

Hornsea Burton Primary School

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



Celebration Assembly

We have a Celebration Assembly on Fridays at 9am. 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!

1st March, 8th March, 15th March, 22nd March and 29th March 2019.

Parents as Partners



SHOW AND SHARE

There will be a Show and Share session on Friday 5th April 2019 from 9-9.30am.



OTHER THINGS THAT ARE HAPPENING/DATES FOR DIARIES:

1st March Class 1 children and staff visit to Wawne Forest School all day

4th March 9am Open the Book for whole school

Y6 boosters for some children pm

7th March World Book Day-

Children pay £1 to come in dressed in their best Harry Potter style clothing.

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.

8th March Class 2 children and staff visit to Wawne Forest School all day

11th March Y6 boosters for some children pm

15th March Class 3 children and staff visit to Wawne Forest School all day

18th March 9am Open the Book for whole school

Y6 boosters for some children pm

25th March Y6 boosters for some children pm

27th March Class photographs pm

6pm Full Governing Body meeting at Skipsea

28th March Y5/6 Gifted and Talented session for some children re PE

1st April 9am Open the Book for whole school

Y6 boosters for some children pm

5th April 3.20pm Children and staff break up for Easter holidays

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

Collecting your child at the end of the school day.

We are seemingly receiving more telephone calls from parents during the day to notify us of a change of person collecting pupils at the end of the school day. We would politely ask you to let the class teacher know at the start of the school day any re-arrangements you make or send a note in with your child/ren. We understand that from time to time there will be those unforeseen instances whereby it will be necessary to contact the school office and we are supportive of that however, we do ask for your co-operation in this matter and thank you in advance.

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%).

| YEAR GROUP | HORNSEA BURTON |
|--|---------------------------|
| FS2 | 96.5% |
| Y1 | 93.9% |
| Y2 | 94.1% |
| Y3 | 97.2% |
| Y4 | 95.1% |
| Y5 | 94.4% |
| Y6 | 89.9% |
| Whole school | 94.3% |
| NUMBER OF PUPILS WITH 100% attendance this year | 8 |
| NUMBER OF PUPILS BELOW 90% | 9 |
| NUMBER OF PUPILS BELOW 95% | 26 |
| NUMBER OF PUPILS LATE BUT BEFORE 9.30AM | 18 |
| NUMBER OF PUPILS LATE BUT AFTER 9.30AM | 5 |
| NUMBER OF PUPILS ON ATTENDANCE OR PUNCTUALITY ACTION PLAN | 5 |

Reminder-FOREST SCHOOL VISITS THIS HALF TERM

Wawne Forest School Visit

Class 1 children and staff will be going on 1ST March

Class 2 children and staff will be going on 8th March

Class 3 children and staff will be going on 15th March

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.



TIME TO CELEBRATE

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

LUNCHTIME TROPHIES

Charlie, Lucie, Willow, Ruby M and Bobbie.

LUNCHTIME GOLDEN TABLE

Elisha, Makaila, Layton, Joey, Savannah Lilly. Jack, Chloe, Kerry, Edward, Blake and Ruby.

PEN LICENCES

Lucie, Layton, Abigail and Lilly.



Classes 1 and 2 this half term are doing Invasion games on Tuesdays and Class 3 are doing gymnastics this half term. After school club this half term is Multi Skilled held on Tuesdays between 3.20-4.20pm for children in Years 2-6. The cost is £1.50 a session.

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

BASIC SKILLS RENEWAL

I am delighted to inform you that our school has successfully renewed the Basic Skills Quality Mark for the sixth 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:-

- 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
- The SLT team and staff strive to provide the very best learning opportunities for their children
- 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
- Assessment procedures, capturing where the children 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 effective in enabling 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
- 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
- Performance in basic skills is integral to performance management for all staff. This is monitored by SLT and also subject leaders

- The effective 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 pupil 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.
- Transition links are made with the secondary school before pupils move up as well as entering school from a pre-school

Books show a broad a balanced curriculum and that non-negotiables are being adhered to

THE THINGS WE ARE CURRENTLY WORKING ON RE BASIC SKILLS:

1. Continue to develop the outside environment within EYFS when shared with the Nursery to assure appropriate challenge for all pupils
2. Continue to focus on using mathematics journals for all pupils from Y1 to Y6 to assist with reasoning in mathematics