

Balcombe CE Primary School

Overview for Parents



In all that we do, we are guided by God.

January 2015

Agenda

- Introduction
 - Who's who in school?
 - What does it mean to be a Church of England School?
- What's happening in the school?
 - What are the plans for the curriculum and teaching?
 - What do the teachers do?
 - What should the parents do?
 - How do we support each child's individual learning and progress?
 - What about homework?
 - How will our children benefit?
 - What are the plans for the facilities and building?
 - How do we pay for everything?
- How are we evaluated
 - What do Ofsted say?
 - What does the Diocese say?
 - How do we assess ourselves?
- What's next?
- Questions



Who's who in School?

School Leaders and Managers

Head Teacher – Wendy Millbanks

Assistant Headteachers –
Anthony Evans, Elizabeth Bendall

SEND Coordinator – Beverly Hoddell

Office Manager – Margaret Lawrance

Bursar – Lara Power

The Head Teacher and the Assistant Heads comprise the Senior Leadership Team of the school, assisted by the SEND Coordinator.

School Governors

Foundation – Jeff Thompson, Jane Lindsay-Stewart, Desmond Burton

Parent – Sarah Flint, Oliver Jackson, TBA

Co-opted – Adele Burke, Duncan Smith, Jamie Kirkman, Hester Dunstan-Lee, TBA

Local Authority - TBA

Staff – Elizabeth Bendall

Headteacher – Wendy Millbanks

The Governors, whilst appointed by the respective groups, are not representatives of those groups but must represent the school as a whole.

What does it mean to be a Church of England School?

All schools are required to provide religious education as part of the standard curriculum. Being a Church of England School affects the school in a number of key ways:

- The school is legally in a Trust with the Diocese as the Trustee, which means they appoint a number of **Foundation Governors** and have input into key decisions, eg selection of the Headteacher
- If we were to choose to look at Academy status, we would need to get the support and agreement of the Diocese Board of Education
- We get support from the local Parochial Church Council, eg the Priest in Charge participates actively in assemblies and school activities, the PCC have set up a fund to help us pay for initiatives associated with teaching the children Christian behaviours and ethos

School Improvement - What are the plans for the curriculum and teaching?

2013- 2014

- Maths teaching and learning
- The outdoor learning space
- Enhancing sport provision



In 2014-15, we begin teaching the new curriculum in most year groups, whilst making sure that children in years 2 and 6 are still covering all aspects of the old curriculum to enable them to achieve their best in the end of Key Stage SATs tests.

Topics will still form the basis of our teaching and learning, with Infant classes and those with Juniors, planning and learning together where possible.

2014-15

- The New Primary Curriculum
- English – reading for pleasure and SPAG
- Maths – calculation and mental maths
- Computing – programmes of study
- Further develop the use of the outdoors
- Implementing the new SEND Code of Practice (local offer)



What changes does the new National Curriculum bring?

Content/coverage – Here are some examples of changes or additions to the curriculum.

For example:

- History
 - KS1 **IN** “the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]”
 - KS2 **IN** - “changes in Britain from the Stone Age to the Iron Age - late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture”
 - OUT** – WW2, The Victorians
- Computing
 - KS1 “create and debug simple programs”
 - KS2 “design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems
- Citizenship
 - Core British Values

Planning and resources

- Infant/junior split
- Wow start / culmination
- Children’s/ staff interests
- Available resources



What changes does the new National Curriculum bring?

Raised expectations – some examples of concepts below are now expected to be used and understood earlier than previously.

KS1

Maths

- Solving problems with subtraction
- Finding/writing fractions of quantities (and lengths)
- Adding two 2-digit numbers
- Adding three 1-digit numbers
- Demonstrating commutativity of addition & multiplication
- Describing properties of shape (e.g. edges, vertices)
- Measuring temperature in °C
- Tell time to nearest 5 minutes
- Make comparisons using $<$ $>$ $=$ symbols
- Recognise £ p symbols and solve simple money Problems

English

- noun, noun phrase
- statement, question, exclamation, command,
- compound, adjective, verb,
- suffix
- adverb
- tense (past, present)
- apostrophe, comma

KS2

Maths

- Compare and ordering fractions greater than 1
- Long division
- 4 operations with fractions
- Calculate decimal equivalent of fractions
- Understand & use order of operations
- Plot points in all 4 quadrants
- Convert between miles and kilometres
- Name radius/diameter and know relationship
- Use formulae for area/volume of shapes
- Calculate area of triangles & parallelograms
- Calculate volume of 3-d shapes
- Use letters to represent unknowns (algebra)
- Generate and describe linear sequences
- Find solutions to unknowns in problems

English

Fill in the gaps using the past progressive form of the verbs.

While I ... (to play)..... in the park, my Mum (to push)..... my sister on the swing.

was playing

was pushing

Which option completes the sentence below so that it uses the subjunctive mood?

I wish Ifree to come to your party, but I am afraid I will be busy.

Could be

were

was

may be

were

How do we support each child's individual learning and progress?

The learning for each child is highly structured, with targets being set, teaching being planned and delivered, outcomes assessed and progress tracked. This cycle is done iteratively so progress can be continually monitored. Teachers need time out of the classroom to do this for each of the children.



What do the teachers do?

We have a tremendous group of both paid staff and volunteers, without whom we could not be a success. There is high morale and everyone contributes beyond the expected requirements of their job. In terms of classroom teaching:

- All teachers have time out of the classroom (by law) each week, to prepare lessons and work on pupil progress activities
- The Head not only leads and manages the school, but represents us in NEARS (our local group of 9 rural schools, the HEADS Exec (at County level), the CIC Forum (our joint commissioning company, owned by 20 primaries and 2 secondaries in Mid-Sussex) and other professional bodies
- The rest of Senior Leadership Team (plus SENCO) have an extra half day a week out of the classroom to fulfill tasks associated with their additional responsibility
- Teachers are required to have, and deserve, regular professional development – this might be through training courses or sharing professional expertise with colleagues in other schools.
- All teachers occasionally need time out of the classroom to support special activities, eg take our sports teams to competitions, visit other settings or to work on a leadership task

What should the parents do?

- Ensure children arrive on time, are prepared for the day and attend regularly.
- Take an interest in your child's learning and support children with their homework or additional home activities.
- Share a book with your child regularly (daily until they are confident, fluent readers).
- Liaise with teachers, keeping us informed of any issues or change in circumstances at home.
- Let us know if you have a problem or concern about school.
- Read the newsletter!



What about homework?

Homework Frequency Guidelines

We expect that all children are encouraged to read daily at home for a sustained period of time. We hope that parents of children in years R-3 will find the time to hear their children read every day in addition to sharing a book at bedtime. Older children should still read daily as this is hugely beneficial and “book talk” with parents will help to develop their comprehension and understanding of more difficult texts.

Evidence shows that children who regularly share books with adults at home develop more fluency in reading, better comprehension skills and more enjoyment from texts. This not only improves reading confidence and skills for later life but leads to greater achievement in writing.

Children are also given number facts to learn each half term and tested before and after. Quick recall of these facts/strategies will have a positive impact on their ability to calculate efficiently and accurately.

In addition children are expected to complete the following weekly:

Year R/1/2	Word/sound recognition flashcards and letter formation practice as appropriate, other activities as described in the outline of work sent home each term.
Year 3	Spellings or maths facts.
Year 4-6	Spellings or Maths facts plus one other piece of work which may be set over an extended period of 2-3 weeks – ie to complete a piece of research or compile a presentation. Sometimes unfinished class work may also be sent home.

Children who do not complete the spelling or maths work and hand it in on time, will be asked to complete the work in their lunchtime. Completed extended tasks will be rewarded with team points.



How do our children benefit? Here are some data headlines.

EYFS

- Well above county and national average for GLD – 85% at end of the year.
- Well above county averages in all areas, 10% higher in reading, 19% in writing and 18% in number.
- At the beginning of the year 40% of children were at expected levels for reading, 35% for writing and 40% for number. At the end of the year, these had risen to 95%, 85% and 95% respectively.



End of Yr 1

- 85% achieved the expected standard in the year 1 phonics test, compared to 70% county and 74% national.

End of KS1

- At level 2+, in line with county and national across reading, writing and maths.
- At level 3, higher in reading and writing and in line in maths.
- APS at end of KS1 was higher than national in all areas.
- Boys significantly above county and national in all areas.
- At the end of the EYFS this cohort were above county average for reading, writing and maths. At the end of KS1, they are still above, but the differential in reading and writing has increased by 7% for reading and 12% for writing.



End of KS2

- Level 4 RWM in line with county and national average.
- Progress of this cohort was good, with two levels of progress in line with county and national averages for reading and writing and well above in maths.

Our children enjoy school!

What's happening - buildings?

You will have seen a number of improvements in the building and playing areas over the last few years – for example, a new library, gallery area and all the classrooms now have dedicated outdoor learning space. We have ambitious plans for using our extended learning space, both internally and externally.

Finish the dedicated ball court – providing a better place to play ball sports and freeing the playground



Continue the regular maintenance work – boilers, lighting replacement, hedge replacement, etc



Finish and develop the use of the nature area and pond, including space for the forest school activities



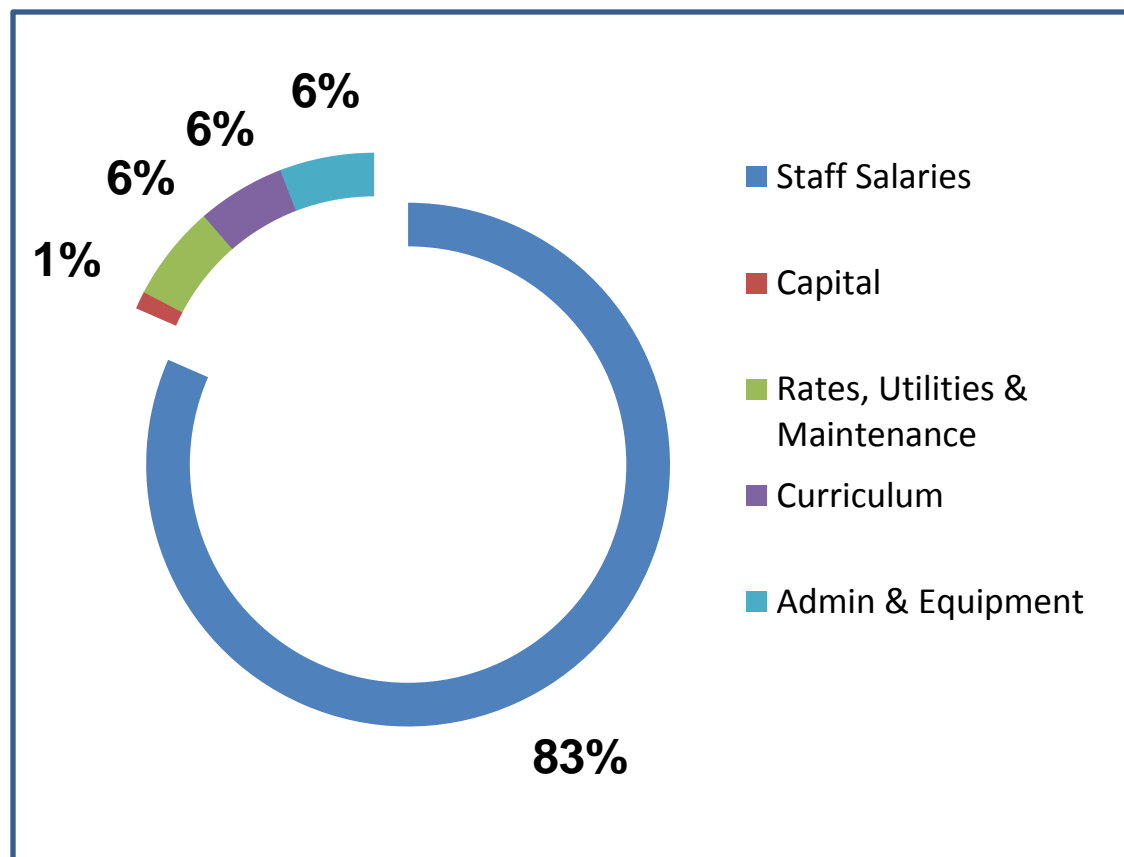
Kick off a renewable energy programme, initially with solar panels



How do we pay for it?

Like all government organisations, our funding is under severe pressure. We receive a basic amount and an allocation based on headcount. In addition, there are some dedicated funds (eg sports and pupil premiums, capital fund). Our government grant for 2014-15 is £593k.

Our costs are shown at right, with 82% of our funding paying salaries for the 34 full and part time staff who work in the school (including pensions, insurance, supply cover, maternity cover, sickness etc). Once we pay for rates, maintenance, capital repairs and equipment, 6% of our funding is available to support the curriculum.



And we're fortunate to have the support of others

Over the years, we have received substantial support from the PTA, through their considerable fund raising efforts – and thanks to all the parents and members of the community who contribute so much of their time and money. This support has enabled us to provide many benefits to the children that otherwise wouldn't be possible.



In addition, we also, on occasion, receive private donations – for example our outdoor stage was made possible from such a donation. And we receive support from St Mary's church, who have created a fund to enable us to expand our focus on encouraging Christian behaviours. This year we have received approximately £20,000 – half of which is from the PTA.

How are we evaluated - Ofsted

“Ofsted inspection is primarily about how well individual pupils benefit from the education provided by the school.” There are four key judgements:

- Quality of leadership –

Do the SLT and Governors know the school well and is there a clear vision for the school?

How do the governors fulfill their statutory duties?

Do the leaders know what needs doing next and how to do it?

Is performance management linked to quality of teaching?

- Quality of teaching –

Are lessons well paced, appropriate, engaging, differentiated?

Are assessments moderated and used to inform planning and teaching?

- Behaviour and safety –

Do the teachers assess their own effectiveness?

Do children demonstrate good behaviour for learning?

Do the children feel and behave safely?

Is the site safe?

Are the correct child protection procedures followed?

What is the attendance level?

- Achievement of pupils –

Do all children make expected progress or better?

How have those with special needs progressed?

How is the learning and progress across years groups of different groups of pupils, eg boys vs girls?

How does attainment and progress compare to other schools nationally?

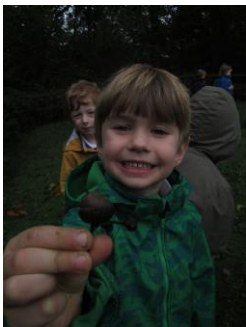


What were the results?

We are rated as a Good school, that means we are effective in delivering outcomes that provide well for all our pupil's needs. Highlights of the evaluation are that:

- School leaders and governors have a good understanding of the strengths of our school and know what needs to improve further
- Teaching quality is consistently good and we have a strong staff team
- Pupils enjoy school, achieve and behave well
- But, to become even better, we have to ensure that

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- Teaching is mostly outstanding and never less than good.
 - Pupils make better than expected progress across all subjects, all ages and all groups.
 - Pupils have an extremely positive attitude to learning and a thirst for knowledge.
 - Behaviour within and outside of lessons is exemplary.
 - Parents are unreservedly positive about the school.
 - The school's curriculum covers a wide range of subjects and provides opportunities for academic, technical and sporting excellence.
 - The pursuit of excellence in all of the school's activities is demonstrated by an uncompromising and highly successful drive to strongly improve, or maintain, the highest levels of achievement and personal development for all pupils over a sustained period of time.

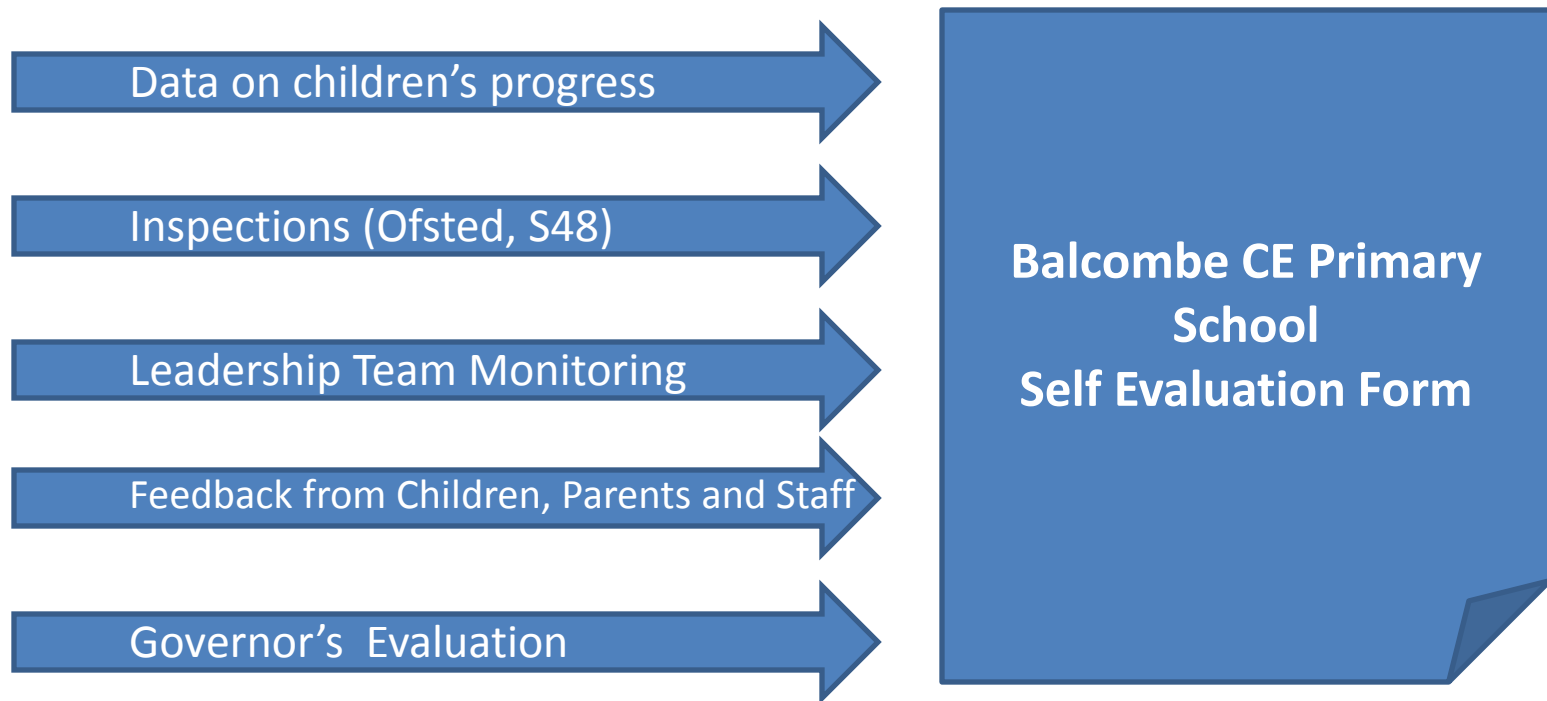


Like an Ofsted inspection, we are inspected by the Diocese under Section 48 of the Education Act of 2005 (**we are rated Good**). The inspection focuses on the effect that the Christian ethos of the church school has on the children and young people who attend it in terms of:

- How well does the school, through its distinctive Christian character, meet the needs of all learners?
- What is the impact of collective worship on the school community?
- How effective are the leadership and management of the school as a church school?

How do we evaluate ourselves?

Sitting in place over top of the learning environment is a rigorous process of self- evaluation that includes input from our various inspections as well as the reviews of the Local Authority, which gets documented in the Schools Self-Evaluation Form.



Parent View is the automated system used by Ofsted to get parent feedback on the school. It is important that we get as much feedback from as many parents as possible recorded on the system – we currently only have 2 responses on the system for this year! Our last real feedback was 2 years ago – just ahead of the last Ofsted review.

<https://parentview.ofsted.gov.uk/>

1. *My child is happy at this school?*
2. *My child feels safe at this school?*
3. *My child makes good progress at this school?*
4. *My child is well looked after at this school?*
5. *My child is taught well at this school?*
6. *My child receives appropriate homework for their age?*
7. *This school makes sure its pupils are well behaved?*
8. *This school deals effectively with bullying?*
9. *This school is well led and managed?*
10. *This school responds well to any concerns I raise?*
11. *I receive valuable information from the school about my child's progress?*

What's next?



- We're becoming a Forest School, implementing the new National Curriculum in an exciting and meaningful way, developing citizenship in our children, ensuring continued CPD for our staff and coping with the inevitable new government initiatives that come our way.
- We're just starting another self-evaluation round to get feedback from parents and governors
- We're planning for expected Ofsted and Diocese inspections in the Autumn
- We're exploring ways of collaborating more with the other schools in the area

Questions?



In all that we do, we are guided by God.