



Hesketh-with-Beconsall All Saints Church of England Primary School

*'What you are is God's gift to you,
what you become is your gift to God.'*

School Improvement Newsletter - Issue 1

Dear Parents & Carers,

Welcome to the first issue of our School Improvement Newsletter, this will be a regular communication to let you know how the school is moving forward following the Ofsted Inspection in March.

You will remember that Governors wrote to you when the Ofsted Report was published and shared how they swiftly responded to the Inspection's outcomes:

- Governors have stabilised the Leadership Team with two experienced Senior Leaders with a solid track record in school improvement.
- The Headteacher and Deputy Headteacher are experienced in designing curriculums that are cohesive, suitably aspirational, and well-ordered that enable pupils to build up a secure body of knowledge over time.
- Subject Leaders and teachers have been provided with guidance to ensure that English and Maths are prioritised within the curriculum and children are taught appropriately.
- Continuous Professional Development has been organised to ensure staff have the expertise that they need to deliver the phonics programme so that pupils become confident and fluent readers.
- Lancashire Local Authority's Monitoring & Intervention Team, working alongside the School Adviser and Senior Leaders have swiftly acted to ensure that Audits take place in key areas identified by the Inspection:
 - EYFS to ensure that the learning offer to children in the early years meets the early years statutory framework so that children leave the Reception Year with secure foundations for their future learning.
 - SEND to ensure that teachers are suitably trained to support the learning of pupils' with SEND so that these pupils achieve well.
- Senior Leaders have clarified the expectations that they have about pupils' behaviour and ensured that all staff have received the support that they need to address any incidents of off-task behaviour so that all pupils can learn well.

The purpose of the School Improvement Newsletters is to provide parents and carers with a better picture of how these actions have positively impacted on the children in our care.

This issue starts with our School's Vision, Values and Statement of Curriculum Intent.

I hope you will find these updates useful as we move forward on our journey together.

Kind regards,

RSAinsworth

Associate Headteacher



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Our School Vision

Through a broad and balanced curriculum, children value learning seeing it as empowering to self-esteem and helping them appreciate the rich fabric of life and culture. They are excited by and academically ready for the next stage of their learning journey.

Our School Values



"My command is this: Love each other as I have loved you."

John 15:12

Love is our central value underpinned by:

- Honesty
- Determination
- Responsibility
- Respect
- Friendship
- Loyalty

Our Statement of Curriculum Intent

At Hesketh-with-Beaconsall All Saints Church of England Primary School we seek to create a nurturing inclusive environment in which children can achieve their unique potential and are valued for their individual skills and talents. We seek to provide the children with a model of how to develop and maintain positive, health and safe relationships based on mutual respect upholding our school values. This is reflected in our mission statement:

'What you are is God's gift to you, what you become is your gift to God' and in our biblical root: *'We are God's handiwork, created in Christ to do good works'* from Ephesians 2:10.

In an ever-evolving society, we aim to equip children with the attitudes and skills to thrive as critical thinkers who are resilient enough to face challenges and solve problems they may encounter in their future lives. We seek to evoke a deep love of learning through a progressive, broad, and creative curriculum where inquisitive minds can flourish. We aim to provide the building blocks on which to further extend all children's long-term memory through effective pedagogical and vocabulary rich learning in a fully inclusive curriculum. We aim to foster an appreciation of individual creativity and innovation through first hand sequenced experiences both within and outside the classroom extending the cultural capital of our children through international links as well as broadening local knowledge and experiences.

Behaviour Update

Staff have reviewed and are implementing a new Behaviour Policy rooted in:

“My command is this: Love each other as I have loved you.” John 15:12

GOOD Behaviour, **GOOD** Manners and **GOOD** work

We aim for a high standard of behaviour and respect, recognising and regarding children for both academic and non-academic achievements believing that a positive approach encourages everyone to give of their best. We are aware that we share responsibility for the children in our care and make every effort to provide the same level of care which any responsible parent would be expected to give. We expect that parents will have taught their children to respect other people’s feelings and property. Parents play the most important role in teaching children how to behave in an acceptable manner and this begins at home. School continues to reinforce positive values in conjunction with home. We aim to ensure that good models of behaviour are rewarded and that inappropriate behaviour is dealt with firmly but fairly. Our policy is framed in such a way as to encourage and reinforce courteous and civilised behaviour; every opportunity is taken to support self-discipline, whereby pupils are personally involved and accept responsibility for their own actions and behaviour.

“Therefore choose” Deuteronomy 30:19

Whole School Rules

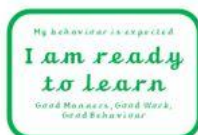
- Follow the teaching of Jesus in John 15:12 *“My command is this: Love each other as I have loved you.”*
- Show RESPECT to yourself, others and property
- Be ready to learn
- Use an appropriate voice for the space where you are
- Follow instructions first time
- Move around the school sensibly

You may have heard your child talk about the peg chart which is a visual representation of the Behaviour Policy in action and being a ‘role model’ in class.



The impact of this new Behaviour Policy is that children are clear of expectations and learning opportunities are not wasted, they ‘own their own behaviour’ and are rewarded for making the right choices.

This also means staff are supported in their decision making through a shared understanding of appropriateness.



Phonics & Reading Update

All Teachers and Teaching Assistants have received high quality training on the School's Phonics Scheme: Red Rose Letters and Sounds from a Lancashire Early Literacy Adviser.

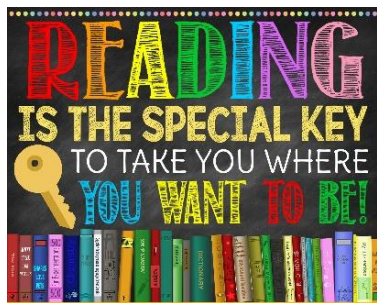


What is Phonics?

- Phonics is a method of teaching children to read by linking sounds (phonemes) to the symbols that represent them (graphemes, or letter groups).
- Decoding is the process of seeing written words and being able to say them out loud. Decoding is about reading sounds, not understanding meaning.
- After learning to read letter sounds, children start to blend sounds and say whole words.
- Encoding is the process of writing down the sounds we hear.

Most children progress from learning letter sounds in Reception to reading fluently by Year 2. Our reading books will be phonically decodable in the Infants to support children with their reading and fluency alongside developing comprehension and understanding.

We are also fortunate to be receiving further advice and training from the Lancashire Literacy Team through the Monitoring & Intervention Team package of support. Staff have also received training over the implementation of Guided Reading to develop both comprehension and fluency skills.



In addition to the training Governors are investing in high quality reading books to support both individual and guided reading in school.

The impact of this investment is that children will be accessing reading material relevant to their stage of development which will help them develop a love of reading for pleasure.

Should I stop reading ordinary books to my child?

No! Reading is all about stories and enjoying them. It's vital not to lose sight of this when your child is using phonics to learn to read, so keep going with the bedtime stories. If you're reading aloud to your child, you could ask them to read one sentence per page. This will ensure they're coming into contact with words they probably won't have read before, and they'll have to use their decoding skills; they'll be motivated to do so as they'll be enjoying the story.

Coming in Issue 2... EYFS & Maths Update