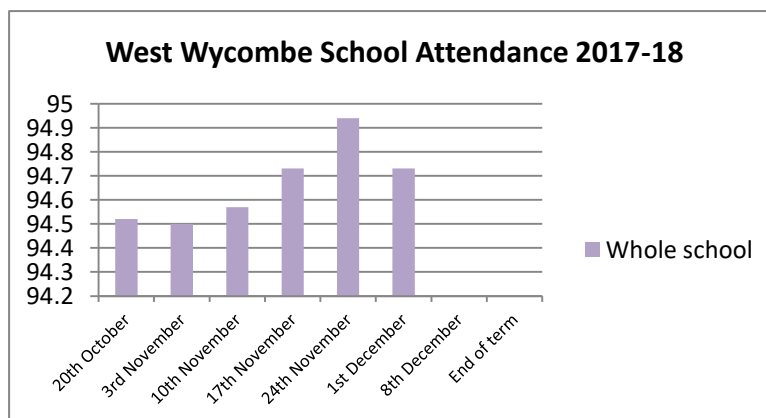
All of our teachers are now subject leaders and are playing a part in improving teaching and learning of their respective subjects. We have been working hard to provide a Pupil Premium and PE strategy, which are now on the website. We also have a new Special Educational Needs (SEN) policy and local offer, which has been published. We now run termly SEN days for staff to meet with Ms Preston to discuss the children's needs, to tailor support accurately and ensure the SEN register is accurate.

Performance management has taken place for all teachers and TAs, ensuring they know what their targets and focuses are for the year.



**Attendance:** This has been monitored closely every week since half term. Our whole school attendance has been improving each week until the end of term, where it dipped. This is, in part due to illness, but also because of children arriving late and holidays during term time.

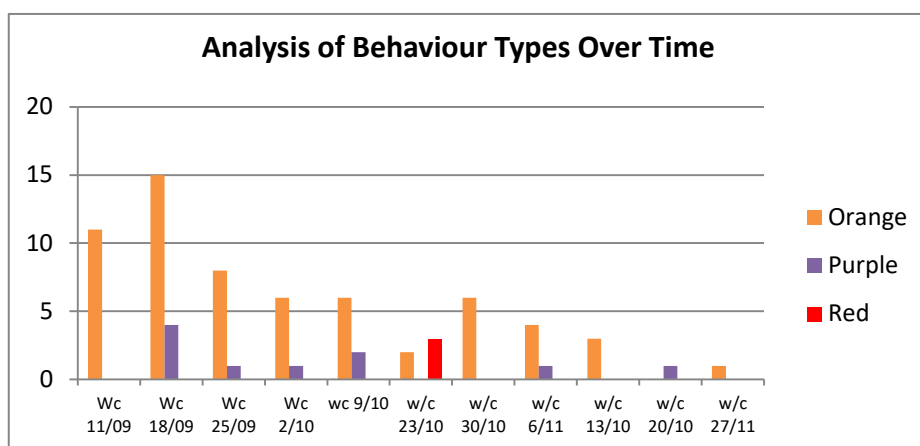
Attendance continues to be an ongoing target over the next term and close monitoring will continue. A new attendance policy was constructed and a parent booklet was sent home, to help parents to better understand the importance of attendance.



**Behaviour** – this aspect of the school has developed significantly this term. This is thanks to our new behaviour policy and an improvement in parent communication regarding behavioural incidents. Low level disruption in classes has improved greatly, as evidenced in our ongoing monitoring records and feedback from external providers. We have new rewards, including Learner of the Week, Star of the week, Headteacher's breakfast and Platinum Reward time; all of

these have been successful with the children and have supported them to demonstrate positive approaches to behaviour in school. To develop a closer school community, we have introduced Y6 Play Leaders, which has had a significant impact on behaviour and enjoyment at play times. The Y6 children have also been running their own assemblies once a month, which supports the development of their speaking and listening, as well as their confidence. Our Y6 children have been working with the younger children in the school also, in their roles as Reading Buddies. This not only supports the younger children to practice their reading but it develops the Y6 children's confidence in reading and their own self-esteem too.

The chart below shows the number of incidents of the coloured behaviour codes across the school since we introduced our new system:



**Safeguarding** – practices have improved significantly, including new effective filing procedures, staff training, a new comprehensive induction booklet for new staff, new code of conduct for staff, extensive safeguarding & wellbeing resources on the website, regular meetings with our safeguarding governor and new visitor lanyards to help staff & children understand which visitors have relevant safeguarding checks. We have included safeguarding in our fortnightly newsletter to parents as we are keen to keep safeguarding a high priority in school and ensure all stakeholders and visitors are part of this safeguarding culture.

### Teaching & Learning



There have been visible improvements in teaching and learning practices this term. We already had a strong team of teachers in the school, who work extremely hard to provide good outcomes for the children. A key aspect of our work this term has been on improving the consistency of teaching and learning practices across the school and we have made substantial progress in this area already. We have been focused on ensuring our classroom learning environments are consistent and effective, through use of learning walls, for example. There have also been improvements in the support of children with special needs or who are disadvantaged, through a new initiative called 'Spotlighting'. Each afternoon, the teaching assistants have been supporting children 1:1 for short bursts of time to consolidate learning from the morning's lessons. The children who take part in this initiative changes daily as it is dependent on how they found their work in maths and English the morning. We have also invested in new interventions, such as Nessy, Toe by Toe, and Hornet along with a range of resources to support learning.

All teachers have visited other schools to observe good practice this term – this has been greatly beneficial for all teachers and we have received positive feedback from this initiative. The teachers are also paired up

into teacher partners, in order to benefit from regular coaching to develop their thinking and practices. Teachers have also been using modelling in lessons to improve learning for both maths and English, which is proving successful. Marking & feedback has also improved this term, through increased use of developmental marking, which guides children on what they need to improve in their work. A variety of professional development has been in place for teachers through the past term also.

We now run half termly pupil progress meetings so that the teachers and leaders are able to scrutinise the half-termly data, which enables us to put support in place quickly for children who are not making sufficient progress.

The Early Years classroom and environment has been significantly improved over the course of the term. It is now more stimulating and supports learning more effectively. The pre-school moved into the old school house in October and we are in the process of developing links with them to share learning opportunities and experiences. This should also support the transition of the children who are due to attend West Wycombe School in the future.

Collectively, the teachers and leaders have been working really hard to improve the teaching and learning at school. They have benefited from external support and have been proactive in developing new ideas and ways of improving practice. There is considerable monitoring of teaching and learning undertaken by the leadership team to ensure our standards continue to be high. The staff have engaged well in this process and are very focused on doing their best for the children.

## Outcomes



There has been an improvement in outcomes this term. In Reading and maths, **the average proportion of children across the school who are currently working at Age Related Expectations are 17.3% higher than at the start of the term.** This demonstrates accelerated progress has been achieved as a result of the improvements that have been put in place. A large proportion of these children who achieved such positive attainment are Disadvantaged children, and this group of children were identified in the HMI report as needing to make accelerated progress. There is a clear focus nationally on reducing the gap between the attainment of children who are disadvantaged compared to those who are not. The results below show attainment (those children on track to reach Age Related Expectations) at the first half term in autumn (October) compared to attainment at autumn 2 (December). The gap between Disadvantaged groups and non-Disadvantaged has been narrowing considerably, with Disadvantaged children outperforming other children in reading.

Children on track to meet Age Related Expectations at the end of the year:

### *Autumn 1 Attainment:*

|         | Disad. | Non Disad | diff   |
|---------|--------|-----------|--------|
| Reading | 65.2%  | 66.2%     | -1%    |
| Writing | 34.8%  | 51.4%     | -16.6% |
| Maths   | 47.8%  | 68.3%     | -20.5% |

### *Autumn 2 Attainment:*

|         | Disad. | Non Disad | diff  |
|---------|--------|-----------|-------|
| Reading | 78.3%  | 76.8%     | +1.5% |
| Writing | 47.8%  | 53.5%     | -5.7% |
| Maths   | 69.8%  | 76.8%     | -7%   |

Another key priority for us has been to develop our teaching and learning in order to stretch the more able children and, in turn, support a higher proportion of children to exceed Age Related Expectations to achieve Greater Depth (GD). We have been focusing our teaching on delivering more high quality mastery within our lessons, so that children can be challenged appropriately. It is not just the higher ability children that

this applies to; within each lesson, we aim to offer a level of mastery that all of the children could achieve. Our Inspire Maths programme is pitched at roughly a year higher than other schemes, therefore, within increased consistency and professional development in maths and English, this has resulted in a higher proportion of children who are on track to achieve Greater Depth.

Children on track to reach Greater Depth at the end of year:

*Autumn 1 Attainment:*

*Autumn 2 Attainment:*

| Y2      | On track for GD | National GD in Y2 | Difference |
|---------|-----------------|-------------------|------------|
| Reading | 25%             | 25%               | =          |
| Writing | 10%             | 16%               | -5%        |
| Maths   | 35%             | 21%               | +14%       |

| Y6      | On track for GD | National GD in Y6 | Difference |
|---------|-----------------|-------------------|------------|
| Reading | 36%             | 25%               | +11%       |
| Writing | 36%             | 18%               | +18%       |
| Maths   | 29%             | 23%               | +6%        |

Stakeholders

**Parent involvement & feedback**



We have been working hard to improve communication and involve parents more in school. We started the year with Meet and Greets in each classroom and parents were given Key Skills booklets, which detailed the coverage of the core subjects for the year, along with ideas of how to support their children. We have introduced a number of new initiatives this year, including Book Looks, Stay and Play and Bedtime stories for Reception. We have also redesigned our school website and included extensive resources for parents, which include a focus on safeguarding, e-safety and for wellbeing. We introduced Facebook for parents, which is proving to be a popular initiative. This term, the teachers held SEND (Special Educational Needs and Disabilities) parent meetings for children who are on the SEN register and these will continue each term, enabling parents to be involved in understanding the provision that has been in place, along with what support their child will benefit from moving forward. In order to keep parents informed about their child's progress, we will be starting to sending out an interim assessment summary report, which will show parents how their children are attaining in reading, writing and maths.

We also held two successful Open days and a trial Stay and Play for the Preschool children, and the feedback was very positive and encouraging. Our children were excellent representations of our school and made us very proud.

We are keen to have parents as involved in school life as possible. If any parents would like to offer some time to come into school to support with reading or other activities, please contact the office to arrange.

**Governors**



The governors have been working hard behind the scenes to talk to potential academy sponsors and find the best partnership for our school. This continues to be ongoing.

The governors have been into school, for a variety of visits, including to talk to Pupil Parliament about behaviour and safety (which resulted in very positive feedback from the children), talking to leaders about their areas of responsibilities, supporting with the development of policies and procedures and contributing to staff meetings. The IEB has been investing considerable time into ensuring that

improvements are taking place and holding leaders to account, whilst also securing adequate support for the staff in school. They are focused on the strategic development of the school and they continue to oversee the standards and outcomes in school. We are very lucky to have such an experienced team of governors who are very supportive of the school and its stakeholders. They also spend a considerable amount of time managing relationships with County and other external agents, along with supporting the school with budgeting and finance, safeguarding, recruitment and many other areas; our governors have even been known to help at lunchtimes, when we are in need of additional hands!

### Our key focuses moving forward

We have made huge progress this term but we continue to work hard on our priorities. We have identified five key areas:



- **Writing** – this continues to be an area of focus for the school. Our results continue to improve but still need further development and this will be a key area we will be focusing on to drive forward improvements.
- **Special Educational Needs** – ensuring that we are offering as much support as we can and that the support we do provide is having an impact.
- **Disadvantaged children** – we have made significant progress in this area but we are keen to ensure this continues and that the gap between Disadvantaged children and non-Disadvantaged children eventually closes.
- **Attendance** – this continues to be a priority for the school as our attendance is not yet at the national level. There will be a greater focus on children attending school on time every day and ensuring that holidays are taken outside of school time.
- **Parent workshops** – we are planning a series of parent workshops to empower parents to continue the support they provide and to better understand our systems and procedures in school. We are aiming to run workshops on English, Maths, Phonics and SATs.

We look forward to continuing our journey of school improvement and to becoming a 'Good' school once again. Working in partnership with parents is a key priority for us and we hope to continue developing this further. We are very grateful for the support and encouragement our parents continue to offer us and we hope you are starting to notice the improvements we are working hard to make. I would like to recognise the hard work of the team of staff and governors at West Wycombe School, who are dedicated to the school and determined to offer the best possible education to the children.

If you have any comments or feedback, please get in touch.

Best wishes,

Ms Preston & the team at West Wycombe School

## What Can Parents Do to Support Learning?

### Reading

Research shows that the most important thing you can do to help your child achieve at school is read with them. Little and often is the key!



There are three things that your child needs to learn to do:

- 1) Decode words
- 2) Understand what they have read
- 3) Enjoy it!

Reading with your child should be enjoyable. The more fun you have, the more likely you are to instil a love of reading. Encourage discussion with your child when reading with them. They will probably ask you some interesting questions, so don't be afraid to stop reading and explore these further.

Here are some tips for engaging reluctant readers:

- Listen to audiobooks to get them interested in stories
- Show them that you love reading too. Visit the library together and choose some books for you and for them.
- Go for something that you know will engage your child. Perhaps they are really into wildlife, so a non-fiction book may be a good place to start.
- Ensure your child can easily access books in your home. Have shelves at child height and books in each room.

**DID YOU KNOW?**



The Oxford Owl website has 250 free, tablet-friendly e-books for you to access at home. You can access the website [here](#).

### Spelling

There are many methods to use at home: the basic strategies of 'sounding out' using phonics and look, cover, write, check work for many learners. However, you may also wish to try some of these approaches:

- For tricky words, think about shape and size of the word.
- Break words into syllables, e.g. re-mem-ber.
- Use a mnemonic, e.g. necessary: one collar; two sleeves.
- Say words as they sound/in a funny way, e.g. Wed-nes-day.
- Encourage the children to find words within words, e.g. parliament: I AM parliament.
- Sing it!

The following apps can also be used to liven up learning spellings:

- ❖ Squeebles Spelling;
- ❖ Spell with Pip;
- ❖ Phonics Play;
- ❖ Mr Thorne;
- ❖ Pop words;
- ❖ Word Bingo.

### Maths

Whatever you do, make sure your children enjoy it.

- Talk about and involve children in the situations in which you use maths in everyday life;
- Play games involving numbers and/or logic, such as card games, dominoes, darts, draughts, chess etc.;
- Stimulate their thinking at times of boredom, (such as when travelling), with mental activities;

- Check with the school for any specific help which would be useful. Also check the methods they are teaching for any specific content, such as written methods of calculating.

National Numeracy Parent Toolkit - <http://www.nnparenttoolkit.org.uk/>

This website provides advice regarding home activities and important milestones.

Nrich Maths - <http://nrich.maths.org/frontpage>

This website is used frequently by teachers in school. There are some challenging problems on this site which really encourage children to 'get thinking' about maths and boost their mathematical resilience.

Mathematics Mastery- <https://www.mathematicsmastery.org/sos-how-to-avoid-maths-panic-and-support-learning-at-home/>

This blog provides information about activities and strategies that can be used at home, that will support children in feeling more confident about maths.

### **SATS**

Please look on the website for information on SATs for KS1 & KS2 for 2018. A video about each set of SATs is available under 'Parents', 'KS1 & KS2 SATs information for Parents'.

### **Other resources**

The BBC Website has some excellent activities and information for children.

<http://www.bbc.co.uk/schools/parents/> - offers general advice for parents on education. It also has links to particular pages to support children's learning. These include:

- "Bitesize" Activities for English and Maths for Years 1 and 2 - <http://www.bbc.co.uk/schools/ks1bitesize/index.shtml>
- "Bitesize" Activities for English, Maths and Science for Years 3, 4, 5 and 6 - <http://www.bbc.co.uk/education/levels/zbr9wmn>
- Mathematics and Science - [http://www.bbc.co.uk/schools/parents/literacy\\_maths/](http://www.bbc.co.uk/schools/parents/literacy_maths/)