

# Colvestone Primary School Development Newsletter



## What's this all about?

This is our end of term school development newsletter. It will inform you of our School Development Priorities (SDP's) set out in our 2022-2023 School Development Plan (SDP). Our leadership and middle leaders have created this newsletter providing you with subject specific updates on the progress of our school improvement journey.

## Our School Development Priorities are:

**SDP1: Develop Leadership and Management at all levels**

**SDP2: Improve teaching and learning in all core subjects including early reading**

**SDP3: Further develop the broad and balanced curriculum**

**SDP4: Develop SEND provision**

**SDP 5: Develop the school community to attract and retain families**



## Inclusion

This term, SEND children across the school had the opportunity to talk about their provision during our One Day Review with Rachel Thompson (Management Adviser for Hackney Education). The children communicated the different support that they receive and how their work was adapted, so that they could access the curriculum. The children also spoke about who and what helps them to learn and what they liked about school.

"I like doing my work because my teacher sometimes helps me and sometimes, I can try by myself" (Comment made by a Year 3 pupil.)

The SEND Team have continued to work in partnership with a range of integrated services to further support the SEND Provision at Colvestone. Support from external services has enabled children to adapt to new changes, such as a 'social story' about a new baby into the family. Helping support the staff and a child in a KS1 class, with managing social communication and interaction both in and out of class, through the creation of their own personalised resource. Supporting secondary transition for pupils in Year 6.

KS1 have also participated in whole class Zones of Regulation workshops. (A strategy used to support SEN children with labelling their emotions.) The workshops were led by the Speech and Language therapist and class teachers.

All staff have participated in SEND CPD and support staff had additional training with the Specialist Teacher, as a follow on from the Autism Training (AET), that they had earlier in the year. Support Staff communicated how they had used the earlier training to inform their practice and how the training had helped them to gain a better understanding of strategies to support all children with autism.

The SEND Team have also been trialling using profile books to evidence the learning of some of the children with EHCPs in KS1. The children's learning is now recorded in one profile book, based on the principles of the Early Year Foundation Stage. Children have their EHCP targets at the front of the book and observations and evidence of the child meeting their targets, is also recorded in the child's profile book.

We also host SEND Reviews, so that children's School Support Plans can be updated with their parents/carers in preparation for next year.

The SEND Team have had a very eventful year and are looking forward to the new academic year, where we will continue to grow the SEND provision at Colvestone.



## Maths

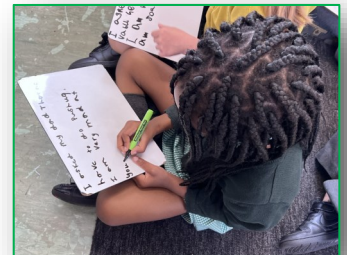
The changes in maths across the school this year has been improved, from consistent maths learning walls in classrooms to the exciting dialogue between children and staff about maths. We are consistently using the White Rose teaching and learning resources across the school so children have exposure to the same types of maths questions and resources from the start of their primary learning journey in EYFS to the end in Year 6. Mrs Ephraim has continued to work with Emma Burton who is the primary maths advisor for Hackney Education. They have worked together to identify the progression of maths across the school by looking at maths learning environments and children's books. It is pleasing to see the range of maths learning taking place in school, both indoors and outdoors allowing children to have a range of learning experiences. Teachers have engaged in professional dialogue regarding maths working walls in classrooms and the expectations for this. We also had the opportunity to explore problem solving and how to equip children with the necessary skills to solve problems independently.



Times table rockstars was launched for children from year 2-6 and they enjoy the online maths challenges. TTRS has been especially useful for Year 4 students who used the programme to help them be prepared for the statutory multiplication check that took place in June. The progress that year 4 have made with their time stable knowledge is impressive.

## Phonics

Since implementing the Blossom Phonics program at the start of this academic year, we have seen good progression of the teaching and learning of phonics at Colvestone. This is reflected particularly in the Year 1 end of the year phonics screener results, where by 83% of the children passed, in comparison to only 4% passing at the start of the year.



The main reasons for this progression this year include daily phonics sessions in levelled groups taught by trained adults, additional phonics focus sessions, which include further practice for the children to apply their phonics, and daily phonics interventions for specific phonics groups. We have also provided training on how to support children's phonics learning at home through parent workshops as well as a weekly phonics club for key children to attend. Our Year 5 and 6 children have also supported the Year 1 children and their development of phonics learning by listening to them read levelled phonics books at the end of the day.



There have also been phonics focuses across the wider school, including a particular focus on how the Blossom Phonics program is delivered in EYFS, and with regular monitoring and CPD, this has aided both confidence in the understanding and teaching of phonics as well as pupil progress. Another focus point was to implement more consistent teaching and learning of phonics in Year 2 that is in line with the Blossom Phonics program. Leadership, middle leaders and the Year 2 teacher have worked together to create a series of lesson plans that meet this criteria, as well as the teaching focus needs of the children in our Year 2 cohort. We have also had further phonics training provided by a skilled phonics intervention specialist from Daubeney for all adults delivering interventions for the lowest 20% across the school, including KS2 and SEND. This training has had positive feedback from staff and observed good use of activities in interventions. Home reading records are being regularly monitored across EYFS and KSI too, with particular focus on parent/carer engagement and ways to support feedback and understanding of their child's reading needs.

## Creative Arts

Art and Design Technology continues to be a strength at Colvestone, with many children enjoying the subject, demonstrating creativity and developing core skills and knowledge. Projects this year have included 3D collage birds and terrific towers in years 1 and 2, pneumatic river monsters, clay fish and Eurovision-inspired pavilions in years 3 and 4, and bridge building, volcanoes/earthquake pop-up books, and mask-making in years 5 and 6. Wood Street Walls also came in to run a street art project for Ridley Road Market with UKS2.



We recently held our first Art Week where every class focussed on an artist and created art over the entire week. Year 5 and 6 had a local artist run two workshops focussing on sketching and watercolour. Some of our creative parents also shared their artwork and professions with all the classes. We had an excellent response to our Young Artists Summer Show competition with 30 entrants. A pupil in Reception was successful and her submission will be exhibited in the Royal Academy this summer!



We rounded off the year by celebrating everyone's amazing artwork in our very own art exhibition. This showcased the work created in Art Week and gave pupils the opportunity to show their work to parents and carers.

## Science

Over the course of the year, Science has flourished across Colvestone. All year groups now have access to updated planning documents, that embrace learning through scientific investigations. Children are enjoying and accessing regular science lessons. Teachers have access to a science progression maps, which indicates the science curriculum and objectives children access in each stage. This map allows for an understanding of prior knowledge, and identifying any gaps in existing knowledge.



The Science boxes that were purchased during Autumn term have been a great success, and have been used across the school, supporting the children in working scientifically and engaging practically with the science they are learning about. Assessment through the "Big Question" is proving successful amongst our children, they are showing engagement with the question across the topic of work and are able to reflect on previous knowledge and learning to help them answer the question.

Following a successful *Colvestone Den* in March, the school community has really embraced the subject and are eager to build on celebrating science and STEM across the school, highlighting possible routes and careers children can take.

## Curriculum and Writing

The Living World topic during the Spring term was extremely popular, and students throughout the school enjoyed learning about the natural wonders of our planet. Currently, our Summer term is focused on Buildings and our students are expanding their knowledge by learning about the different cities in the UK and contrasting them with cities in South America.



We have created a Junior Curriculum Team, comprising representatives from Years 1 to 6, who are part of the pupil voice at Colvestone. Their primary responsibility is to act as advocates and ambassadors for our unique curriculum. They gather and consolidate the children's feedback about their learning and meet with Mr Jones, the Curriculum Leader, at least once a term, as well as with visitors to our school



We have been carefully examining how we can improve the children's retention of knowledge and assess their understanding of Humanities. As a result, we have introduced Recap Quizzes and assessment questions. These measures equip the teachers with a clearer understanding of children's progress. In the latter part of the term, we will also conduct video assessments to evaluate the effectiveness of these revision tools.



## Spanish

Spanish is currently taught in years 3-6 by Mrs Ephraim in a weekly basis. Children enjoy these regular sessions as they are filled with fun, games and activities to support children's language development. Children's confidence in reading and speaking in Spanish has increased and they are able to have simple conversations in Spanish. In KSI, children regularly engage on songs and games to support their learning of numbers and colours in Spanish. Mrs Ephraim has worked with Bernadette Clinton the modern foreign language specialist for Hackney Education, who was impressed with the teaching and learning in Spanish when she visited our school.

*hola!*

## Computing

In the summer 1 term, Year 3, 4 and 5 'piloted' using the Purple Mash programme. Miss Kessie then led on a CPD sharing good practice. All year groups are now participating in weekly computing lessons using the Purple Mash Programme. We also elected Junior Computing Ambassadors who have supported children in using their new logins and passwords and have led on an online safety assembly.



## EYFS

The EYFS have been extremely busy in and outside of the classroom. This term, the EYFS themes have been Growing and Journeys.



The children have enjoyed their gardening activities and have grown and tasted many different fruit and vegetables such as, raspberries, strawberry, radishes and potatoes. They were also very excited learning about life cycles and patiently observed and waited for the chrysalis to transform into butterflies.

## Pupil Voice

Our School Council meet weekly with Miss Kessie to talk about changes and improvements they would like to make to the school.



The council led on an assembly and competition on designing the quiet area and they have slowly transformed the area into a beautiful space for children to read and play games during playtime. The School Council also had the opportunity to meet with our school chef where they discussed the views and opinions from their class regarding school lunches. Our cook, Rebecca listened to the team and shared their options with Juniper for next years menu.

## Music

The children continue to enjoy their weekly music lessons as part of their curriculum, either with their class teacher (in Early Years and KSI) or with Mr Jones (in KS2). Additionally, we celebrated Make Music Day on 21st June with additional music-making in class. Singing assemblies are a highlight for community singing, and it is always a delight to hear the children's enthusiastic voices filling our school on Thursday afternoons. They are also impress with their spirited rendition of "Proud" during our Celebration Assemblies. Colvestone is fortunate to have a visiting guitar tutor from Hackney Music Services who provides individual and small group tuition, and the children are thoroughly enjoying his lessons. As always, Colvestone was well-represented at the Hackney Schools Music Festival Singing Event at the Round Chapel. Reception and Nursery, along with Year 2 and 25 children from across Years 3-6, joined other schools in Hackney to sing with a live band and experience the joy of large-scale music-making.



## Community

Colvestone have had a very busy year and it has been lovely to share all our experiences and successes. Weather it has been via our weekly newsletter, our school website or our Twitter Page. This term, we also created an EYFS Instagram page to share all the amazing activities happening on a day to day basis.

It has been wonderful to see so many parents attend our school events including our Easter Bonnet Parade, our Art Exhibition and Sports Day.

We will end our term by saying goodbye and good luck to our Year 6 children in our Year 6 Graduation.

We will also have a planned Reception Graduation to congratulate them in completing the EYFS and moving on to Key Stage 1.

*Thank you for reading.*