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Introduction

The summer term report to governors captures the development of intent, implementation and impact of Sherington's curriculum across the academic year. One of the school development priorities for this year has been highly effective professional development for ECTs, ITT, new and identified staff, including subject leaders. There have been numerous and varied opportunities for staff to develop their subject knowledge and leadership skills. These have included: visits to other schools; CPD provided externally, internally and online; learning walks and other monitoring opportunities accompanied by members of the senior leadership team (SLT); hosting colleagues from other schools. Governor and (LA) Improvement Partner visits have also provided all leaders with feedback on what is working well and points for development. Throughout the year, the focus has been on the impact that professional development has had on individuals' capacity to grow as leaders and in so doing, the impact they have had on the curriculum intent, implementation and outcomes. This summer, the reports are based on that premise.

Barbara Foster remains our Improvement Partner (IP) with the local authority and has made many visits to Sherington over the year to support with the implementation of the revised EY framework - amongst other points on the development plan. Barbara challenges and supports improvement with equal rigour. In addition to the IP's involvement, all members of staff have been enormously appreciative of the time that governors have given to conduct school visits which result in professional dialogue, feedback in the form of notes of visits and subsequent improvements. The leadership team is grateful for the challenge and support based on governors' observations and experiences of what is happening in the school on a day to day basis.

Staffing Update

Leavers

Name	Role	Date
Alexandra Chrysanthou	Teacher	01.04.22
Chris Ebery	Learning Mentor	31.05.22
Simone Heynen	TA	18.05.22
Erin Stevens	1:1 support	20.05.22
Kader Saadoun	Peripatetic music teacher	20.06.22
Matilda Morris	TA	17.07.22
Lucy Higham	Teacher	31.08.22
Rosanna Owen	Teacher	31.08.22
Gail Tippet	Inclusion Manager	31.08.22
Kitty Cole	Teacher	31.08.22
Carol Cook	Admin	31.08.22

New Starters

Name	Role	Start date
Chloe Martin	Inclusion Manager	27.06.22
Dale Archard	Teacher	01.09.22
Zoe Dubber	Teacher	04.07.22
Katherine Edward	Teacher	01.09.22
Georgia Green	Teacher	04.07.22
Dominic Maffia	Teacher	01.09.22

Shannon Williams	TA	TBC (prior to 01.09)
Louise Lilburn	TA	01.09.22

Confirmed changes to subject leadership

Subject	Lead
English	Kim Peterson
Early Years	Chloe Price
Physical Education	Kieran Flynn
PSHE	Peaches Silkin

School Development

Key areas for development this year have been SEND and reading. With a change to the leadership of both of these crucially important areas, they will remain a focus for development in the coming academic year. Other areas on the school development plan have been training for leaders at all levels; staff development and wellbeing; curriculum intent, implementation and impact. The successful implementation of the revised EY framework has been another huge area of development for all staff involved. Leaders' reports contained in this document outline the different forms of CPD they have engaged with and the impact that that has had on their leadership of curriculum, teaching, and outcomes across the school. Reports also focus on other relevant areas of the school development plan. With some teachers taking on subject leadership roles for the first time this coming September, CPD for all leaders will also remain a priority in next year's development plan. I continue to attend half-day coaching sessions – approximately monthly - for a set cohort of headteachers in the borough facilitated by Lee McAuliffe. This provides models and other supportive strategies for dealing with the many different demands of headship, as well as providing a network of professionals on which to draw.

Increasing links with the community: The newly reformed parent group, The Friends of Sherington (FoS), have held a coffee morning drop in at which governors and I were present. This is to become a termly event. FoS organised an after school second hand uniform sale with stay and play, raising funds and providing a community get-together. We were grateful for the FoS support at the Jubilee Jamboree, helping to man gates and stalls. We were blessed with the weather for the Jamboree – an afternoon get together in the playground where staff and families had the opportunity to mix informally (photo on the front cover). The FoS are currently planning a summer fair on Saturday 16th July between 1pm and 4pm. Governors are invited to attend.

Please also see visits and visitors in the Diary at the end of this report.

Work to the inside of the building will resume in the summer holiday with the next phase of flooring and painting being undertaken.

Arts Week

This year's theme, Unity, builds on 2021's theme, Reflection - Who Am We? Children have been introduced to the concept through assemblies and in lessons. Pupils from reception to year 6 are currently working on dances, songs and poetry that will be shared with the community in the penultimate week of term. The individual pieces of ceramic made by children and staff will be displayed as an installation for Arts Week. Two governor notes of visit (undertaken during dance and clay workshops) are available; these give an excellent account of some of the preparation, teaching and learning that is happening prior to the week itself.

Governors are warmly invited to attend performances:

12th, 13th, 14th July, reception & KS1 at 9:05 and KS2 at 10:00. This will also be an opportunity to see the school's art installation.

Please telephone the office to confirm attendance and reserve a seat for any of the above.

Amanda Burnell

Headteacher

Early Career Teachers and ITT students

We have five early career teachers employed at Sherington at present, who are coming to the end of their first year of a two-year programme. Each of these teachers has been mentored throughout the course of the year by myself, Dan O’Leary or Kim Peterson. I am also the induction tutor, having overall accountability for training and reporting.

Each ECT has met with their mentor on a weekly basis, following the UCL programme (linked with the Early Career Framework) and discussing points for development following formal lesson observations, informal drop-ins, learning walks and work scrutiny. Also, they have been supported with planning as and when necessary. In addition, all ECTs have had regular after-school meetings led by members of the team from Thames South Teaching School Hub (our professional development infrastructure provider). Furthermore, we have had two visits from the local authority team in order to verify our assessment of a couple of our practitioners and this has been very positive.

Dan O’Leary, Kim Peterson and I have attended training and support sessions for one hour each term, and completed self-directed study materials. I will be attending further training regarding the specifics of year two of the ECT programme in July.

Following on from the success of last year, Dan O’Leary has been the induction tutor for another unsalaried student via the School Direct route – in line with the ITT Core Content Framework and supported by Goldsmiths, University of London. She has worked in year 2, primarily with Charlotte Yrure. Next year, we will continue to collaborate and have already carried out part of the initial process with the student who is joining us in September.

Other training

This academic year, Amanda Burnell has continued to support my development by offering me professional development opportunities. I am taking part in leadership training delivered by The Compass Partnership of Schools. The training is entitled *How to lead a school* and focuses on key areas of leadership within a primary setting. During a weekly meeting with Amanda Burnell, I am able to disseminate information gathered in the most recent session and we have already implemented aspects detailed in the course in to our school’s practice. The sessions have provided me with opportunities to reflect and investigate further, and as a result, I have adapted/improved my individual practice also.

I have spent time at Halstow Primary School in discussion with the curriculum lead, which was a very beneficial experience. It resulted in me carrying out audits, implementing documents and purchasing resources, and I intend to develop this relationship over the course of the next academic year.

I have continued to learn from Amanda Burnell’s mentoring and coaching, and have gained much from meetings with Linda Pound (governor) and Barbara Foster (IP). In addition, I have had regular conversations with Claire Ramadan (LA) and Sam Dyer (LA), through which I have added to my expanding toolkit. What’s more, I have learnt from my colleagues across the school community and have continued to read and research.

As you will be aware, I started my NPQSL programme of study in January 2021. After a fifteen-month series of meetings, I submitted my final assessment document in March 2022. Sadly, all meetings had to be conducted over Zoom and this definitely had an impact on collegiate cohesion. Lots of the scholarship amassed during the training was gained from the knowledge gleaned whilst answering questions and creating supporting documents for submission.

At present, I am completing my application for the NPQH programme.

Curriculum

This academic year (as detailed as a priority in the SDP), all curriculum subject leads new to role have had 1:1 mentoring sessions with me or Amanda Burnell, ongoing support and opportunities for professional development training outside of the school setting. The mentoring sessions initially focused on subject strategic development planning and subject mapping, switching to looking at evidence and outcomes – in line with pupil progress and attainment.

I have invested time and budget to ensure that the curriculum is adequately resourced so as to be relevant and accessible to all. Up-to-date curriculum maps have been produced for Nursery - y6 and posted on the school website. The curriculum remains 'live': open to change if appropriate.

The curriculum and wider curriculum offer provide all pupils with opportunities to amass social and cultural knowledge – referred to as cultural capital – equipping them with what they need to be educated citizens. Sherington's curriculum has continued to deliver opportunities outside of pupils' daily experience.

Staff wellbeing

A focus for this academic year was to ensure that the mental health and wellbeing of staff was a priority – particularly considering the changed and changing climate following 'the Covid years'. Susie Healy was appointed as Staff Wellbeing Lead in preparation for September and has fulfilled the role with professionalism, sensitivity and empathy.

I have continued the redesign of the staffroom, creating a pleasant community space – which is still evolving. I also repurposed the back office in order to provide a calmer, less cluttered environment. Moving forward, I will further consider how best to accommodate teachers' needs during PPA time.

A very successful Christmas party was organised and held in the school hall. Sadly, some staff members were unable to attend due to illness, but those who were ate, drank and merrily quizzed...and danced.

The SLT has endeavoured to reduce marking overall and will continued to look at options for greater verbal feedback opportunities and no marking initiatives – whilst ensuring that the children are kept at the centre.

Responding to feedback, the SLT has timetabled the weekly diary meeting on Monday mornings as well as Friday afternoons – depending on leadership availability and school-wide priorities. The email embargo has continued and successfully removes the need for staff to be checking messages and responding to them outside of school hours.

Gary Hinchliffe

Deputy Headteacher

Assessment and outcomes

Pupil outcomes are derived from a constant process of assessment throughout the year. Teacher assessment is reinforced through formative and summative assessment that is moderated through peer and management systems including moderation, learning scrutinies and progress meetings.

Although the use of Learning Ladders is a constant process, progress meetings held between teachers and staff will look at where children stand each term to inform practice and provision.

EYFS, Phonics Screening, Multiplication Tables Check (MTC), KS1 and KS2 statutory assessments are reported to the Local Education Authority and Department for Education. Parents/carers of pupils in reception, year 1 (Phonics Screening), year 2, year 4 (MTC) and year 6 are informed of these results. Full statutory assessment information will be reported to the governing body in the autumn term.

The Multiplication Tables Check (MTC) is a new statutory assessment for all year 4 children that has been introduced to schools as of 2021-22. The test is delivered over a three week period in June. The purpose of the MTC is to determine whether pupils can recall their times tables fluently. It will help schools to identify pupils who have not yet mastered their times tables, so that additional support can be provided.

School Council

To enable all children to participate, the school council elections happened slightly later than planned this year, in January. This was due to COVID absences and class closures. The elections usually happen in November, to allow for continuity of school councillors from one academic year to the next. In addition to assemblies, teachers delivered a session to explain why we have the school council and how it works. All children were then given the chance to stand for election. If a child chose to stand, they were given the opportunity to deliver a speech to their class. Children across the school then participated in a vote on a Thursday to mirror British local and national elections. All voting is completed via a secret ballot, to again, mirror our democratic systems and give them a valuable learning experience as part of our responsibility to promote fundamental British values.

Once elected, the student council have received training on their role and responsibilities. They were eager to feedback the suggestions from their peers. The main focus of the school council has been the improvement of the playground with the addition of resources for EYFS, KS1 and 2. The well-used, and now out of action climbing frame, in the KS2 playground was a particular topic of discussion. With a new climbing frame researched by Mr Hall, the school councillors took the proposed plan to each of their classes for consultation. This was then fed back to the school council and amended for the final version to be built in July.

All school councillors have presented to their class and had the opportunity to deliver a presentation created collaboratively by the group on playground rules and how we should treat each other, and the resources. Each class then agreed on 5 rules that are essential for playground to reinforce positive behaviour. The school council continues to involve all children in feeding back to the SLT to provide a valuable lesson in democracy.

Royal Greenwich Teaching School Alliance (RGTSA)

This year, we have continued to work with the Halstow hub of the RGTSA to source Schools Direct (SD) applicants. RGTSA works with Goldsmiths University to place SD hopefuls in Greenwich schools. We have had one placement this academic year working alongside Mrs Yrure in year 2 (in addition to the class TA). We have a successful candidate who will be joining us for the 2022-23 academic year. They are assigned a class-based mentor and a school-based mentor, Mr O’Leary, and upon successful completion of the first year, there is an option (but no obligation on either side) to continue with employment as an Early Career Teacher (ECT) at the school.

Dan O’Leary

Assistant Headteacher

SUBJECT LEADER REPORTS

Reading

I have continued to support our pupils and teachers to ensure that we place the children at the heart of everything that we do and to create a whole school reading culture in which children are exposed to a range of high-quality texts in a variety of contexts.

World Book Day 2022

This year, our chosen Book for World Book Day 2022 was 'A Midsummer Night's Dream' by William Shakespeare - *a fantastical tale of mischief, mayhem and magic*. Sherington was transformed into a magical world filled with mischievous fairies, dancing trees and insects, dukes and donkeys. Alongside celebratory assemblies, the children took part in a variety of exciting and imaginative tasks as well as writing their own potion, for the class potion book.

"I liked the way we could be really creative and make the potion our own." Pupil in 3M



Making potions

Instead of holding the *Great Sherington Book Swap*, we held our inaugural *Book Bonanza* where each child brought in a book from home that they were happy to pass on to a classmate. Each child had to 'sell' the book in a maximum of 10 words and then the children chose a book based on a lottery system. It was great fun and it was clear to see how hard the children had worked on their pitches.

Book corners

This year, I was very lucky to have been given a substantial budget to update the books in our book corners. Based on staff and pupil feedback, together with suggestions from a local independent bookseller, our book corners were revamped. Old favourites now sit next to current bestsellers. The buzz around the new books has been fantastic to hear.

"Thank you so much for our new books – we can't wait to read them." Pupils in 5A



Year 5 book corner



New books

Book Awards

To further foster our love of reading at Sherington, we have been shadow judging *The Yoto Kate Greenaway Medal 2022*. This is one of the UK's longest running and best-loved children's book awards, recognising outstanding reading experiences created through writing and illustration in books for children and young people. The children have been reading and judging the books on the shortlist. Results will be announced at the end of June. We're hoping that our results will match what the judges think. *"I like how the drawings are very detailed and in different styles."* Pupil in 1G



Reception artwork based on a book

Literacy Festival

We took part in the Bishop Stortford's College Literary Festival (virtual). It's intended to bring authors straight from their homes into the classrooms. Pupils took part in workshops with Phil Earle, David Olusoga, Alex Wharton and Emily Haworth-Booth to name but a few. *"I found the session really engaging and inspiring – I want to become an author now."* Pupil in Year 2

Professional Development

As part of my development as a Leader, in autumn 2021 I continued with my project for my NPQSL (National Professional Qualification for Senior Leadership), which I had started in April 2021. As part of the qualification, I had to deliver a two-term whole-school improvement project. My project was looking at 'Reading Aloud' across the school and how we could encourage all children to engage with reading and what impact listening to stories had on them. I am pleased to announce that I have now achieved the qualification.

This year I have taken part in the following training:

- English Subject Leader network meetings (RBG). The focus has been on oracy and reading this year. The aim has been to develop expertise and knowledge around reading
- 'Delivering Effective Guided Reading': Scholastic and the Institute of Education (September 2021)
- 'Improving Reading Through Fluency': Scholastic and the Institute of Education (September 2021)
- 'Re-Covering WCR: Getting practice ready for boosting Reading Comprehension' Bright Ideas Consultancy (January 2022)

I was also very lucky to be invited by Barbara Foster (IP) in the autumn term to visit Mulgrave Primary School to see how reading is organised there. It was insightful and useful especially when thinking about the challenge and depth for our prior high attainers. Following on from this visit, I met class teachers to look at ways to best support and develop those readers. When undertaking learning walks it has been good to see the feedback being implemented. It also allowed me to establish contact with another English Leader.

Professional Development for Staff

This year, the big focus has been on identifying gaps in learning and how we, as teachers and leaders, can close them. The areas that I have been involved in are: reading and phonics. In the autumn term, I delivered two sessions to all staff members on what reading looked like at Sherington, and how to deliver a guided reading/whole-class reading session.

The focus was on the use of assessment, book bands and decodable books to ensure that all children would make progress. Following on from that, I have been supporting teachers as and when they have needed help or advice. In the spring term, after discussions with Linda Pound and the Phonics Lead, we looked at how phonics would be delivered in KS2 using Little Wandle Letter and Sounds. We provided two sessions.

The first one was on how to deliver and assess a phonics session in KS2 and the second session was to discuss progress and address any problems. All staff were enthusiastic and were able to talk about what was happening in their class. Some could even comment on the progress they had already seen. The children we had asked the teachers to focus on were the bottom 20%. In each guided reading session now there is a phonics element (using decodable books) and regular keep-up sessions are happening for those children who still have gaps in their phonics knowledge.

Reading in the EYFS

With the introduction of the statutory framework for the early years foundation stage and an engaging PDM led by Kim Petersen, I was really pleased to spend some time in Nursery and Reception to gain a better understanding of how reading fitted into the new framework. In Nursery, I had an engaging discussion with some of the children about their favourite books – we did a lot of reading. In Reception, I was impressed by how confidently the children could talk about books and one child, in Salamanders, wanted to read their book to me. It was lovely to see the evident enjoyment and love of reading that the children had. Since the spring term, Reception have introduced a 'Literacy Carousel' with prosody and reading for pleasure being key elements of it. Reception children, once a week, are taking home a read for pleasure book and twice a week, colour banded books are being sent home as well. These books match the child's reading ability. *"I love reading as I like finding out new things." Pupil in Penguins*

Kitty Cole
Reading Lead

Writing

Throughout the course of the year, core and supplementary texts have been all been replaced in line with the new curriculum focus. Teachers have devised varied outcomes for the children following engaging and stimulating input, with opportunities for practical learning happening when appropriate. In July, Kim Peterson (our new English Lead) and I will attend a training session delivered by Bob Cox. This is the final session of the whole school training that began in May 2021 and will focus on feedback and reflection. We are planning for Bob to visit Sherington at some point in the autumn term to offer training to all teachers in order to consolidate present practice.

Our poet laureate Finn McCourt has been an exemplary recipient of the award this year. He has written and performed an array of poems, responding to deadlines with professionalism and growing in confidence as an orator as the year has progressed. His latest composition perfectly communicated the historic platinum jubilee. Teachers have submitted names of potential poet laureates for 2022-2023 and I am leading a workshop soon to get creative juices flowing. Following this, Miss Burnell and I will choose the new recipient, who will be crowned on July 15th.

As a school, we have been looking into opportunities to showcase our talented writers in the wider community. Back in December, children were encouraged to take part in the Young Writers initiative and more recently, Greenwich's 100 words competition proved popular. We were delighted to hear that several children from Sherington were recognised and celebrated.

Gary Hinchliffe

Maths

Both the teaching and assessment of maths have continued to evolve, and teachers have been supported to improve pedagogy in order to have maximum impact on progress and attainment – closing gaps from starting points. They have been consolidating their questioning skills in order to dig deeper and supported to explore greater relational learning opportunities. Maths – No Problem! has been further embedded and adapted so as to be tailored to the needs of the pupils at Sherington.

Each class (in KS1 and KS2) starts their morning with arithmetic questions, which are differentiated and designed to cover the entire curriculum content as it is unrolled. Throughout KS2, multiplication checks also form part of the daily diet. Every child – years 2 to 6 – has a times tables passport and the opportunity to be tested formally once a week by members of the SMT. Once they have completed their passport by having instant recall of multiplication facts for tables 1 -12, they can achieve their visa. The visa involves being tested on related division facts as well, plus mental calculations that are more complex. The year 1 curriculum focuses on counting in 2s, 5s and 10s.

Focusing on arithmetic and times tables has reaffirmed the importance of using the knowledge gathered during these sessions to inform planning and teaching moving forward – both in terms of offering scaffolding and providing additional challenge. This has undoubtedly had an impact on identification of gaps and next steps.

Times Tables Rock Stars has continued to be utilised, with additional work carried out to quantify its effectiveness.

Collaborative working

Mulgrave Primary headteacher, Martha Holder, and their maths coordinator, had previously approached the school to look at how we deliver Math No Problem. She employed the scheme at Mulgrave just prior to the pandemic and were now taking the opportunity review its use to develop it further. Martha arranged another visit in the summer term to look how Sherington had adapted the scheme to suit all learners, especially at how we support struggling children and challenged learners throughout the lesson. The maths coordinator, KS1 lead and 3 ECTs had the opportunity to observe lessons in KS1 and 2 with Mr O’Leary, followed by the opportunity to discuss how we had adapted its use in the context of Sherington. The feedback from the visitors was very positive - commenting on learning behaviours of our pupils and our teacher’s pedagogical understanding of the scheme

The maths coordinator remarked: *‘The children were clear on the expectations and what to do to challenge themselves.’*

An ECT said: *‘Sherington teachers make the learning so clear for the children through the modelling of strategies.’*

Art and Design

As part of my role as Art and Design leader, I have ensured that class teachers have continued to follow the curriculum overview plans for Art and Design. The overview allows all teachers to build on the skills that been taught previously and to continue to build upon them. This ensures that all children are being taught an excellent art curriculum which follows the National Curriculum.

Long term curriculum planning continues to be used and is designed to deepen knowledge and understanding across Art and Design. Clear and efficient planning ensures that the teaching of artistic knowledge and skills are sequenced across a unit of work to result in high quality outcomes. During a staff INSET in the spring term, it was highlighted that teachers needed additional support to be able to achieve these intended outcomes.

During a PDM, teachers were given time to research and prepare for their next unit of work. They were asked to explore the artistic skill they would be teaching, such as painting, collaging, sketching or block printing. The session was used to develop teachers' knowledge, skills and confidence. Following on from this, alongside their year group partner, teachers were then given time to reflect on the process and share the work they had created with other staff members.

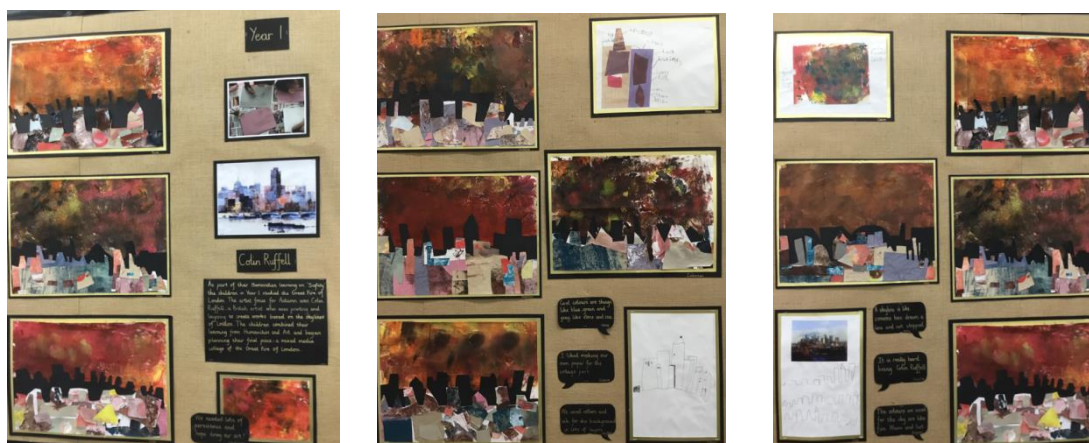
Having joined the school at the beginning of the spring term, this provided me with a clear vision of Art and Design at Sherington and priorities.

Following on from this, in spring 2, I felt it was really important for children to be provided with the opportunity to showcase their most recent artwork across the school. During a staff PDM, teaching staff were asked to create a display which included examples of the children's work, art history linked to the focus artist, photographs of the children and pupil voice.

"We needed lots of persistence and hope doing our Art." 1P

"Cool colours are things like blue, green, and grey like stone and sea." 1G

"We used rollers and ink for the background in lots of layers." 1P



The displays depicted the journey the children had been on to enable them to complete the intended outcome. The images above depict the Year 1 artwork which is currently on display in the bottom corridor.

As part of the children's Humanities learning on 'Safety,' the children studied the Great Fire of London. They focused on the work of Colin Ruffell, a British artist who uses printing and layering to create works of art based on London skylines. The children were able to combine their learning from Humanities and Art to create mixed media collages of the Great Fire of London.

Following on from this, in Year 2, the children were additionally able to link their cross curricular learning in Humanities and Art. Their artwork focused on Edward Tingatinga who is known as the founder of the eponymous painting style. The children used inspiration from his painting of native animals to create their own prints using bright, bold and eye catching colours.

"Tingatinga art is inspired by lots of African animals such as leopards and elephants." 2Y

Edward Tingatinga used lots of colours and patterns in his work." 2H

Another example of cross curricular learning took place in Year 5. The children combined their Humanities learning alongside their artwork. They focused on creating Benin Bronze heads using clay. Initially, they analysed them closely to find out what different heads symbolised. They discovered that Benin Bronze heads were part of the Benin Bronzes which were works of art that often represented Obas or Queens. They were placed on their shrines in the Benin Kingdom.

To further enrich the children's experience and understanding of the topic, they were taken on a trip to the British Museum. They observed, sketched and took inspiration from original Benin Bronzes and created their own designs. These were then used in a specialist workshop where the children created their own clay Benin heads.

"Making my mask took zest, creativity and persistence. It took a long time to make the shapes and sometimes you had to try more than once. Even though it was challenging, we kept going." 5A

"We used tools and clay. We moulded the clay and then raised bits out like the eyes and mouth. We then added details based on our own sketches." 5B



Once staff members had completed their displays, I provided them with feedback and suggested ways in which they could be improved. Staff then completed any necessary amendments in time for Pupil Led Parents' Evening. Parents were provided with the opportunity to see their children's work and celebrate their success alongside them. As Art and Design lead, I feel this has created a great sense of achievement across the school as the children really enjoy seeing their work on display throughout the school.

Moving forward, my priorities as Art and Design leader are to continue to regularly monitor the teaching and learning in Art through the use of class observations, collecting pupil voice and providing support and guidance to all staff members.

Katie Antrobus

Art and Design Lead

Computing and IT

Computing Curriculum

The KS2 computing curriculum is taught by Mr O’Leary and Mr McNamara, and by class teachers in KS1. EYFS have desktop computers in classrooms to allow children to explore different software and become accustomed to computer hardware. ICT is explored and utilised across the curriculum and not just computing lessons with the use of desktops, laptops, iPads and other hardware. Computing lessons continue to be a regular part of our pupils’ diet

with high-quality, contextualised cross-curricular learning, for example: creating and printing 3D Roman arrowheads in year 4 to compliment the Roman humanities unit.



Creating e-safety films exploring internet and social media etiquette using video editing software

The impact of new and innovative technology is also considered. Year 6 use video editing software to create e-safety films to improve understanding of internet safety. The unit has been further developed this year to encompass how children use and scrutinise the internet and social media platforms in light of their transition to secondary school and how they maintain positive relationships; it also provides the opportunity to use the video editing software prior to creating their own group film for the year 6 Oscars project.

The KS1 curriculum has been further developed to enable children to better understand how computing systems and networks work, as well as developing children’s knowledge of early programming concepts. National Centre for Computing Education units have been utilised alongside our bespoke curriculum to support KS1 staff to deliver quality computing lessons.

E-safety

E-safety continues to be a significant part of the computing curriculum. Each year group explores the topic in their computing lessons from understanding fundamental rules of safe use to more nuanced areas such as negotiating online relationships as outlined in the RHE curriculum. It permeates through computing and is touched on both explicitly in computing units and throughout other areas of the Sherington curriculum. E-safety is also contextualised within the curriculum and explored with a purpose; for example, children in year 5 will create an e-safety website that promotes internet safety to peers. This has been developed to include current issues fed back by parents/carers, which have been influenced by incidents that have arisen outside of school, such as online gaming and social media etiquette.

Year 6 Oscars



Engraved Oscar awards for our winning groups

The year 6 pupils have been working incredibly hard on their films for Sherington’s annual Oscars event. Our children have been scripting, creating props and costumes, filming and editing short films to be screened at the Greenwich Picturehouse; the venue is booked and their films will premiere on the big screen on Friday 8th July. This year’s theme is: ‘Sherington on the Silver Screen’. This has allowed the children to draw upon the geography and history of Greenwich, utilising knowledge learnt through our humanities curriculum alongside the skills acquired in ICT. The morning will start with the children being driven to the Picturehouse in their Oscar finery, gliding down the red carpet to a glass of fruit juice and experiencing the viewing of their films on the big screen. The event culminates in our very own Oscars ceremony.

IT infrastructure

We are continuing to use our IT service, Edsure, to provide IT support in school. The service level agreement includes remote support and an IT technician onsite one day per week. The priority has been to ensure our computer hardware and software is up to date for ease of use for teaching staff, and that our IT systems run as smoothly and efficiently as possible. The technician is working alongside SLT to further develop our IT capabilities including upgrading all computers to Windows 10 to ensure compatibility with new software and to maintain security updates. Work has also been done to improve our use of iPads by using a centralised system to update and install apps to them.

Dan O’Leary

Computing and IT

Humanities

As humanities leader I have received a variety of training that has enabled me to develop as a subject leader. I attended Justice to History CPD delivered in partnership with Royal Museums Greenwich. This was a truly inspiring event which stressed the importance of teaching black history in all elements of history, rather than only in distinct black history units. Following this, and in discussion with the senior leadership team, we have begun work to make our curriculum even more inclusive.

Whilst studying Victorian schools as part of the Edith Nesbit unit, Year 2 have investigated the schooling of Black children in Victorian Britain. Additionally, Year 6 has looked at the poetry of Black writers from the First World War in their 20th Century unit. As a school, we will continue to take opportunities to make our history curriculum more representative of our global community.



**Year 6 20th Century unit of learning:
Fact file of a suffragette**

I received internal early years training which looked at how to plan and assess for humanities in the early years. Practical activities were useful for understanding how the curriculum differs with regards to discrete and indiscreet teaching. We discussed the new early years' curriculum and the impact on our subject. As humanities falls within Understanding the World, I then did an observation in nursery where I had the opportunity to speak to children about their learning. Children in Nursery were able to confidently explain what they did before, what they were doing now and what they would be doing next using correct tenses:

'I went to the beach and we splashed stones in the river.'

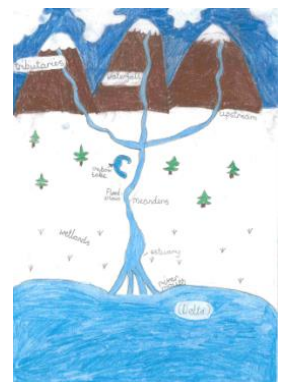
'We are playing pirates now. I am rescuing my friend.'

'After this day I'm going to Scotland.'

They were very excited to show me the maps they had made which linked to their read aloud book 'What the Ladybird Heard'. Children used these maps to practice their directional language using terms such as: 'next to', 'near', 'behind', 'before', 'after' and 'between'.

I have received in school training on humanities assessment for learning and writing units of learning. With support from the senior leadership team, I looked at the current evidencing of humanities learning and set areas of development for the school.

As a result of this input, I created a new guidance sheet for the humanities evidence book. This has resulted in raising the standards of pupil work, pupil voice on display in our humanities folders and in lessons themselves.



Year 5
River Thames unit
Stages of a river diagram



Year 2 Africa unit
Map of Africa

Another area for development has been the Year 2 curriculum to ensure that implementation and impact reflected the intent. As a result, I revised the Greenwich and Ghana units of work to ensure that all aims within the national curriculum (history and geography) were covered, in

particular, detailing the expected vocabulary to be taught in each lesson which has improved retention.

'Physical features are natural like the hill and the river. Human features are things made by people like buildings or ships.' 2Y

'Ghana has lots of different types of vegetation like the savannah, rainforest and coast where the cities are.' 2H

At the end of each unit, an oracy lesson was included to discuss the key question of the unit. This provided the children a chance to apply their learning in a meaningful way and provided opportunities for assessment.

'I think Greenwich should be a World Heritage site because people enjoy Greenwich Park and it has the Royal Observatory which is where the time zones start. There's a big red ball there that drops at 1 o'clock every day. Sailors used it to sync their clocks and it is always at Greenwich Mean Time.' 2H

'Ghana is not like England because it is closer to the Equator so it is much hotter in most of the country. The weather in Ghana can get up to 38 degrees I remember but today it is only 7 degrees.' 2Y

Priorities for the year ahead will be to continue reviewing the unit plans and assess their impact on learning. Changes and adaptations will be made where needed in order to ensure the highest possible learning outcomes for all pupils.

Lucy Higham
Humanities Lead

Modern Foreign Languages

To begin the year at Sherington, we took part in the annual European Day of Languages. This is a day dedicated to celebrating different languages and cultures around the world. As part of my leadership role, I helped to organise a variety of activities suitable for each year group. This included quizzes, a matching flag games and learning well-known nursery rhymes. Children were also given the opportunity to teach their peers words and phrases from their home languages. The day was a great success, reflecting the inclusivity that we value at Sherington.

"It was interesting to look at all the different flags. Who knew there were so many?!" Year 4

In the autumn term, I delivered training for staff – outlining the expectations for books and demonstrating how to use Language Angels. This has been monitored through book looks and checking class timetables. Language Angels is an online tool, which has enabled staff members to deliver high-quality and consistent language teaching across Key Stage 2. Teachers have reported that it is an easy programme to use and children have enjoyed the resources, enhancing their engagement during weekly lessons. Teachers have also said it that has given them more confidence to teach a foreign language.

Previously, long-term planning has been developed in order for children to build on their existing knowledge and skills as well as providing them with opportunities to apply their learning in authentic contexts that relate to local and global issues. A focus this year has been to ensure cross curricular links, offering children the opportunity to deepen their understanding over a range of lessons. For example, pupils in Year 5 learn about space and in Year 4 they learn about the Romans – both of which are now taught in French lessons.

Throughout the year in Early Years, different cultures and languages have been celebrated through Understanding the World. Children have been given opportunities to share their experiences gained at home and celebrate differences. Through building a collaborative relationship with parents and carers, children begin their day by saying 'good morning' in different languages spoken within the classes. We also have a wide range of books, both fiction and non-fiction, which are used to inform our daily planning for ongoing provision. These are also readily available and frequently shared with the children.



"I like it when the teachers say ciao to me." Greta, Penguin class

Chloe Price

MFL Lead

Music

Professional Development

As the new music lead for Sherington, the challenge this year was reshaping the role of music lead within the school and equipping class teachers with the skills and confidence to continue to deliver high-quality music lessons in line with the national curriculum. Before the school year began, I attended a music subject leads CPD meeting with the Greenwich Music Service in which the new framework called the 'Model Music Curriculum' was introduced. This is a non-statutory document which split music skills learning into singing, composing and musicianship/performing.

With the outgoing music lead, I analysed our current curriculum to see if there were any skills which were not covered by our curriculum or that could be developed. I will be attending another music leaders CPD event with the Greenwich Music Hub in June.

I delivered a staff PDM for teachers in which they were introduced to musical vocabulary which continues to be used during music teaching. I also equipped teachers with ideas and skills that could be used when teaching music as well as some basic singing warm ups that they could use with their children. Teachers were informed about tools that can be used to ensure that our classrooms stay musical despite some teachers being non-musicians such as Music Express and Charanga. Since then, I have worked with teachers to help plan music lessons when needed. I have also observed music teaching in some year groups and will develop this over the coming academic year.

Curriculum/Quality of Education

After teaching year 5 music for a half term and in response to feedback from teachers, it was found that many of the Music Express units were not for a term and were more suitable to be taught across a half-term. As a result of this, I decided to have an in-depth look into our music curriculum, cross referencing it to our wider curriculum and the new model music curriculum to see what improvements could be made. I made the decision to add new units into the curriculum to fully suit our learners and school context in order to continue to provide excellent music teaching – whether taught by a music specialist or not.

Our music curriculum now reflects aspects of our history, geography, science and maths curriculum as well as additional units focused on music skills. It is made up of Music Express units, units written by me and units focused on one of the BBC Ten Pieces. Each new unit written was fully resourced and planned so that it could be taught by non-musicians. I have had positive staff feedback and some teachers have also asked to plan a specific lesson with me for extra guidance to instil further confidence. I have always been available to answer questions about the teaching of music and have been thrilled with how other teachers have risen to the challenge.

Furthermore, I have developed assessment grids linked to the national curriculum. These are to be filled out once a year, by the end of the spring term. I envisage them being extremely useful for teachers when they receive their new class in September as it is an immediate and efficient guide to show where each child is in terms of their musical knowledge and ability. The EYFS assessment grids are based on the new early learning goals for expressive arts and design.

Children have given very positive feedback about their music learning with their class teachers this year.

We used glockenspiels in our music lessons and it was really challenging but fun because we had to try and copy what the other person was playing using our listening skills.' – Year 2 pupil

'I enjoyed the topic when we learnt about African drumming.' – Year 2 pupil

'I enjoyed the drumming workshop, because we had a real professional drummer there and he taught us a lot.' – Year 2 pupil

'This year in music I liked it when we made instruments. I made a harp with a box – I cut a hole in it and used elastic bands.' – Year 1 pupil

'I used teamwork in music, when I was finding it hard, I asked for help and my friends helped me.' – Year 1 pupil

'We learnt about beat and also pitch which means high and low sounds.' – Year 1 pupil

'We used patterns in roman mosaics to base music from.' – Year 4 pupil

'We learnt about ostinato in our music lessons.' – Year 4 pupil

'I enjoyed learning about Ignatius Sancho. We learnt about his life and it was really interesting how much he overcame to make music. I liked playing the Lady Montagu reel on glockenspiels and boomwhackers.' – Year 5 pupil

'I enjoyed making storyboards and using them as graphic scores to compose music from.' – Year 5 pupil

'I enjoyed our reggae topic. It was really interesting to learn about music from a different culture, especially because we found out where reggae originated. I enjoyed then singing and playing a reggae song.' – Year 5 pupil

'I liked the topic about musical theatre in the 20th century when we looked at Mambo from West Side Story; it was a different type of music than we have learnt about before.' – Year 6 pupil

'We listened really carefully to a piece of music and drew what we were hearing, it was really good to listen and think about the sounds.' – Year 6 pupil

Performances

Despite the ever-changing picture of covid-19 guidance this year, we have managed to provide the children at Sherington with many performance opportunities. In the Autumn term, we unfortunately were not in the position to allow visitors into the school building, so we held our harvest assembly for each other. Children performed to their alternate key stage and it was fantastic to see the children performing again. By Christmas, we were able to invite visitors in, and hosted the Christmas concerts outside. We adapted to this extremely well and the concerts – despite being chilly – were very special and festive events! In the Spring term, we chose to host the concerts outside again, and these were equally as successful. We are currently preparing for arts week performances which will consist of an instrumental concert and the dance/singing performance at school.

In our music curriculum, many of the new units end in an informal performance to the other class. This encourages teachers to include performance as part of their music planning and allows all children to have more experience of performance.

'I enjoyed doing all of the concerts, especially the spring one.' – Year 2 pupil

'I like the Christmas concert when we were all outside in our coats.' – Year 2 pupil

'I like singing assemblies.' – Year 1 pupil

'I love it when the whole of KS1 are together each week in the hall for singing.' – Year 2 pupil

'I love all the songs we sing in singing assembly and loved the spring concert outside.' – Year 5 pupil

'I am really enjoying singing Mr Blue Sky and I think we sound really good singing that one.' – Year 5 pupil

Ensembles

I have been glad to begin our ensembles again. A new choir was formed; we had an overwhelming response of children applying. During the autumn term, I hosted a small sharing for choir so that parents and carers could hear what we had been working on. Choir have since sung at the Christmas and spring concerts and have represented the excellence achieved. Choir were invited to sing at the annual Singing Spectacular with Greenwich Music Hub, however it has unfortunately been postponed until November. Again, we have been adaptable and found a way for our year 6 pupils to return to be part of this event – something which will be certainly a wonderful evening.

'I love how beautiful it [choir] sounds when we all sing together, especially when we harmonise and sing different notes. It sounds very beautiful.' – Year 3 pupil

'I enjoy singing in choir, it makes me feel calm and I do it for pleasure. I really liked singing outside at Christmas.' – Year 4 pupil

'I have enjoyed learning the Singing Spectacular songs.' – Year 6 pupil

'It is great to sing together with other people. You can hear each other singing and we sound stronger together than I do on my own.' – Year 5 pupil

'I really love expressing myself by singing.' – Year 5 pupil

Senior band also began again in September with a full complement of year 5s and 6s who show a particular aptitude on their instrument. Senior band have performed in two assemblies to share what they have been working on (one at Christmas and one in the spring term). Children really enjoyed playing in these assemblies and other children in the audience found them very inspiring.

'[My child] came home the other day after a Senior Band performance full of enthusiasm for learning another instrument so she could hopefully join the band in Year 5.' – Parent of a year 3 pupil

'Senior band is fun because we learn new songs together. Some of them are really challenging, but good challenging because they sound great when we have learnt them.' – Year 6 pupil

'I enjoy performing with senior band, we feel like a team.' – Year 6 pupil

'I enjoy senior band because I like the songs that we learn and it is good to learn as a group. You can help each other and learn from each other.' – Year 5 pupil

Year 3

Year 3 have a slightly different structure to their weekly music lessons, as they follow our First Access Music programme taught by specialist music tutors (brass, drums and keyboards). Four more pBuzz instruments have been purchased. This is a plastic instrument that is played the same way as a brass instrument, with an extendable core to change the pitch, in much the same way as a trombone would change pitch. It makes for easier cleaning, and there is no need for learners to share mouthpieces.

In the past, 4 weeks on each instrument has been allocated in the first term, however, I decided to extend this so that each child was given a half term on each instrument. This allowed every child to reach a higher level on the given instrument and hence be able to make a more informed decision when it came to selecting which one they wanted to continue with. Children chose their focus instrument in the spring term and we are currently working towards a performance for their parents and carers which will include singing and instrumental work.

'I have enjoyed learning different songs in music and being able to play these on instruments.' – Year 3 pupil

'I love learning different instruments.' – Year 3 pupil

'I don't have any instruments at home so I feel really happy that I have been able to play so many different ones at school.' – Year 3 pupil

'We have been able to explore new instruments and songs together in our music lessons this year.' – Year 3 pupil

EYFS

I observed music happening in Reception. Children were confident in sharing their musical creations and were using a variety of instruments (both homemade and percussion) to experiment with music. Children were inventing songs and singing a range of well-known songs. Furthermore, children also told me how they use singing to remember their numbers and the days of the week and took great pride in singing me these songs. The children were moving in time to music and singing with zest and enthusiasm.

'I love singing assembly.' – Child in Salamanders

'I like putting on concerts on our stage.' – Child in Salamanders

'I like playing our instruments.' – Child in Penguins

'We have a number song and a days of the week song to help us remember.' – Child in Penguins

'I love music and playing instruments.' – Child in Nursery

'We always sing in nursery and I also like playing the claves.' – Child in Nursery

Instrument Lessons

We have continued to offer instrumental lessons this year in guitar, brass, saxophone, percussion and keyboards. We have had good retention of children keeping on the same instrument throughout the year and renewing their lessons. This is excellent as we are seeing continued progress as children play the same instrument for an extended period of time. Last year, we trialled offering instrumental lessons to children at the end of year 2 to start in year 3. Both the saxophone and brass tutors have expressed that physiologically, this may be too young to begin teaching these instruments. In terms of children signing up to learn an instrument next year, I expect that children will be keen to sign up and that we will have a lot of interest.

'This term we are in a band in our guitar lesson. I really enjoy my guitar lessons at school.' – Year 4 pupil

'I have enjoyed learning the rock rhythm in my drum lessons.' – Year 4 pupil

'Brass lessons are fun, my teacher is really good and teaches you how to look after your instrument as well as play it.' – Year 5 pupil

'Our guitar teacher listens to everyone and helps us with exactly what we need help on. I really enjoy learning guitar.' – Year 5 pupil

'I enjoy drum lessons, we have learnt about the single paradiddle and other rhythms and beats.' – Year 6 pupil

Next Year

Next year, I would like every year group to either have a visitor or go on an educational visit linked to their music curriculum at least once in the year. I am also looking forward to seeing the new curriculum units taught as a whole and receiving feedback about how this new curriculum works in its entirety. Furthermore, due to its success when playing in concerts, I would like our brass ensemble to become a regular lunchtime club. The mass playing of this number of brass instruments together in a primary school is something very special and unique. I would also like to develop a KS1 choir (formally called mini-glee) as a lunchtime club. Moreover, in terms of EYFS, as well as being incorporated into their everyday experience at school, I would like to explore some more discreet music teaching in our EYFS classrooms next year.

Megan Armson

Music Lead

Phonics

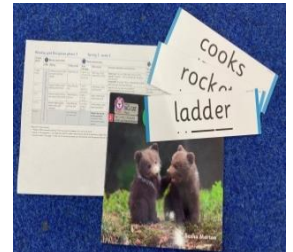
This year, a phonics lead has been appointed in response to the changing nature of the subject.

My first task as phonics lead was to review our existing phonics provision and to evaluate its effectiveness. This was carried out by observing lessons, taking learning walks, talking to practitioners and reviewing current planning. As a result, I developed a curriculum overview to help create consistency when teaching from the school's phonics scheme: Letters and Sounds.



Alongside Government guidelines and advice, I began researching validated systematic synthetic phonics programmes. This was to ensure the highest quality of teaching in phonics by using a scheme certified by the DfE. I attended the virtual English Hub meeting, where several schools identified the same chosen scheme, Little Wandle, which had also been favoured by Greenwich Council. With further support from Senior Leadership and Management, we selected this scheme for our school.

Next, I attended two virtual tutorials and watched online training modules. This enabled me to develop my subject knowledge and gain a deeper understanding of how to effectively implement Little Wandle. As part of our January inset days, I delivered training to all members of staff (both teachers and teaching assistants). We discussed the importance of reading as it is placed at the heart of all that we do. We recognise the integral part it plays in enabling children to access the entire curriculum and preparing them for the world beyond the classroom. We covered the format of the new programme by looking at planning content, key terminology and how to navigate the scheme's website.



Now more than ever, with the time children have missed in school, we have acknowledged the widening gap in reading and recognised the importance and need for phonics across all key stages. With this in mind, a main focus during the training was looking at assessment and keep up support – crucial parts of the new scheme. Teachers were asked to carry out a phonics assessment based on the bottom 20% of readers, results of which were then used to help inform planning and support. During these early stages, I provided resources, support and guidance through regular meetings and a follow-up PDM.

The Little Wandle scheme covers Phase 2 to Phase 5. Therefore, I have provided planning and resources for Nursery, and continue to help support Year 2. I have carried out observations and learning walks to ensure that phonics is being taught consistently and faithfully regarding Little Wandle. I have given verbal feedback to teachers and created opportunities for staff to come and observe my phonics lessons and keep up sessions.

Little Wandle has been well received by teachers and support staff alike. Feedback has shown that the consistent approach of structured lessons, which are fully planned, has made teaching more uniform and clear. The physical resources have made lessons and interventions more interactive, which has helped to improve children's engagement. In Reception and Year 1, the assessments every 6 weeks have enabled teachers to feel more confident on their children's phonic knowledge, which has helped the planning of appropriate support. In Reception, children who have been identified as needing keep up support have made rapid progress – which has been better than expected. An improvement to children applying their phonic knowledge to writing has also been noted as a worthy benefit.

"I love coming to school because I love you teaching us to read and do writing." Penguin class

Little Wandle uses decodable books, which are carefully matched to the progression of the programme. We have invested in these books, which have been organised and made accessible for everyone's use. The books are currently being used for daily reading in Reception and Year 1. The Reading Lead and I have worked closely together to help support staff across Key Stage 2. We have provided an additional PDM on keep up support and the use of decodable books. This came directly after a visit from Linda Pound, a member of the school's governing body. Linda visited in the second half of the spring term to observe phonics and to measure the initial impact of Little Wandle. Linda provided positive feedback, which was valuable as it prompted me to reflect on the work that I have done so far and highlighted areas to further develop. These became immediate, priority points of enquiry.

As phonics lead, I have continued to grow my professional development by attending webinars, including the English Hub LW phonic network meeting and the LW webinar: preparing for Ofsted deep dives into early reading. I have also visited two local schools who have implemented the scheme. All opportunities have been beneficial as they helped me to gain further knowledge by sharing experiences and seeing good practise.

s	a	t	p	i	n	m	d
g	o	c	k	e	u	r	
h	b	f	l	j	v	w	x
u	z	qu	th	sh	ch	ng	nk
ai	ee	igh	oa	oo	ar	or	
ur	ow	oi	ear	air	er		

is	no	was	so	little
I	to	you	have	one
the	into	they	like	what
at	the	my	come	what
has	he	by	come	out
and	of	all	low	steps
his	see	sure	do	name
her	me	just	was	today
go	be	said	there	

Little Wandle-
EYF5 Phonics Home Learning

Autumn 2: Phase 2 Week 4

Please support your child to practice and reinforce the phonemes and graphemes we are learning to write. Please inform us if you need any extra resources or support. <https://www.littlewandle.co.uk/parents>

Phonemes we will be focusing on this week in school:

Can I fix a van?
Dad has a big bell.

Can a moth quack?
This duck is wet.

Helpings we will be focusing on this week:

fix jam bell mess duck

We will be practising tricky words. Can you spot the tricky part of the word?

she he of go

I have had continuous support and coaching from the Deputy Headteacher, Gary Hinchliffe. This partnership has facilitated a smooth transition in implementing the new phonics scheme and enhanced my skills to become an effective phonics lead. Gary Hinchliffe and I continue to meet on a regular basis to review, reflect and evaluate phonics and early reading. A key priority and main objective for me is ensuring that Little Wandle is fully embedded and ready for the start of the new academic year. I am looking at baseline assessments in each Key Stage to ensure keep up support is happening in a timely fashion.

I have also begun making resources to help support the scheme as we will now be using their mnemonics as part of our daily teaching. In addition, I have created worksheets, which can be completed at home to help support parents with early reading and phonic knowledge.

Chloe Price
Phonics Lead

Physical Education and Extra-Curricular Clubs

As Physical Education lead, I have developed the current curriculum overview plans to clearly state what children will learn each term in their Physical Education lessons, and what opportunities are provided throughout the academic year. I have worked alongside our Sports Coach to ensure consistency throughout Key Stages, ensuring skills are developed as children progress through school. In Physical Education lessons at Sherington, we have a clear vision of where we want them to get to as learners, with an emphasis on the sequence and progression of skills they will gain throughout each term. This has helped me progress in my role as Physical Education Lead, as I have a clear overview of progression of Physical Education lessons across the school.

This year, I began our subscription with GSSP (Greenwich Schools Sport Partnership), through which I have attended online training. As a school, we wanted to focus on ensuring we participated in more PE competitions, especially due to the decline due to the pandemic. Through GSSP, we were able to take part in the Higher Kwik Mixed Year 5-6 Cricket Tournament - scheduled for 23rd June but cancelled due to the weather.

Children in both year 5 classes and 6K (who missed swimming lessons in year 4 due to COVID) took part in swimming lessons this year. This was enjoyed by children with a variety of swimming experience. Learners in year 5 said:

'The swimming was really fun and we got to do it with our school friends rather than people outside of school.'

'It was good to swim with people of a similar ability.'

'The teachers were really kind and understanding and helped us with our swimming.'

'I really enjoy swimming this year, it was really fun. It was good to learn with my friends.'

Over the course of the year, I have been pleased to observe the teaching of PE by class teachers. Most recently, Year 2 have been learning to play rounders, and when speaking to children they were articulate in explaining the rules of the game and the scorekeeping. It has been a delight to observe the autonomy that children have over their learning, using these skills as they continue through the key stages.

This year, we have selected 13 children to represent the school in the Greenwich schools' football league. The games take place on Thursday, after school, at Meridian Sports Club and the children are accompanied by our Sports Coach (Kieran Flynn) and me. Having played 17 games against other schools in the borough, we finished 5th in the league. Sherington received the Friendship Trophy which is voted for by participants from other schools' teams.

"Being on the school team is really great fun, we use teamwork and communicate both in training and in matches. Everyone works together and I am really proud of us in this tournament" – Grayson, 6C

Extra-Curricular Opportunities

Alongside our school football team, we also offer a variety of after school clubs. This year, we have returned to outsourcing some clubs to ASG, who we used before the pandemic. Our clubs at Sherington have been continuously popular, with many clubs being oversubscribed.

After School Clubs - Summer Provision

Monday	Tuesday	Wednesday	Thursday	Friday
Boys football (Years 4-6)	Multi-sports (Years 3 & 4)	Girls football (Years 3-6)	School Football Team (Years 5 & 6)	Cricket Years (Years 4- 6)
Ball skills (Years 1 & 2)	Archery/ Volleyball (Years 4-6)	Football/ rounders (Years 2 & 3)	Lego Years 1 & 2	Gymnastics (Years 1 -3)
Senior Band		Gardening (Years 3-6)	Choir KS2	

Children who are entitled to free school meals receive 50% off the cost of Sports Club while Pupil premium plus children have one club fully subsidised.

Physical Opportunities

Children at Sherington enjoy a wide range of physical activities throughout the year, both during their indoor and outdoor Physical Education lessons and through Extra-Curricular Clubs.

“Ball skills has been so much fun this year. I have learnt different sports including cricket and rounders and can now throw the ball even further!” – Henry, 1G

I am currently organising Sports Day, which has included meetings with our Sports Coach and meeting with the staff at Blackheath Rugby Club to organise the event. Dance workshops led by Wendy Steatham happened in the first week of this half term - in preparation for Arts Week performances.

All children in Sherington have an allocated Physical Education lesson each week, with children from Year 1 to Year 6 having both an indoor and an outdoor Physical Education session each week, one led by the class teacher and the other led by our Sports Coach.

Physical Education Lessons

Throughout the course of the last two years, we have continued to follow the scheme ‘P.E. Planning’. After discussions with staff, it is felt that the new PE scheme works well, and has clear planning with development and a path for the learning of the children. Sadly, due to the pandemic, some modules are yet to be taught in-person, but after consideration of each element I feel confident in implementing this planning for the upcoming year ahead. Having spoken to both children and staff about their PE learning, I have been overwhelmed by positivity regarding the new and innovative scheme of work, including a greater focus on dance and gymnastics.

“I think the PE planning is really clear, and it has benefitted me to watch the sports coach during lessons”. – Dan Bidewell, Year 5 ECT

‘I like hitting the ball and running in rounders. I like that we get to play games and to have fun while exercising with friends.’ Callum, 2H

Sports Day

A PDM was held regarding Sports Day, in which staff were presented with the running of the event. I am arranging a meeting with our host ground, Blackheath Rugby Club, who we have used in previous years. A full risk assessment will

be completed before the date. As PE lead, I have met with our Sports Coach to discuss the event and which races we wish to have, considering each Key Stage and the progression of skills.

As we approach the end of the 2021-22 academic year, I am pleased with the success of Physical Education in Sherington. I also hope to host a Professional Development Meeting with all teaching staff focussing on how to deliver a Physical Education lesson, focussing on the skills required in each module.

Sports Premium

As PE lead, I worked alongside our assistant head and sports coach to ensure the use of Sports Premium Fund. This year, we had a focus on raising the profile of sport and physical activity at school, inspiring and motivating pupils throughout key stages to participate in physical activity. We aimed to develop the profile of competitive sports, which I believe has been successful, most notably in the school football team.

Due to the halting of swimming lessons during COVID-19, we are aware of the impact this has had and the need to ensure that pupils are meeting swimming standards (including to swim at least 25m) by the time they leave KS2. To combat this, we ensured that Year 5 pupils are swimming every morning for 2 weeks at the start of autumn term, and pupils in year 6 who missed lessons in spring and summer 2020 attended in summer term. At the end of the instruction periods, 28/29 pupils in 6K met the expected standard

With the sports premium funding, we have also focussed on enhancing provision to ensure engagement in a broad range of physical activity, including during playtimes. Healthy, active lifestyles are promoted both by teachers in the classroom and through wider initiatives and events to enable pupils to make informed choices regarding their health and wellbeing. To address this intent, Sports Premium budget was allocated to funding new play and lunchtime equipment to develop skills and motivation. The items selected were discussed and decided by Sherington School Council and the assistant head.

This year, we have also promoted incentives including Walk to School Week to encourage physical activity, more of which can be read about in the Travel Plan report.

This year, we also intended to invite sporting personalities to visit school, to deliver an assembly and answer questions that pupils may have about their field. We were very lucky to have Stephen Henderson, the Charlton Athletic goal-keeper join us for a virtual assembly, where he answered questions prepared by pupils.

It has been a pleasure this year to engage and promote the success of sporting achievements, including sharing and celebrating during assemblies. We have also made use of school noticeboards and social media, including being part of the Charlton newspaper with our football team, as part of the Greenwich School Football league.

Priorities for the year ahead will be continuing modelling teaching and learning in PE to ensure high quality outcomes for all learners, including scaffolding and challenge. We hope to continue our engagement with GSSP, continuing to take part in competitions across the borough.

Rosanna Owen

PE Lead

Religious Education

RE Curriculum Map

This year, class teachers have continued to follow the Greenwich RE 2019-2024 Syllabus, using the school RE map to dictate which unit is taught each half term. As with previous years, teachers have been provided with a map of units expected to be taught on a half term basis for each year group. However, teachers have been provided with additional support this year with a revised curriculum map for every year group.

The curriculum map has been rewritten for every year group to include:

- Key vocabulary to be covered in each unit.
- Expectations of learning in each area to be taught.
- EYFS expectations of learning in the area of RE cross-referenced to the EYFS areas of learning.

Teachers have been provided with the whole school detailed curriculum map for each teacher, in order for teachers to know and understand previous learning. This in turn provides development and depth of knowledge across each module.

EYFS

In autumn 2021, Kim Peterson (EYFS lead) created a vertical progression chart mapping the early year's goals against each curriculum subject. Following on from this, the RE curriculum map was then edited to include the Early Years Goals, as well as the Early Years areas of learning and then adapted into expected half termly progression.

RE Curriculum

RE lessons continue to include a range of different teaching strategies: listening to faith stories; applying understanding of faith beliefs to present day scenarios; visiting religious buildings; researching faiths using books and technology; written work; visitors and staff sharing their religious beliefs and how they are celebrated.

Since autumn 2021, RE classwork has resumed to being displayed digitally using class folders which are then printed and displayed in the class room.

Further Development

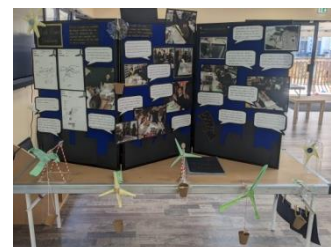
During INSET, there will be induction for teachers new to school and a PDM early in autumn 2022, in order to ensure all teachers are aware of the expectations of RE for the year 2022-2023. During this time, teachers will be given the opportunity to raise questions they have about teaching the faith units and evidencing the work. This will be especially important for teachers new to Sherington.

Claire Bangs

Religious Education Lead

Science

As science lead, I was invited to attend the Charlton cluster Ofsted deep dive preparation meeting. This was a fantastic opportunity to meet and form links with science leads in the local area, including some who had recently received a visit from Ofsted. The importance of pupil knowledge was highlighted, including retention of key facts from the current and previous years. We discussed the challenge this posed to teachers given that a number of previous units of learning have taken place in home learning and ways we could overcome this. As an impact of this training, teachers' planning has been adapted to refer back to key vocabulary from previous units and pupils have been given more opportunity to make connections between schemes of learning.



Year 5 Science Week enquiry:
Should all energy be renewable?

I received internal early years training which looked at how to plan and assess for science in the early years. Practical activities were useful for understanding how the curriculum differs with regards to discrete and indiscreet teaching. We discussed the new early years curriculum and the impact on our subject. As science falls within Understanding the World, I then did an observation in reception where I had the opportunity to speak to children about their learning. One child in Penguins very confidently explained to me the lifecycle of a caterpillar and a frog which they learned from their read aloud book. This knowledge was then applied to explain the stages of life of humans. Another child was playing with a tyre, rolling it up the hill and was able to tell me that you had to push it up the hill but it came down by itself because of gravity.



Nursery Science Week enquiry:
Plants

I met with members of the senior leadership team (SLT) to discuss how we assess for intent, implementation and impact. After this meeting I conducted several book looks, learning walks and spoke to children about their learning. Following these, and in discussion with SLT, it was agreed that differentiation in science would be a focus, including scaffolding and challenge. Also, displays would be updated to reflect key vocabulary. Subsequent book looks showed that differentiation of learning had improved, particularly regarding recording of learning for prior lower attainers.

In the spring term, I planned and led on science week. The theme for science week was 'Growth' with Early Years focusing on plants and Key Stages 1 and 2 focusing on Growth of Communities. I introduced the theme to teachers during the science week PDM, along with learning objectives and enquiry questions. The week began with an interactive assembly which captured the children's interest. Their zest and curiosity was continued in daily science lessons which built on the theme and centred on experiment and discussion. On Friday, each class had the opportunity to visit the exhibition of their learning in the Creation Station. The children had the chance to learn what other year groups had been studying and even carry out some of the same experiments.

This exhibition was also visited by Linda Pound, vice chair of governors.

The exhibition garnered so much dialogue from children and staff alike, that I decided to conclude science week with another assembly. In this, we looked at specific pupil voice and used scientific enquiry to prove or disprove assumptions. We also debated the two oracy topics posed in key stage 2: 'Cars should be banned from cities' and 'In the future, all energy should be electric'.



Year 1 Science Week enquiry:
Buildings



Reception Science Week enquiry:
Plants

Pupil voice taken during this week shows the depth of learning that took place.

'Plants get their food through their roots.' Nursery

'Plants need sunlight and water to grow.' Penguins

'Homes have to be strong so they don't fall down. They need to be waterproof so the rain doesn't get in.' 1P

'Windows are made from glass because it's transparent so you can see the view.' 2H

'Fossil fuels cause air pollution; this is particularly bad for people with asthma.' 4S

'The Low Emission Zone operates to encourage people to drive cleaner vehicles.' 4T

'Wind, sun and waves never stop. In the summer it is sunny. In the winter there is lots of wind and waves. Power will always be available.' 5B

'Wind farms and dams take up a lot of land, sometimes even places where people or wildlife live.' 5A



**Year 4 Science Week enquiry:
Transport**

Priorities for the year ahead will be to continually monitor the teaching and learning of science to ensure high quality outcomes for all learners, including scaffolding for prior lower attainers and challenge for prior rapid graspers.

Lucy Higham
Science Lead

Travel Plan – TfL Stars

As Travel Plan lead, I have spent time engaging with the TfL Stars Website, ensuring that we as Sherington maintain our Gold Award status. Most recently, Sherington took part in Walk To School Week, where we successfully had 93% of all children walking, using public transport or using 'active travel' to arrive at school.

In preparation for Walk To School Week, teachers were briefed on the modes of transport that would count towards 'walking' to school, and were given time to communicate with myself in relation to a newer addition, 'park and stride'. 'Park and stride' includes driving part of the way to school, but then walking the other half of the journey. This information was then shared with the children, and in Nursery in particular we noticed a significant increase in the total of pupils who walked to school that week.

Teachers were asked to discuss the benefits of walking to school with their classes, and the below comments were noted;

"I like to scoot because it's fun and I can go really fast" – Ruby, 2H

"Walking is good for you because it is exercise" – Kenzie, 3M

"Driving to school adds to the pollution which can damage our lungs" – Zayn, 5B

During the week, Sherington promoted the event by recording the totals of each pupil and each individual class's total, which enabled classes to join in alongside siblings and friendships across key stages. It was brilliant to see the number of pupils using their scooters and bikes to arrive at school, as well as parents actively choosing to support our event by walking.

Next academic year, I hope to continue to use TfL Stars, alongside Greenwich, to encourage active travel where possible. We hope to take part in further events through Greenwich TfL Stars, and to continue to maintain our Gold Award status.

Rosanna Owen

Early Years Foundation Stage

Quality of Education

This year, there were statutory reforms to the Early Years Framework (EYFS). I worked with the EYFS team to reflect on our former curriculum offer and plan for the new curriculum in light of the changes to the Early Learning Goals (ELGs). A new curriculum map was prepared and linked with texts for each half term. Books were chosen to be inclusive. I worked alongside the reading lead and phonics lead to ensure our setting delivered a high quality reading curriculum in response to the new Reading Framework, published in 2021.

One of my responsibilities as EYFS lead this academic year was to support teachers carrying out the Reception Baseline Assessment. This assessment became statutory in September 2022 and consisted of teachers carrying out short assessments with each child. Along with the teachers' own assessment and observations, information from this baseline informed planning, teaching and learning at the start of the autumn term.

Teachers identified gaps and planned interventions and teaching to suit the needs of all learners. Teachers responded to feedback from myself, SLT and Barbara Foster (school IP) after a learning walk and made changes to the provision to ensure inclusivity and diversity and promote independence.

Teachers developed effective systems and procedures for recording evidence and assessment and were secure in of what the children needed to achieve the early learning goals (ELG). It became evident that it was vital to plan for and use support staff effectively to have an impact on progress and attainment in reception. Early Years practitioners were included in phase meetings and discussions about data and progress to ensure they were as informed as teachers.

"Based on the new reforms and the push for upskilling EYFS practice in all staff, we decided to implement a carousel system for literacy and maths. This meant that children not only had a chance every week to be with the teacher and the teaching assistants in groups, but they also had the opportunity to apply new skills independently. This means that all members of the EYFS teaching team spend time with each child and are aware of their progress and next steps." Peaches Silkin, Reception ECT

In order to monitor the efficacy of the provision, I met with the team to collaboratively look at the learning environment. The aim was to ensure that the environment met the needs of all learners and allowed them to be independent and less reliant on the adults in the setting. I led a PDM, engaged in supportive discussions and monitored the provision with learning walks. After needs had been identified, I supported the team in creating an action plan to systematically facilitate change and enlist support or resources.

Barbara Foster (school IP, Greenwich EYFS improvement team) visited the setting and supported the Reception teaching team in the development of the outdoor provision. Changes made so far have been incredibly positive; environments continue to be engaging and meaningful.

To summarise, developments in quality of education include:

- Changes to curriculum map, including reading offer
- Resources updated to be more diverse and inclusive
- Restructuring of literacy and maths sessions to reflect learners' needs
- Interventions tailored to the specific needs of vulnerable and lower achieving children
- Changes to continuous provision – ongoing
- Development of verbal feedback and from all EYFS staff

Behaviour and Attitudes

This year, as a team, we were very conscious of the recent lack of meaningful experiences and interactions for the children in nursery and reception cohorts. It was a priority, after discussions with parents and carers, information shared in transition activities, and knowledge gathered during baseline assessment that a focus was Personal, Social and Emotional Development (PSED) and Communication and Language (CL). One of the changes to the EYFS framework was that 'Self-Regulation' became a stand-alone goal (ELG) that the children should reach by the end of reception.

Teachers and the rest of the teaching team in both nursery and reception spent extra time teaching, modelling and embedding routines so that children could be independent and secure in the setting from early on in the term.

Specific sessions, linking to the whole school PSHE and Positive Education curriculum were in place to develop, nurture and teach skills linked to managing self, communicating effectively, and regulating emotions.

As always, it was important to continue the incredibly positive relationships between parents and carers and our school body. Effective transition in nursery and reception was achieved in the following ways:

- Carefully planned and organised transition arrangements from home through to nursery and onto reception and year 1
- A chance for children and parents or carers to visit the setting, despite restrictions and meet the EYFS lead one on one
- Parent and carer workshops – How to Support Your Child at Home
- Soft opening in nursery – welcoming parents back into our setting to interact with children
- Tapestry Journal – continuing photo and video observations of children and encouraging parental interaction

"I'm so happy with the way my child has been supported. I feel that all the things the staff do and plan have given my daughter the skills and confidence to stand on her own two feet. She was well prepared to handle the whole day at school." Reception parent

"The parent workshops were invaluable in helping me understand ways to help my child develop at home. This is exactly what I needed to help my child at home with their learning." Reception parent

"I love the nursery soft opening; it gives me a chance to be a fly on the wall and see what my child gets up to at nursery! I just wish I could attend more." Nursery parent

Leadership and management

Due to the reforms in the EYFS framework I knew it was important to prepare, educate and support teachers and teaching assistants well before September. I held whole team INSET both at the end of the summer term and the beginning of the autumn term. I also knew I had to continue the monitoring of teaching and learning in both year groups to ensure quality, consistency and impact.

I did this through observations, learning walks, book looks (including Tapestry and gathered evidence) and general discussions with the team. Strong practice was identified and support was given in any areas needed.

To support teachers in preparation of data for the upcoming EYFS Profile (EYFSP) I held EYFS meetings, moderation meetings with teachers and led dialogue surrounding the evidence that supported judgements.

This year I mentored an ECT in Reception, Peaches Silkin. As well as weekly mentor meetings, and half termly observations, I supported Peaches to begin developing links with other settings. The lead teacher in reception attended

EYFS training and the nursery teacher attended Early Talk Boost training in response to the identified needs of the children.

My own development as a leader continued as I enrolled on and completed the National Primary Qualification for Senior Leadership (NPQSL). I used this to help me plan for and implement the framework effectively in the phase.

One need that was identified as a result of planning to deliver the reforms was the gaps in EYFS knowledge throughout subject leaders. This was mainly due to staff being new to the role and also the need to update staff in terms of the changes and how it would affect their subject. It was important that subject leads understood the implications; how it affected the way their subject was delivered and how they could monitor it effectively.

So I decided to do several things:

- Prepared documents outlining the progression from nursery to Year 6 for all subjects- these were shared with staff
- Shared documents from the Greenwich EYFS team in order to make sure they were informed
- Held a PDM for all teaching staff and subject leads which allowed them to learn about EYFS pedagogy and practice, as well as understand where their specific subject fits into the Early Years curriculum
- Organised time for teachers and subject leads to visit the EYFS setting and interact at the child's level – experiencing what it was like to be a child in our reception or nursery class

Feedback has been positive.

“Having the EYFS focus for a PDM meant that I felt supported in understanding how learning was organised in the foundation stages, for my subject in particular. I have been made aware of the changes to the frame work and spending time in the EYFS has allowed me to see that music can be explored in more areas than just expressive arts and design. I now feel more knowledgeable going forward; I know how to monitor my subject and what it looks like in the early years.” Megan Armson, Music lead

Actions for next year:

- Monitoring of quality of teaching and learning in nursery and reception
- Supporting teachers in continuing to develop the provision
- Development and improvement of nursery planning
- Reflect on and make changes to how EYFS assess and collect evidence in line with the new framework

Phonics Screening

This year the children in year 1 and 2 took part in the phonics screening as part of the national curriculum assessment programme. It was important that the screening was carried out by an experienced teacher known to the children in order to establish a relaxed and purposeful environment for assessment. Time has been spent in each year group preparing and practising the skills necessary for the screening. Children were well equipped to take part in the assessment and, as expected, approached the experience with zest and hope.

The assessments were held in the autumn term for year 2 and the summer term for year1; with any year 2 children who needed to retake for any reason being retested with the year 1 cohort.

As year 1 teacher, I carried out the year 1 screening and Charlotte Yrure (y2 teacher) assessed year 2 children. Assessment materials were received, handled, stored and opened with the same rigour and diligence as with any assessment material from the DfE. Systems were strictly followed and we are pleased with how the children of

Sherington approached the experience. As always, they continue to make us proud with their love of learning. We now await the announcement of the threshold mark at the end of June before compiling results.

Kim Peterson
EYFS Lead

Inclusion Report

Special Educational Needs and Disabilities (SEND)

	Autumn 2021	Spring 2022	Summer 2022
SEN Support	47	44	46
EHCPs	3	4	6
Communication and Interaction*	22 7 ASD diagnosis	22 8 ASD diagnosis	36 9 ASD diagnosis
Social, Emotional and Mental Health Needs*	15 8 ADHD diagnosis 2 ODD	14 4 ADHD diagnosis 2 ODD	15 5 ADHD diagnosis 2 ODD
Cognition and Learning*	18 6 dyslexia diagnosis	18 8 dyslexia diagnosis	19 9 dyslexia diagnosis
Several and/or Physical*	1	1	1

*Identified as primary or secondary need

Through-out the year children have benefitted from referrals and input from external agencies including: Educational Psychologist Service; Speech and Language Therapist, Occupational Therapist; ASD Outreach; Waterside Outreach; Community Paediatricians and STEPS literacy and dyslexia support.

During the autumn term, a governor visit focussed on SEND provision and the support available to learners accessing the Wraparound. There was a much consideration to how the impact of interventions are measured to ensure effectiveness with further data being provided to governors as part of the Learning and Achievement Committee meeting later in the same term.

In the spring term a visit to Wyborne was undertaken to learn more about their provision and deployment of support staff. This provided a catalyst for discussion with the Senior Management Team regarding planning for changes within SEND support across the school The Inclusion Strategic Development Plan was updated in light of the considerations with actions ongoing through the summer term.

Meic Griffiths, Executive Headteacher for the Imperium Federation, visited Sherington during the spring term. Imperium Federation schools are specialist provision settings for learners with Social, Emotional and Mental Health (SEMH) needs. As part of Meic's visit, he conducted a learning walk and had a discussion regarding causes for recent suspensions in key stage 2. Meic also led a Professional Development Meeting (PDM) for teachers, looking at how the Behaviour for Learning Policy is implemented across the school; the need to be aware of attachment seeking behaviours in learners and how to manage own wellbeing during challenging interactions with learners.

Most recently Barbara Foster, the school Improvement Partner, visited and SEND was discussed at length. This discussion will form part of her report for the summer term. The discussion considered some of the proposed actions, following the visit to Wyborne and the recent closure of the Wraparound in its current capacity. Much thought has been given to developing the holistic interventions for learners, supporting wellbeing and engagement with the curriculum to ensure quality first teaching and targeted academic interventions can provide maximum impact.

In light of the proposed changes to SEND and wanting to build confidence in class teachers when planning and supporting all learners in classroom there have been two PDMs during the summer term focussing on planning and supporting SEND learners. The first session used materials produced by Kent County Council and considered specific presenting needs based on identification from the SEN Code of Practice. The second facilitated discussion regarding the most effective strategies, based on research from the Education Endowment Fund (EEF).

These PDMs were designed to encourage class teacher to reflect on their current practice and inform future planning to support all learners. Following these meetings there will be a review of weekly planning to evaluate impact but also to deliberate next steps.

Interventions and analysis

A range of cognitive and pastoral interventions have been implemented throughout the academic to support learners with their access to the curriculum.

Interventions, outside of the classroom, this academic have been: Wraparound (nurture style support building on functional English and maths skills); Speech and Language; STEPS; Plus 1 and Power of 2 maths interventions; Coram Beanstalk reading support and targeted reading support.

Speaking to the learners who access the interventions provided positive feedback. One learner in year 5 shared, "Lego [Lego Therapy] helps with my listening." Another learner in year 2 reflected on reading intervention with Mr Kelleher, "It's really good. You can sound out and learn new words." In year 4 a learner spoke of the maths intervention, again with Mr Kelleher, "It helps me with problems like 9 and 15 because I've learnt to add 10 first. And I've got better at my times tables."

In May 2022 the children who have been supported in the Wraparound returned to class full time. Whilst reflecting positively on their time with Chris Ebrey, Learning Mentor, and Alisa Williams, Speech and Language TA, the children are prepared and excited to be in class. A year 4 learner reflected on their time in the Wraparound, "Miss Chris helped me a lot with English. Being back in class means I sit with all my friends for learning."

In readiness for the new academic year, much consideration has been given to the use of further targeted interventions to support learners with their needs and ensure even greater access to the curriculum. Additional support staff have been trained in Lego Therapy, designed to improve communication, speaking and listening for learners.

SALT					
Year Group	No. of pupils currently receiving intervention	Targets met	New targets	Came off programme	Further intervention
Reception	4	0	0	0	1 – EHCP 1 EHCP request 2 – ASD Outreach 2 – EP involvement
1	1	0	4	0	
2	2	5	8	0	2 EP involvement 1 EHCP request
3	2	4	3	0	1 EHCP
4	1	2	3	0	1 WAC
5	1	1	3	1	1 WAC
6	0	0	0	0	

Reading Intervention with a teacher					
Year Group	No. of pupils who have accessed intervention	Average difference between chronological age and reading age in autumn 2021	Average difference between chronological age and reading age in spring 2022	Average difference between chronological age and reading age in summer 2022	Further intervention
1	14	-5m	+5m	Currently being finalised – to be reported in autumn term.	3 learner known to SALT 1 learner on ASD pathway
2	6	-10m	-2m		1 learner with ASD 1 learner with sensory needs
3	4	-3m	+1y		1 learner new to UK
4	1	-1y 5m	+1m		

Reading Intervention with a teaching assistant/volunteer (outside classroom)					
Year Group	No. of pupils currently receiving intervention	Average difference between chronological age and reading age in autumn 2021	Average difference between chronological age and reading age in spring 2022	Average difference between chronological age and reading age in summer 2022	Further intervention
1	2	N/A		Currently being finalised – to be reported in autumn term.	
2	4	-1y 2m	-8m		1 learner with ADHD 1 learner CLA 1 learner new to UK
3	5	-9m	-2m		
4	5	-1y 4m	-5m		2 learners with ADHD and specific learning difficulties
5	4	-1y 5m	-4m		1 learner with ADHD and ODD 1 learner with ADHD
6	3	-1y 7m	-1y 2m		2 learners with specific learning difficulties

Maths Intervention with a teacher					
Year Group	No. of pupils who have accessed intervention	Average arithmetic score autumn 2021	Average arithmetic score spring 2022	Average arithmetic score summer 2022	Further intervention
3	5	8	12	Currently being finalised – to be reported in autumn term.	1 learner new to UK 1 attendance concerns
4	3	12	14		

Wraparound Start: September 2021 End: May 2022									
Average difference between chronological age and reading age at start	Average difference between chronological age and reading age at end	Book band at start	Book band at end	Arithmetic score at start	Arithmetic score at end	Boxall Profile developmental score at start	Boxall Profile developmental score at end	Boxall Profile diagnostic score at start	Boxall Profile diagnostic score at end
-2y 1m	-1y 5m	Gold	Lime/Brown +6	6	11	96	107	27	30
-7m	+8m	Lime	Sapphire +2	13	19	59	94	34	30
-3y 5m	-3y 5m	Blue	Turquoise +3	8	8	114	124	12	14
+2m	+8m	Turquoise	Sapphire +6	5	9	91	115	11	9
-1y 6m	-1y 1m	Orange	Gold +3	10	11	94	106	7	20
-2y 2m	-2y 2m	Green	Purple +3	11	13	62	102	75	41
-1y 8m	-8m	Green	White +5	14	19	65	73	38	67
-2y 2m	0y 0m	Yellow	Gold +6	8	13	59	91	38	40
The Boxall Profile developmental score should increase to show an improvement whilst the diagnostic score should decrease to reflect progress in behaviours and attitudes to learning									

Attendance (including medical) and Exclusions

The most significant change impacting attendance this year was COVID-19 absence being reported using codes which are used for other absences; mainly I (illness) and C (other authorised circumstances). The previously introduced X code is only to be applied when awaiting a PCR test result. This has resulted in COVID-19 related absences being included in the school's overall attendance figures and also in Persistent Absentee numbers.

During the summer term there has been an increase in the number of cases of chicken pox, more so compared to the last two years when social distancing has been implemented. Furthermore, there was Local Authority guidance issued in relation to scarlet fever and the potentially dangerous comorbidity of the two illnesses.

We continue to work closely with the Local Authority assigned Attendance Advisory Officer, Abimsola Oluade, to ensure regular, punctual attendance is expected and support is available when difficulties arise. This year, there has continued to be termly meetings to discuss any children or families causing concern in relation to their attendance. All required follow-up actions have been implemented with the support of the school office.

This year there has been an increase in the number of days of suspensions recorded. As identified in the safeguarding report, the total days coded as suspension is 57. This relates to nine children, all within key stage 2. Two of these learners have subsequently moved on from Sherington; one with the additional support of an intensive SEMH intervention placement. When necessary, outside agencies have been involved to provide additional support to minimise the potential of additional suspensions. Four of the children have had no further suspensions following on from the initial. One child had two suspensions issued in the autumn term and since engaging with outside agencies has not had further suspensions issued.

Gail Tippet

Diary

VISTS/VISITORS

20 th April	Barbara Foster – Improvement Partner (IP) visiting EYFS
20 th April	Bromley Dental team – Reception and Year 1
21 st April	Year 1 visit to Greenwich Park and Cutty Sark (Humanities- Leisure)
11 th May	Year 2 visit to Greenwich Park – (Science)
12 th May	Year 5 Football tournament at Charlton Athletic football ground
13 th May	Year 1 visit to Sutcliffe Park (Humanities)
16 th - 27 th May	6K Daily swimming lessons
19 th May	1P visit to Hall Place (Science - Plant workshop)
19 th May	St Mary Magdalene visiting Year 6 pupils
26 th May	1G visit to Hall Place – (Science - Plant workshop)
6- 17 th June	Clay workshops
7 th , 14 th June	Nursery visit to Woodlands Farm
15 th June	Barbara Foster IP visit
24 th June	Year 1- Emirates Cable Cars and Greenwich Park visit (Humanities)
1 st July	Reception visiting Greenwich on traditional big red bus tour
4 th July	Linda Bird assembly – Unity in the borough of Greenwich
5 th July	5A visiting Maritime centre (Science)
5 th July	Year 2 visiting Well Hall (Humanities)
6 th July	5B visiting Maritime centre (Science)
8 th July	Year 6 Oscars at Greenwich Picture house

EVENTS

25 th and 26 th April	5A Pupil lead Parents' Evening
28 th April	School Journey parent/ carer meeting
9 -12 th May	KS2 SATS week
13 th May	Year 6 SATS Breakfast
13 th May	School Council meeting
16 th May	Walk to School week
16 th May	KS1 SATS begin
19 th May	Whole School assembly – Book awards
20 th May	Friends of Sherington second hand uniform sale with Stay and Play
23 rd May	Kittle photographers – Class photographs
24 th May	Vision screening for Reception pupils
25 th May	Support Ukraine – Children to wear yellow and blue to school
27 th May	Jubilee Jamboree
27 th May	Football fixture
6-10 th June	Phonics Screening Week
6-10 th June	Dance workshops
9 th June	Football fixture
20 th June	Diversity Week
22 & 23 rd June	Reception 2022- 23 intake- pupils and parents visiting
24 th June	Rainbow Friday
24 th June	FOS Coffee morning
28 th June	Instrumental concert to parents
30 th June	Sports Day
6 th July	Nursery Transition event
8 th July	Year 5 Benchball Tournament at Nightingale School
11 th July	Arts Week

16 th July	Summer Fair 1-4pm
20 th July	Year 6 Performance
21 st July	Year 6 Disco

Attendance Data is for the period 06/09/2021 – 24/06/22

All data correct as of 24/06/22

YEAR	CLASS	TEACHER	GIRLS	BOYS	TOTAL	YEAR TOTAL	PPG	PPG %	EAL	SEN - EHCP	SEN - SUPPORT	LAC	ATTEND. %	
N	Nursery	Rosanna Owen	27	36	53	53	3	6	16	0	0	0	85.4	Persistent absence (<90%) Autumn 16% Spring 25% Summer 15% Total for year 13% Covid attendance coding a significant impact on persistent absence data
R	Penguins	Chloe Price	16	14	30	60	4	7	6	0	4	0	92.2	
	Salamanders	Peaches Silkin	18	12	30		0		10	1	0	0	95.2	
1	1G	Tori Gammon	11	18	29	60	3	12	4	0	2	0	93.5	
	1P	Kim Peterson	15	16	31		4		13	0	2	0	94.6	
2	2H	Lucy Higham	14	15	29	58	4	19	9	1	5	1	94.5	Overall attendance 6 th September – 24 th June 94.5% (not including nursery)
	2Y	Charlotte Yrure / Michael Azzopardi	15	14	29		7		9	1	1	0	95.3	
3	3E	Grace Elias	13	15	28	57	5	18	10	1	3	0	95.6	Fire drill Unscheduled evacuation 20 th June
	3M	Katie Antrobus / Dominic Kelleher	17	12	29		5		9	0	4	0	94.7	
4	4S	Diya Sircar	8	13	21	49	4	22	7	0	3	1	94.4	
	4T	Evelyn Appiah-Ofori	12	16	28		7		9	0	5	1	93.7	
5	5A	Megan Armson	14	15	29	55	7	20	7	1	3	0	95.0	Permanent Exclusions Autumn 0 Spring 0 Summer 0
	5B	Dan Bidewell	10	16	26		4		8	0	3	0	94.8	
6	6C	SLT	11	20	31	60	9	25	9	1	6	0	94.8	
	6K	Kitty Cole	10	19	29		6		8	0	5	1	95.3	Fixed Term Exclusions Autumn 3 children (9 days) Spring 5 children (37.5 days) Summer 3 children (7 days)
Totals (inc. Nursery)			211	241	452	452	79		134	6	46	4		
% of whole (inc. Nursery)			47	53			17		30	1	10	1		
Totals (exc. Nursery)			189	216	405	405	76		118	6	46	4		