



16<sup>th</sup> July 2024

## 2022-23 Developments

Dear Families,

As we approach the end of my first year as the Headteacher of our wonderful school, we want to take this opportunity to celebrate the significant progress we have made in addressing the concerns that were previously raised by the Ofsted Report (2021) before I joined.

We are delighted to inform you that the issues raised no longer require immediate attention, and although we will continue to improve and strive for excellence in these areas, we will be focusing on other improvements and enhancements in the academic year 2023-24. These areas will be shared with you in September, in our annual School Improvement Plan.

To end our first academic year together, we would like to share with you some examples of positive quotes and specific improvements we have been a part of over the past academic year.

### 1. Phonics Sessions and Catch-Up Sessions:

**“The headteacher (and team) has an excellent understanding of leading reading and phonics and has quickly ensured that it is a priority across the school. –  
School Improvement Visitor**

We have completely revamped our approach to phonics sessions, focusing on research-based methods and personalised instruction, ensuring that we show fidelity to the Read, Write Inc Scheme (Ruth Miskin). By utilising a variety of engaging resources and implementing multisensory techniques, our students have shown remarkable progress in building their reading fluency. Furthermore, our catch-up sessions have been redesigned to ensure that pupils effectively revise previously learned sounds and quickly transition to new ones. The elevated expectations we have set for our teachers have empowered our students to catch up and thrive academically. Sessions are rigorously tracked, and all children make good or better progress in our school.

We are pleased to state that the children achieving the expected standard in the Year 1 phonic screening check is **96.2%**, and for children who have been with us since the beginning of Year 1, it is **100%** (compared to 89.7% in the last academic year). For children retaking the check in Year 2, we have achieved **75%**, and for children with us since the beginning of Year 2, **100%**.



In Reception, **88%** of children are going into Year 1 at the expected level of phonics, and for children who have been with us since the beginning of Reception - **96%** (compared to 73% last academic year). We are delighted with these results and will continue to strive for improvements.

Moving forward into 2023-24, all staff will be receiving further training in Read, Write Inc Phonics by the Official Ruth Miskin Team. We have also formed a partnership with the KST Teaching School Hub, which provides us with a dedicated Literacy Specialist, to further enhance the provision we provide our children. We will also be looking at enhancing our Reading for Pleasure in school, by looking at enhancing our library provision – however, this is well underway.

"The school has invested in a wide range of reading books which both celebrate diversity and equality and together with a wide range of strategies and opportunities across the school effectively support a culture of 'reading for pleasure.' – **School Improvement Visitor**

## **2. Subject Plans and Sequential Learning:**

We have dedicated significant effort to embedding our subject plans fully within our curriculum, with a particular focus on mathematics. Our teachers have been provided with professional development opportunities to enhance their instructional practices, ensuring consistent opportunities for reasoning and problem-solving across all subjects.

In mathematics, we have moved to a maths mastery scheme – White Rose Learning, where all children are challenged, and have the opportunity to reason and problem-solve in each lesson. We have supported this with a partnership with the West London Maths Mastery Hub. Furthermore, we have invested in resource trays for every classroom (thanks to the donations raised by our school community), allowing all children to be able to explore concrete resources and embed key knowledge.

We are delighted that we have also been able to participate in several mathematics challenges, and experiences throughout the year. We anticipate that these will be enhanced in the next year.

"The deputy headteacher is an enthusiastic leader and committed to providing as a good an education as possible in mathematics across the school" – **School Improvement Visitor**



Looking at our wider curriculum, by improving the sequencing of our subject plans, we have created a cohesive learning journey that clearly identifies the important knowledge and concepts students need to acquire over time. This comprehensive approach has resulted in increased engagement, deeper understanding, and improved academic outcomes for our students. We have invested significantly in the Primary Knowledge Curriculum, which allows children to be deeply challenged in all their learning. Furthermore, we have partnered with the Islington Library Service which ensures that teachers and children have access to appropriate resources to support the learning in the classroom.

### **3. Addressing Misconceptions and Assessing Understanding:**

We have prioritised the timely addressing of misconceptions to ensure that no student is left confused about their learning expectations. Our teachers, including those in the early years, have been trained to identify and address misconceptions promptly. Through careful assessment and regular checks for understanding, our dedicated educators create a supportive environment where students feel comfortable seeking clarification. This proactive approach has significantly reduced confusion and enabled our students to meet and exceed their academic goals.

We have had fortnightly support from the Kensington Early Years team, and have seen significant improvements in the classroom, with **76.9%** of children achieving the Good Level of Development, in Reception, this year, and for children who have been with us since the beginning of the year it is **88%** (compared to 52% in the last academic year). We continue to work on our Sustained Shared Thinking Interactions and improve our results in the Early Years. We, excitingly, have appointed a teacher who has over 15 years' experience in the Early Years, to ensure our standards continue to rise.

### **4. Behaviour:**

During the past year, we have implemented a variety of measures to ensure that breaktime is a positive and enriching experience for our students, primarily focusing on the OPAL programme working with a dedicated school advisor. We have introduced structured activities, such as sports, art projects, music walls, messy play, and group games, which encourage active participation and foster positive social interactions.

These initiatives have significantly improved the overall behaviour and attitude of our students during breaktime, creating a more inclusive and enjoyable atmosphere for all.

Children speak highly of the playground, and the activities that they can participate in, overwhelmingly noting that there are so many opportunities for them during their free time.



“This year, the playground is so much better, we have things to do, and to play with. There’s so much choice!” – **KS2 Child**

### **5. Clear Expectations in Class:**

We understand the importance of providing clear guidance and expectations to our students, as it greatly influences their focus and overall engagement in the classroom. Our teachers have implemented strategies such as visual aids, explicit instructions, and classroom routines to ensure that students fully understand what is expected of them. By setting clear expectations, we have observed a significant improvement in students' ability to stay focused, actively participate, and make meaningful progress in their learning.

We are incredibly grateful for your unwavering support and trust throughout this transformative year. It is through our collective efforts that we have been able to address these concerns and create an enriching learning environment for our students. We remain committed to their well-being and academic growth, continuously striving to provide the best education possible.

As we look forward to the upcoming academic year, we encourage you to remain actively engaged in your child's education. We value your partnership and believe that open communication between home and school is paramount to our collective success.

We expect that we will receive a further Ofsted inspection within the Autumn Term 2023-24, and although we cannot speculate on the outcome judgement, there is no doubt that the school has made incredible progress in such a short space of time, and we will continue to strive for excellence as we look forward.

Finally, I would like to acknowledge the unwavering support and hard work of the SBSP team, change is never an easy process, and they have worked relentlessly to ensure that our standards are raised and that we strive for excellence together. The team that are coming forward with us or joining us in to 2023-24 are eager, ready, and devoted to the improvements that we are continuing to undertake, and we are excited to see the continuing, improving outcomes.

Thank you for entrusting us with your child's education, and we are excited about the positive journey that lies ahead.

Kind Regards,

Miss Timms, and the SBSP Team