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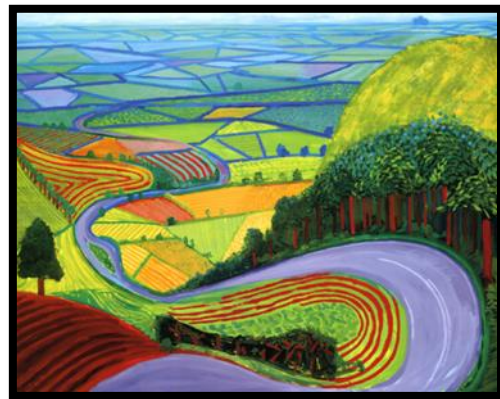
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## **Introduction**

The circumstances in which we have found ourselves for most of this academic year have challenged the Leadership Team and teachers in a way never before experienced. It is true to say that the entire staff at Sherington has galvanised in this testing time; the offer to pupils has remained as good as it has ever been in my time here. The school's curriculum is embedded; systems and procedures are in place; roles and responsibilities are clear; colleagues collaborate. As a consequence, the school has maintained the quality of education on offer to its pupils. It has not been easy, and at times it has been extremely tough going. But the school remains a healthy and positive environment in which to learn and work.

I'd like to welcome new governors who've joined us over the past couple of terms – and there are many. We are fortunate to have been able to recruit governors over the last year or so who have expertise and skills that are extremely valuable to the school. We have already called on this expertise on a number of occasions and are grateful for the support and challenge that you provide on a voluntary basis.

The decision made by governors in the Autumn Term to remain a LA maintained school has had an impact. Closer links are being forged with the local authority through a number of avenues. They have supported – and continue to support – us in this time of uncertainty.

## **Finance Update**

The Finance & Personnel committee, along with our Bursar, have been reviewing last year's budget and agreeing the current year alongside the three year plan as required. The National Funding Formula continues to impact on the projected budget with anticipated reduction to the Minimum Funding Guarantee received for the current and subsequent years.

The challenge remains that we are working with a very tight budget - spending more than we are receiving. As a result, we are faced with an in-year deficit which at present is covered by our surplus. This is clearly not sustainable moving forward and has been projected in our budget plans submitted to the Local Authority.

The Senior Leadership Team, along with Governors, continues to review this situation; monitoring reports are presented at the termly Finance meetings. Options of where cuts can be made, or revenue earned, are a constant topic of discussion.

## **Curriculum**

Much of the strategic school development over the year been driven by the **revised Ofsted Framework**; out for consultation in draft in January, then published in its finalised version in May of this year, the proposed headlines were well-publicised as far back as September 2018. One of the main changes is the move of Ofsted's focus away from headline data to look instead at how schools are achieving these results, and whether they are offering a curriculum that is broad, rich and deep. This is a change that we welcome; it brings Ofsted into line with the ethos and vision that has been clearly in place at Sherington for nearly two decades. In order to establish clarity of vision to all

stakeholders, a curriculum statement has been written (draft form available). An inset was held for all staff in June where the vision for our curriculum intent and implementation was shared.

Developing curriculum subject leaders has been a priority this year. A two day consultative approach from Challenge Partners focussed on these leaders in particular and all leaders had 1:1 time with the consultant. As a result of this, the design of the school's strategic plan and subject leaders' development plans were brought into line and are now designed to be live working documents with clearly articulated short term targets. This is a relatively recent development but the nature of the documents will enable new subject leaders to have greater ownership, as roles invariably change each September with the arrival of new teachers to the school.

At Sherington we have always valued a broad, rich curriculum and strive to provide the best education across all subjects. Our pupils are encouraged to evaluate their strengths. **Pupil led parents' evenings** are one way in which pupils can share this with their parents/carers. Previously presented in more detail in the Spring Leadership Report to Governors, our pupil led parents' evenings have now been in operation for 5 years. Each spring term, pupils are given the choice as to what area of learning, and in what subject, they will present to parents. Over the years, pupils have developed their technical and personal skills for presentation - an area of learning in its own right. The evidence for this is the creativity and planning for these sessions, especially from our children in upper KS2. These evenings are always met with overwhelmingly positive feedback; it is another example of the importance we attach to all subjects taught at the school, as well as the expectation that pupils take responsibility for their own learning. An appendix is attached showing the range of subjects chosen by pupils and some examples of pupil and parent voice (see appendix 1).

## Personal Development

The second major change in the revised Ofsted Framework is that the 'personal development, welfare and behaviour' judgement in the current framework will be split into 2 distinct areas. This change recognises the difference between behaviour and discipline in schools, and pupils' wider personal development and



their opportunities to grow as active, healthy and engaged citizens. We welcome this change too. Our introduction of **Positive Education** (an approach to combining academic learning with character and well-being) is coming to the end of its first cycle. The whole school community, not merely our pupils, have completed the first stage - virtue knowledge. We will now continue to work on the next two stages - virtue reasoning and virtue practice. This will enable our pupils (and adults) to flourish – emotionally, socially, psychologically and academically. Alongside this, we work with the PERMA model which develops positive emotions, positive engagement, positive relationships, meaning, accomplishment and health.

The revised education inspection framework comes into effect in September 2019.

### **Continuing Professional Development (CPD)**

We began the academic year with 6 teachers new to the staff at Sherington. Four were new to teaching - including 3 Newly Qualified Teachers (NQTs). All teachers receive induction at the start of the year. NQTs receive an additional half day release time on top of half a day Planning, Preparation and Assessment time (PPA) that is the entitlement of all teachers. During this time, NQTs take part in a programme of training; sessions are planned around the needs identified by their mentor, and the wider leadership team, through lesson observations, learning walks, pupil progress meetings etc. After school, weekly Professional Development Meetings (PDMs) are attended by all teaching staff and led by SLT and teachers. PDMs address strategic and subject development. Teachers are encouraged to attend subject hub meetings, either within local authority or other networks. With the focus for school development on subject leadership this year, subject leaders have been asked to write reports which focus on the impact of CPD, their improved effectiveness as leaders and the impact that both of these have on the quality of education.

### **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. The final assessment, which is reported to parents/carers, represents where pupils stand, in terms of attainment, at the end of the year against the national expected standard for that year group.

Each child will receive a statement in their end of year report that indicates where their child is in relation to reading, writing and maths. EYFS, KS1 and KS2 statutory assessments are reported to the Local Education Authority and Department for Education. Parents/carers of pupils in reception, year 2 and year 6 are informed of these results. Full assessment information will be reported to the governing body in the Autumn term.

### **Reporting to parents**

This year, our end of year pupil report format has changed. Consideration has been given to how we report assessment from Learning Ladders, our internal assessment system, and the workload of teachers. The school aims to strike a balance between creating a report format that gives the parents/carers the assessment information and personal detail they want, with the wellbeing and workload of teachers. The new reports will still provide assessment information straight from Learning Ladders, giving parents/carers a clear insight to the strengths and areas of development of their child's education. The reports will have a greater emphasis on personal development (using our Positive Education curriculum) and the child's personal experience of the core subjects. Attendance and levels of attainment will still be reported with the same statements, as well as the required reporting of EYFS, KS1 and KS2 statutory assessment results. We hope the change will be more personal to

parents/carers whilst being more manageable for staff. We will be seeking feedback from parents and carers on the new reporting format.

## **Arts Week 2019 - Our Canvas**

*'Dance is dreaming with your body. Dance is the hidden language of the soul.'* Roger Zogolovitch.

### **Intent**

Art isn't just about paintings in galleries. Art should be part of our everyday lives. It feeds us and nourishes us. Without it we are less.

The title this year, **Our Canvas**, alludes to the fact that the artist's canvas is not the only way in which we leave our mark; how we choose to use the colour and brush strokes of character, paint our very own picture of ourselves - our self-portrait; a canvas that can be re-worked on a daily basis, never fixed. It also encompasses the wider world. The global context is a broad canvas on which we also leave a mark. However small or large, the choice is ours.

For several years, the main performance element of Arts Week has been dance. The last two years have focused mainly on painting, photography and ceramics. This year, I wanted to broaden the scope of the artwork used. I wanted to use artists who had branched out and worked with design in other fields. It's important that our children see the arts as multi-faceted and recognise that creativity (in its many guises) is vital for the economy of the 21<sup>st</sup> century. We need to present them with options and possibilities so that it can be part of their future, if they so decide.

### **Requirements**

Classes from Reception to Year 6 need an artist and a piece of work to inspire their dance. Therefore, fourteen works are needed. Wherever possible, the artists and/or artwork should enhance and complement the curriculum already in place.

### **Long Listing**

A visit to the Summer Exhibition at the Royal Academy in August 2018 was the starting point for this year's long list. A painting of the Queen wearing one of Grayson Perry's (Claire's) coats was, for me, one of the most striking images in the entire RA collection. Exquisitely painted, the artist had taken an image of Britishness and gently subverted the idea of pomp and circumstance. Sudjadi Widjaja's obvious respect for his subject turned the portrait into an unexpected, kind and humorous version of the monarch. As Grayson Perry is now firmly established in the Year 3 curriculum, it all seemed to be falling into place. And it was only August...

During the Autumn Term, I found myself lacking the time and space to think creatively. As spring term dawned, I found myself squeezing in exhibitions - primarily to look for inspiration for Arts Week (never a good idea). Bonnard, who I've always loved for his use of colour, 'failed to deliver'. The soft sculptures of the surrealist, Dorothea Tanning, were a possibility. But I knew deep down that they weren't as strong as I needed. Time was ticking and I felt as though I'd developed writer's block.

It was whilst I was making my costume for World Book Day in early March that the vision for Arts Week began to form. Creating a dress from pages of books, I found myself using skills I'd learned as a student of costume design. And my main source of inspiration was (sub-consciously) Vivienne Westwood – why not broaden the scope to include designers such as she? But I was mindful of the negative messages that fashion, per se, can have on young minds. Our images needed to have positive messages and Vivienne Westwood's Save the Arctic collection could do just that. It is clear from the work done in Science Week (the journey of a plastic bottle) and the subjects that pupils have chosen to present in their own pupil led assemblies that global, environmental issues need to be explored as part of Arts Week. Diversity is another consideration always foremost in our minds.

Wendy Steatham (our choreographer) was contacted and this year much of the research at this early stage was delegated to her. Through that process, Benjamin Hubert was 'discovered'; a designer working to create exceptionally beautiful domestic and industrial fittings and furniture from re-cycled and sustainable materials. Our discussions start with the big picture, the theme, and then Wendy and I drill down into possible artists and images that might work. Over several weeks the long list becomes a short list; artists are rejected and artworks are changed. The works chosen have to provide a range of possibilities for different dances and yet a narrative that links them needs to be established. Two dates in the week after half term are put in the diary for the workshops, where Wendy will work with teachers and pupils. The Creation Station is used as a studio over lunchtime to maximise teaching time.

### **Implementation**

The decision about what image will suit each year group is carefully considered. There are some that will build on prior knowledge, e.g. the Queen in Grayson Perry's Coat will work in Year 4 – the children having studied Grayson Perry in Year 3. It is also important that progression in choreography and dance is demonstrated. The themes for exploration around individual artist's lives and works are also planned to provide greater intellectual challenge for older pupils. The list is set.

In early May we discuss overall concepts for choreography. Once agreed, Wendy is tasked with finding the music to accompany the dances and fully choreograph the 14 dances. The choice of music to accompany each dance is as important as the image.

At around the same time, I lead a PDM where teachers are introduced to the theme, and each artist and visual is examined in depth: I communicate how chosen pieces might be adapted by teachers to develop their own art work – which will act as models for pupils to create their own. Teachers are given time to do their own research and produce these models with the support of Miss Truscott, our Art lead.

During May half term, I meet with Wendy to go through all dances, with music – she explains how everything will work, logistically as well as artistically. Colours are chosen for t shirts for each class to complement the image. The requirements for pairings, large and small groupings are communicated to individual teachers, in preparation for the workshops.

Dance Workshops have always happened in the first week of June. However, a dog-walking accident results in broken ribs and other injuries for Wendy. The timetable has to be postponed for a week.



Workshops are timetabled so that teachers and pupils have 45 minutes in the hall, during which time Wendy introduces the art work and the interpretation for the choreography. She explains the 'big picture' of the dance so that pupils and teachers understand the concepts. It's an intense 45 minute session learning the routine. But pupils are now familiar with the importance of focus for that time and respond with positive engagement. It's a rewarding learning experience for teachers and children. The sessions are filmed so that teachers have a point of reference. Wendy provides written notes and step by step diagrams all with musical timings alongside. Teachers have thus been well equipped to rehearse, develop and refine the dance, in time for the performances in Arts Week. Teachers use filming during rehearsals for assessment and feedback, pupil self-assessment, and year groups perform to each other for peer feedback closer to the performance date.

This year, we are able to include our work on character strengths and PERMA throughout all teaching. Whole school assemblies on virtues and strengths have been timetabled in such a way as to introduce the virtue of Justice and its strengths of teamwork, leadership and fairness during this period. These will be a focus whilst pupils prepare for Arts Week, along with other strengths they'll need to develop and demonstrate.

The dance performances are a big commitment in time, effort and finance. To make the dance experience more accessible and meaningful for our audience, a short programme has been written – another job delegated to Wendy this year. It will explain the link between the artist, artwork and the dance itself.

As well as the dance performances, there are many other elements that make up Arts Week to consider: Mr O'Leary and Mr Parry have worked with Y6 pupils across the spring and summer terms to create their films for the Oscars celebration at Picture House in Greenwich; Mr Hinchliffe will be working with teachers, pupils and SLT on the appointment of the new Poet Laureate. In the absence of a Music Lead, we are extremely fortunate to be able to call on the expertise of Mr Hinchliffe (KS2) and Mr Everitt (Reception and KS1) who will ensure singing is planned and rehearsed to at least the usual high standard. Our loyal and highly experienced peripatetic music teachers will be doing the same for the music concert.

### **Impact**

Arts Week is an incredible platform – it provides a glimpse of our outstanding curriculum to a wider audience. The quality of the work is a testament to the expertise of lead teachers at the school; it's evidence that at Sherington, we truly believe that the arts are a vital component in our children's education and future. Our expectations from staff and pupils are extremely high. Teachers and pupils benefit from being led by a team of adults who have worked in theatre professionally. As a consequence, pupils are motivated and are able to achieve the best possible outcomes. With the skills development over the preceding years, this year promises to be the best yet.

**All governors are warmly invited to attend on Wednesday 10<sup>th</sup>, Thursday 11<sup>th</sup> or Friday 12<sup>th</sup> July.  
Reception and KS1 at 9:00am, KS2 at 10:00am**

Please phone the office to reserve a ticket if you are able to make it.

**Amanda Burnell**

## **CURRICULUM LEADERS' REPORTS**

### **English**

#### **External Training**

During the course of the year, I have attended three training courses:

1. Three Bridges Primary School – Talk 4 Writing (a whole school approach);
2. Pie Corbett – Talk 4 Writing (KS2);
3. Pie Corbett – Talk for Writing (EYFS).

The Three Bridges training was particularly pertinent as the school had reassessed how impactful the entire Talk 4 Writing resource was for their children. As a result, they had rejected some areas of the prescriptive Talk 4 Writing system and developed others. At Sherington, we had been discussing the many positive aspects of Talk 4 Writing, but were also aware of some limitations/points needing additional research.

#### **Internal Training**

1. Challenge Partners

This was an extremely useful meeting, offering me the opportunity to discuss my leadership of writing across the school with a professional unconnected with the setting. I was able to review the Subject Development Plan, reflecting on my strengths and areas for development. Plus, I was able to ask advice regarding the design of the document and seek clarification concerning focusing on key subject priorities.

2. INSET – 2019 curriculum expectations

This offered me the opportunity to consider if the current writing provision is fit for purpose in the changing climate. With colleagues, I was able to discuss any changes to long-term planning that had taken place within the last year.

#### **Impact of training**

Following initial training, I delivered INSET to all teachers and teaching assistants. This addressed prior concerns raised by staff members and introduced manageable, yet crucial 'upgrades' and new points of reference. This training enabled me to demonstrate strong leadership skills and show myself as a confident and exemplary teacher of writing. I was able to share good practice. I have also delivered PDMs, understanding the importance of giving teachers unambiguous steps and resources for a range of events/initiatives.

Progression of skills is clearly visible through the Learning Ladders assessment platform (with outcomes identified), but it is important for me to ensure that skills are being discreetly planned and taught and that the children have a wide knowledge base – with relational learning a focus. Delivery measures should be transparent. I am now mindful of how long-term planning will need to be reviewed further.

I need to consider how the Subject Development Plan will be best used to critically serve the subject, as well as linking with targets included in the overarching School Development Plan.

I need to be more proactive, having a more evidence-based understanding of standards in writing throughout the school and reflecting – in order to consider next steps. I will draw-up a comprehensive timetable for evaluation of learning and teaching and make certain that I more successfully combine



my responsibilities of a class teacher with those of a member of the SMT. For example, scrutiny of books has to be regular, yet manageable and effective.

**Key priorities moving forward**

These are:

To ensure that teacher's acquisition of subject knowledge and understanding of how to teach writing are supported and regularly quality assured;

To ensure that writing is taking place on a regular basis;

To ensure that all writing models are aspirational and expectations of all learners are high.

**Still to come**

**Arts Week**

Once again, the focus for writing is poetry and each child (from Reception to Year 6) is in the process of creating a poem entitled 'My Canvas'. Each year group is linking their poetry with the piece of artwork studied during the lead up to 'Our Canvas'. Writing will form part of the outstanding corridor displays.

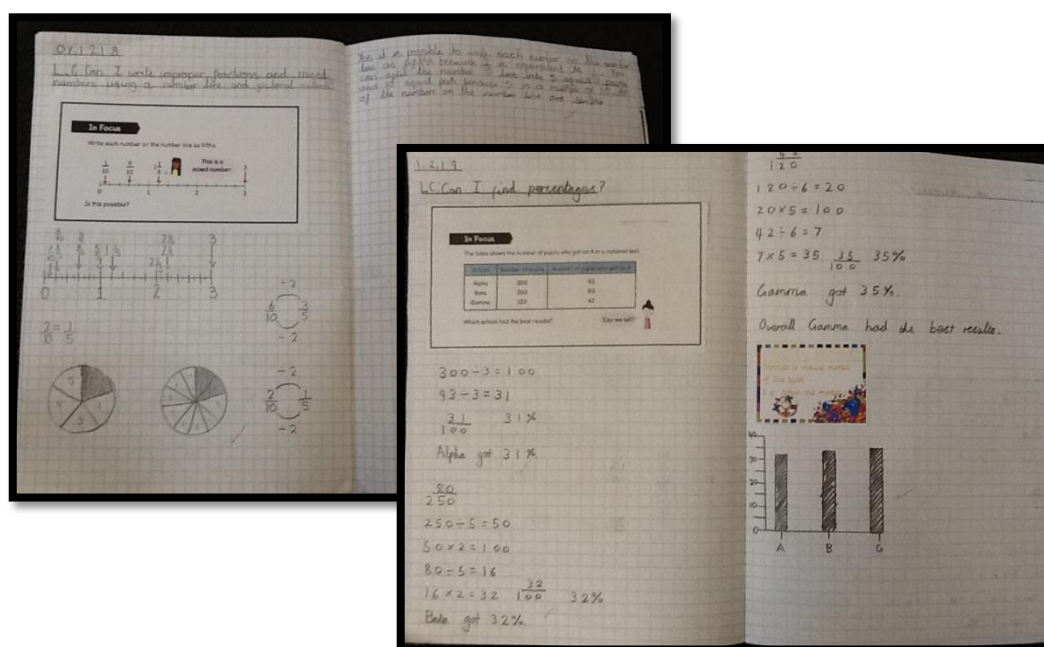
**Poet Laureate**

Sherington's Poet Laureate was established in 2013-2014 as a way of acknowledging our former pupil, Daniel Day-Lewis, and his father Cecil Day-Lewis (who was Poet Laureate from 1968 until his death in 1972). Each teacher in KS2 will nominate one child to be considered as a potential Sherington Poet Laureate. Shortlisted children will take part in a writing workshop and the resulting poetry will be judged by me, along with the Senior Leadership Team. All shortlisted poets will be celebrated in an assembly during Arts Week and the winner announced, and crowned with laurel. This accolade has been hugely motivating since its inception and children throughout the school continue to be inspired by the worthy recipient's work.

**Gary Hinchliffe**

## Maths

As part of my role as maths leader, I have had the opportunity to receive training from a number of different providers in order to develop my curriculum subject knowledge and advance my subject leadership skills. In the autumn term, I attended a maths open day at Three Bridges Primary School, which focussed on facilitating talk and the impact of journaling. This allowed me to see first-hand how journaling was facilitated in the classroom and the outcomes. Witnessing examples of best practice and models of excellence, allowed me to clearly identify our areas of strength and areas for improvement. It also developed my understanding of journaling and identified different types, using clear examples. Following the visit, I delivered a PDM to all staff focussing on the impact of maths journaling, the different types of journaling and how this should be facilitated through classroom talk. The feedback I received from staff following the PDM was positive and staff were keen to put this into practice in classrooms. Staff are now beginning to implement the teaching of journaling into their maths lessons, which has had a positive impact on how children learn.



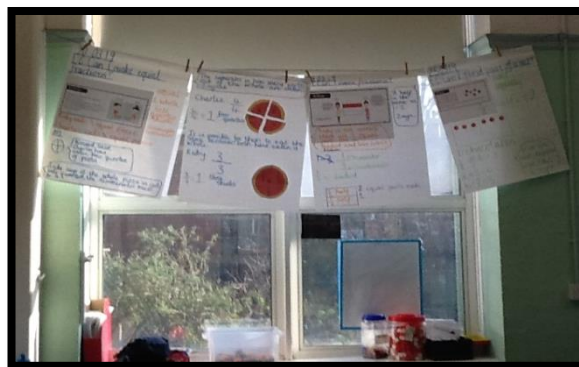
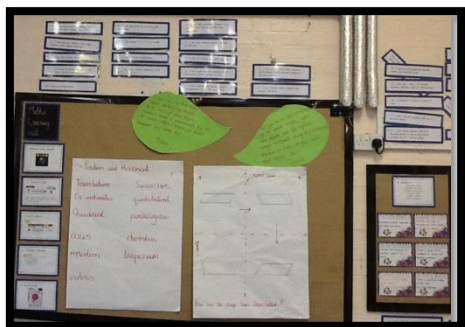
In the spring term, I had the opportunity to meet with a consultant from Challenge Partners, who provided feedback, guidance and support on the existing subject development plan for maths. This was a valuable experience and enabled me to understand clearly, the priorities for developing areas of improvement and the steps needed to achieve the best possible outcomes. Following the meeting, SLT delivered a further PDM to support, clarify and address any misconceptions, meaning I was then able to begin writing a strategic development plan, a rolling document, with confidence. Following this process, I felt motivated, inspired and had a clear grasp of subject ownership.

In the summer term, I attended a hub meeting at Greenwich University facilitated by the National Centre for Excellence in Teaching Mathematics (NCETM). Several guest speakers, Head teachers and members of the NCETM, gave talks, with a particular focus on teaching for mastery. Experts explained several different teaching strategies used in both KS1 and KS2 and modelled the use of resources. It was useful to attend a forum where best practice and modelled excellence was the focus for all areas

of sessions, and reassuring to have seen the same strategies being taught at Sherington, through the implementation of Maths No Problem.

I also attended a recent INSET, which highlighted that long term curriculum planning is designed to be cumulative, developing a deepening of knowledge and understanding in our pupils. The inset highlighted that effective planning ensures that teaching of knowledge and skills are sequenced across a unit, resulting in high quality outcomes. Following this, alongside the Maths No Problem scheme, I was able to produce a curriculum overview, focussing on the skills being taught in each year group and the purpose of each skill. This provides an overview for teachers, so at a glance, they can see what has been taught in previous years and build upon these skills.

All training has provided me with additional skills, knowledge and understanding to effectively monitor my subject. I have carried out termly book looks and learning walks, providing effective feedback to teachers in order to improve areas of maths across the school. I have also had the opportunity to carry out observations, supporting SLT with feedback. Teachers have received feedback on journaling, learning environments and modelling, in order to improve the teaching and learning of maths across the school.



This year, I have also supported other schools to develop their teaching of maths, by allowing them to see Maths No Problem in action. The Headteacher and Maths Leader at Mulgrave Primary School, visited in the spring term and observed both a key stage 2 lesson (taught by myself) and a key stage 1 lesson. Following this, I met with both practitioners and talked about how we as a school, have adapted Maths No Problem to suit the needs of our children, how we have developed and implemented enrichment activities, and finally, the importance of effective journaling and the impact this has on children's learning. Both members of staff from Mulgrave were incredibly positive about the experience and were impressed with the children's ability to reason, alongside their ability to confidently use the correct mathematical vocabulary. They are returning with an additional member of staff in the final term to observe a further lesson, with a view to implement a similar way of teaching maths within Mulgrave.

Following the completion of the curriculum overview and strategic development plan, the priorities for the improvement of maths across the school include the consistent use of accurate mathematical vocabulary, modelled and displayed on working walls. The development of effective journaling needs to continue, and effective modelling practiced consistently across all year groups. A reference document displaying examples of good journaling



and expectations for all year groups need creating. Obtaining an example of excellence as a starting point is another priority to start this process.

**Kirsty Watson**

## Science

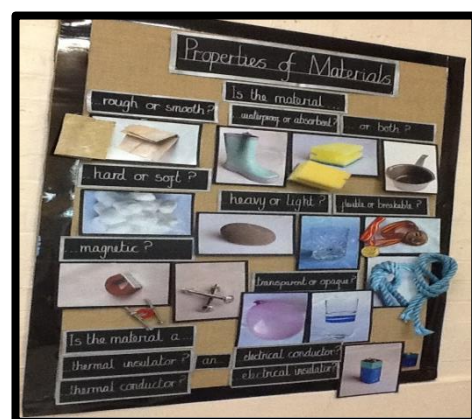
As part of my role as science lead this year I attended Hub meetings with science leads from other schools in Greenwich, in the autumn and spring terms. These meetings were a good opportunity to form links with other schools and teachers. I gained some useful ideas for lessons and resources after attending these meetings, and it gave me the opportunity to discuss and share ideas for the planning of science week and advice around how to prepare for it.

In the spring term I was given the opportunity to meet with a lead consultant from Challenge Partners. The meeting enabled me to discuss what I believed was going well in science and areas for improvement/development. After looking at the SDP with the consultant, I learnt that targets needed to be broken down to make them more specific and manageable. The targets are intended to be short term and achieved through identified actions and strategies, and these should be acted upon and evaluated regularly. The feedback from this meeting informed my updated SDP. As a result of the feedback from Challenge Partners I now feel more confident and have a greater understanding of areas to improve and steps needed to be taken in order to achieve this. The updated science SDP includes target areas, evidence of impact and actions/strategies and will be used as a live document.

The recent curriculum INSET focused on the intent and implementation of the curriculum and what this means for subject leaders and the teaching and learning of their subjects, with the focus being on the sequencing of lessons and the progression of skills. After the INSET I was able to create a curriculum overview for science, from EYFS to year 6, focusing on the skills and knowledge that need to be developed through all taught units of work. Creating a detailed overview has given me a greater understanding and awareness of the learning expectations for each year group. It will also enable me to use the overview as a framework when carrying out book looks and learning walks.

In order to monitor teaching and learning in science, I have carried out termly learning walks, providing feedback to teachers. Learning walks have shown that displays are interactive, and informative, with some evidencing pupil outcomes. I have used the feedback from learning walks to set targets in my SDP to make displays more consistent and purposeful throughout the school and this will be achieved through revising the science display checklist for teachers to follow.

This year I have also carried out termly book looks and provided feedback to teachers, with WWWs and EBIs. Books reflect good use of scientific vocabulary, evidence of practical investigation, and work is well presented. I have included areas for improvement in my SDP, with short term targets and actions to work on in order to make sure that books reflect sequencing and



progression of skills and knowledge, as highlighted in the curriculum overview.

Lesson observations that I carried out in Key Stage 2 classes allowed me to evaluate the teaching and learning happening across some year groups at school. Observations reflected that pupils are confident in their use and understanding of scientific vocabulary, and I observed good practical investigations being carried out in lessons. Pupil voice collected from different year groups reflects their enjoyment of science and they are able to explain why this is.

*'I enjoy science lessons because we get to do lots of fun experiments. We have been learning about light and we made shadow puppets and sun dials' 3P*

*'Science is my favourite subject because I like animals and plants, and we use equipment to test things.' 1F*

The children were also able to record and reflect upon their results from practical work.

*'My hypothesis is correct so far because the spoon can pick up more with it being curved.' 4P*

In spring term I planned and delivered a science PDM to teachers prior to science week with the purpose of introducing the Sherington theme for science week to teachers (Journey of a plastic bottle) along with ideas for trips, lessons and resources. It also gave me the opportunity to share some helpful ideas and resources for the planning and teaching of science. The science week report was presented in the spring report to governors.

Priorities for the year ahead will be to continually monitor the teaching and learning of science to ensure high quality outcomes and to use the SDP as a live document in order to set and evaluate targets.

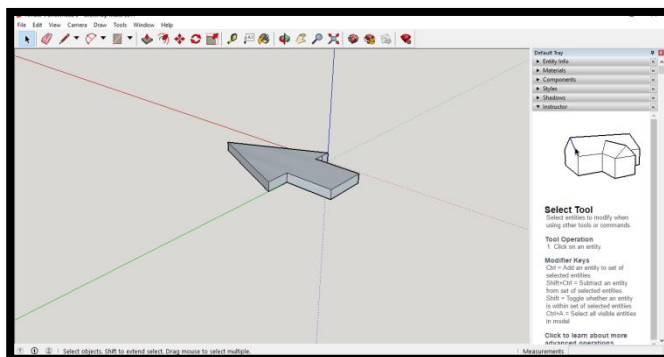
**Leanne Farley**



## Computing and ICT

### Computing Curriculum

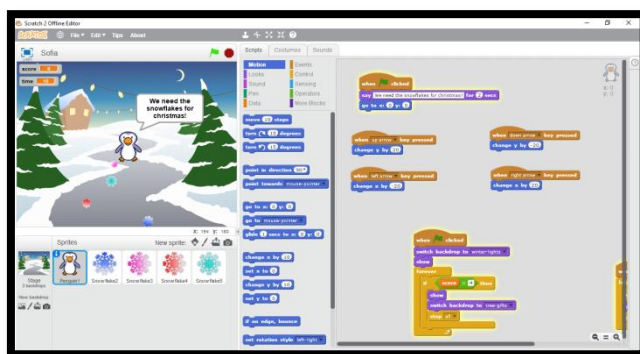
The new computing units have been in place for a year to ensure a high-quality, contextualised cross-curricular learning. The units have also given consideration to new technology and to looking at social media and e-safety whilst still ensuring coverage of computer literacy and coding skills. New units included using computer aided design software, SketchUp, to create products for the 3D printer. Units have also incorporated DT skills using electrical systems, developing the coding curriculum to use programming language, and designing 3D products to ensure the computing curriculum stays current to technology and industry around us. As a school, and within the education system, we face a challenge of how we educate our community on the use of the internet and social media. Further development of the curriculum will involve the development of internet safety to encompass sensible use and scrutiny of internet and social media platforms.



Year 4 - CAD Roman arrow head for the 3D printer

### Website and survey

Last year, the school and governing body worked with our website provider, Inspirar Business Support Ltd, to develop the new website. A redesign of the website was aimed at addressing the feedback that some had stated as 'outdated and difficult to navigate'. Parents were invited to review communications through a survey from the governing body. A second survey's results showed an increased satisfaction of communication with the school and with the website. A third consultation will happen in June to survey the current level of satisfaction and gather feedback on communication.



Year 6 - Programming games on Scratch

### IT infrastructure

Our computers are currently be upgraded to Windows 10 to ensure compatibility of software upgrades, and are having new Solid Slate Drives (SSD) installed in place of current hard drives to ensure high quality performance of computing equipment. A new internet contract with LGFL included faster internet speeds to ensure better provision in class and around the premises.

**Year 6 Oscars**

The year 6 students have worked incredibly hard on their Oscar's films for Sherington's annual Oscar Ceremony that will be held at Greenwich Picture House. This year's theme is based on famous residents of Greenwich which has allowed them to draw upon the geography and history of Greenwich and knowledge learnt through our humanities curriculum. The morning will start with the children being driven to the Picture House, gliding down the red carpet to a glass of shloer, and hearing live music performances. They experience the viewing of their fantastic films on the big screen, which ends with the Oscars awards ceremony.

**Dan O'Leary**

## **Humanities**

As Humanities leader I have received a variety of training that has enabled me to develop as a subject leader. A recent INSET about the curriculum highlighted the focus on how subject plans are live documents and are designed to deepen the knowledge and understanding of pupils. As a leader, I have developed the current curriculum overview plans to clearly state what children will learn each term in their Humanities lessons and 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 I have a clear overview of progression in humanities across the school.

Additionally, meeting a consultant from Challenge Partners allowed me to consider the impact a Subject Improvement Plan has on the teaching and learning of the subject across the school. Following on from my Challenge Partners meeting, I created a strategic development plan for Humanities that aims to be an ongoing document that I can refer to in order to see what needs to change or be maintained. Actions I have already carried out include the termly monitoring and feedback of Humanities folders from each class. The focus of this has been to monitor how Humanities is taught in each year and how children's knowledge and understanding of a unit of learning is evidenced. In addition to this I have worked alongside a member of SMT to monitor Humanities corridor displays. This required me to share clear guidance with teachers about how the



corridor displays should showcase the best of Humanities learning. The impact of providing this feedback for folders and displays has been that it has allowed me to identify successful humanities teaching and areas for improvement across the school. Furthermore, it highlighted the need to support NQTs with their humanities teaching and their evidencing of humanities learning. I met with the NQTs to provide guidance, this included sharing model examples of folders and advising them about using their time efficiently.

Moving forward, my priorities as Humanities leader will be to continue to regularly monitor the teaching and learning of Humanities through a triangulation of data, including collecting pupil voice, observing teachers and providing support and guidance to all staff members.

**Emily Wilkinson**

## **Art and Design**

As part of my role as Art and Design leader, this year I have had the opportunity to attend Inspire training and had a meeting as part of Challenge Partners. This enabled me to develop my leadership skills and improve in confidence as a subject leader.

In the spring term, I had the opportunity to meet with a lead inspector and consultant of Challenge Partners, who provided feedback, guidance and support with the existing subject development plan for art. The meeting allowed me to understand clearly, the priorities for developing areas of improvement and the steps needed to achieve the best possible outcomes in art. This valuable meeting inspired me to take further ownership of my subject and to build upon the existing subject development plan with the idea that it is a live document. Following on from the meeting and a PDM carried out by SLT, a new format was created for subject leaders to build upon their existing strategic development plans. This live document focuses on a target area, evidence of impact and action/strategies.

In the spring and summer term, I attended an art excellence course at Woodhill Primary School led by Emma Bairstow, leading consultant for art in primary education. The days were effective in helping me develop confidence in the planning and teaching of art. They supported me in my development of subject knowledge, skills, lesson planning and whole school aims for art. Day one focused on exploring drawing and shading techniques and how to transfer these skills into developing a painting. There was a dialogue on how to improve the use of sketchbooks and planning a sequence of art lessons linked to a core text or topic, which would lead to a high quality art outcome. Day two focused on exploring a range of sculptural mediums using easy and accessible art materials and techniques for the classroom. I built knowledge of how to link artist to sculpture and how to plan a sequence of lessons linked to sculpture. Day three focused on discovering the versatility of printmaking through practising a range of print techniques suitable for the classroom. We focused on shape and pattern making and linking this to textile work. The training enabled me to develop skills and think about how this would fit into our art planning at Sherington. I have used the ideas from the training to help me with developing the curriculum overview plans for art.

A recent INSET highlighted that long term curriculum planning is designed to be cumulative which develops a deepening of knowledge and understanding in our pupils. Planning ensures that teaching of knowledge and skills are sequenced across a unit, resulting in high quality outcomes. I was able to use my Inspire training and the training from the INSET to develop the art curriculum overview. I focused on the skills being taught in each year group and the purpose of each skill. Having this art curriculum overview allows all teachers to build upon the skills that been taught in previous years and to ensure that children are being taught an excellent art curriculum which follows the national curriculum. In addition to this, Class Dojo has allowed me to monitor that teachers are following the curriculum plans and that there is clear evidence of progression of skills being taught throughout the school. I have provided termly feedback for teachers which have helped teachers to develop areas for improvement.

For our Arts Week this year, Children will be performing a dance related to a piece of art work by various artists. Each year group will study an artist, however each class will be using a different

stimulus for their dance. The children enjoy performing at Sherington and always showcase a high quality performance which is something we are extremely proud of. Children will have an opportunity to create a piece of art work using an artist as inspiration. They will study the artist and look in depth at their range of work. Alongside this, children will write their own poem linked to the art work. Work created will be showcased on the bottom floor corridor which will be put up by teaching staff during a PDM. This creates a great atmosphere around school and pupils really enjoy seeing their work on display.

*"I loved seeing my published poem on display last year! I worked really hard to engage the reader and create a magical garden." 3P*

*"Having my work published makes me feel like an artist." 6H*

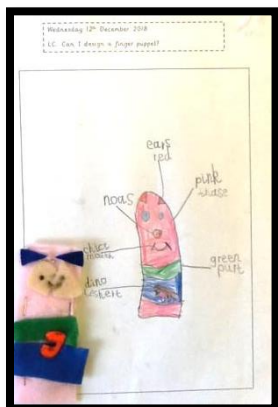


Moving forward, my priorities as art and design leader are to continue to regularly monitor the teaching and learning in art through the use of class dojo, class observations, collecting pupil voice and providing support and guidance to all staff members.

**Charlotte Truscott**

## Design & Technology

As D&T Curriculum Lead I have spent time reviewing the planning and seeing how this links to other areas of the curriculum. We have previously purchased the “Projects on a Page” scheme of work from the D&T association and have tailored this to the topics the children learn about each year. For example, children in Year 1 study toys, then design and make a peg doll and a finger puppet (left) which links to “templates and joining”. During these projects they are introduced to different joining techniques and explore the properties of various textiles and materials. They are also introduced to designing something for a purpose. Children will revisit and build on these skills when they reach Year 2. They will make bigger puppets, and this time, use a needle and thread to join their fabric.



The scheme links to the National Curriculum and provides an excellent framework for how to deliver effective D&T lessons with a clear outline of key skills and knowledge. The scheme and projects enable a good progression of skills.

This year I have been able to observe lessons in different Key Stages to support the teachers and see how effectively and confidently they are able to deliver the skills and knowledge required. In order to record different stages of the design process, teachers have been asked to record children's work on the Class Dojo. This has proved to be an effective way of overserving the outcomes at different stages and tracking the progression of skills over time.

In some instances, discussion with teachers at the beginning of term has enabled them to plan ahead, ensuring they have the right support and time dedicated to a large scale project e.g. bag making. In other year groups, we have slightly tailored the projects to be more in line with the topic e.g. designing a new piece of playground equipment in Year 1.

I have taken much away from the discussion with a consultant from Challenge Partners. I have been directed towards various national D&T bodies that provide excellent educational resources and examples of D&T in the wider world.

From the research I have done, I have realised the importance of giving pupils an end goal. One idea would be for the Year 2 children (right) to have a safari vehicle race at the end of their project. They could, for example, power their vehicles using balloons and see the effectiveness of their design. Another example would be for children in Year 5 to show their finished bags to a visitor from the retail industry.

I would also like to ensure children are inspired by real people who work in the field of D&T. This could be through further study of a particular designer or from having visitors to the school. The children in Year 5 are being introduced to a young British designer, Benjamin Hubert, as part of Arts Week who specialises in sustainable design. For each design topic, children could be introduced to an inspirational designer or maker linked to their project.



Engineering roles already account for over 50% of the jobs that are on the UK's Shortage Occupation List and it is important that children see engineering and design as a relevant and exciting career choice.

**Henry Everitt**

## **Physical Education and Extra-Curricular Clubs**

### **Physical Opportunities**

Children at Sherington enjoy a wide range of physical activities throughout the year. This year's activities have included:

- Allocated slots for KS2 children with football, basketball and on the climbing frame.
- New climbing wall area in the KS1 playground
- EYFS playground equipment made more accessible for children to self-select in free flow activities for physical development
- In preparation for Arts Week, all children took part in dance workshops led by professional dancer of The Greenwich Dance Agency. The dances were linked to the whole school theme of 'Our Canvas'
- An indoor and outdoor P.E. session per week
- Outdoor games and P.E. opportunities for reception children in their playground
- Providing a range of afterschool clubs for children from Reception to Year 6
- Opportunities to attend sporting competitions for athletics, football and hockey

### **Specialist Coaches**

This year classes benefited from weekly coaching sessions from specialist coaches:

- Dance coach - Year 3
- Tennis coach - Year 3 and Year 4
- Swimming coaches - Year 4
- Cycling proficiency course - Year 6

### **P.E. Curriculum**

At the beginning of the year it was identified that there was a need for a new P.E. scheme. After much research and trialling, a new scheme was introduced called 'P.E. Planning'. The Challenge Partners consultant advised on the P.E. development plan where the most pressing action was to implement and evaluate the new scheme. This can be reviewed after a year to ensure it is a comprehensive scheme and that the teaching staff find it provides quality planning. All the plans and online resources are easily accessible through the website. In conjunction with the new curriculum, we have purchased and upgraded the sports equipment.

### **Football League 2018-19**

There has been some good success in football this year. The school football team finished runners up in the EFL Kids Cup, which saw schools from all over South East London take part. We also took part in a tournament at Charlton Football Ground where we got through to the semi-finals. We have also gained a good position in the Charlton and surrounding areas league, having only conceded two matches all season.

**Sports Day**

An inset was held about sports day and information packs were handed to all the teachers. There is one noticeable change this year, KS2 only, the football slalom has been replaced by shot put. Sports day will be held on 27<sup>th</sup> June 2019 at Blackheath Rugby Club. KS2 will be held in the morning and EYFS/KS1 will be held in the afternoon. This year's teams are linked with our Arts Week theme.

**After School Clubs**

Afterschool clubs have been offered to children across the school this year in each school term. Clubs have been very popular this year with many clubs being oversubscribed and some running twice a week to accommodate numbers. Activity/sports clubs offered this year have included yoga, football, ball skills, multi-sports, dance, hockey, martial arts and athletics.

**Anna McHugh**

### **Modern Foreign Languages**

This year, I have continued to further develop my skills and subject knowledge with the quarterly Cross Phase Languages Network Meeting hosted by the Royal Borough of Greenwich. Topics covered have been: exploring ways of using creative, hands-on activities both as a language reference tool, and as a way to practise new language and structures; feedback that leads to improved perseverance and academic risk-taking; strategies to improve language retention over the long term and looking at successful cross-phase transition projects enabling the successful implementation of transition strategies. This has given me the confidence to try out new methods of teaching languages as well as ensuring that my lessons continue to be relevant and engaging.

As part of my leadership role, I have continued to support the EYFS and KS1 team with their delivery of languages as the majority of them, although very enthusiastic, lack the skills and knowledge needed. Following on from feedback, I will be looking at how we can make this process easier and more intuitive. I have been fortunate to be able to mentor one of our NQTs, who has been delivering French to Year 3. This has allowed me to not only share best practice but has also to help develop her skills set as well as opening up a professional dialogue on how best to deliver our curriculum. It has been lovely to have someone to share my passion of languages and with the goal of delivering it to the children.

In the spring term, I was given the opportunity, together with the other subject leads, to meet a consultant from Challenge Partners. He was able to provide feedback, guidance and support on the existing subject development plan for languages. It was an invaluable experience as it allowed me to understand clearly the priorities for developing areas of improvement and the steps needed to achieve the best possible outcomes. Further training, delivered by SLT helped to support, clarify and address any misconceptions. This meant I was then able to begin writing a strategic development plan (a rolling document) with confidence. Following this process, I felt I had a much better understanding of where I wanted to take my subject as well as giving me ownership of the process.

This half-term, I attended an INSET which highlighted the fact that long-term curriculum planning is designed to be cumulative which develops a deepening of knowledge and understanding in our pupils. This PDM allowed me to assess our current long-term planning to see whether the knowledge and skills were correctly sequenced and led to high-quality outcomes. With support from my colleague, we created a new plan which would enable the 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. This is a live document that will continually be monitored and adapted to meet the needs of the children. It will also provide an overview for class teachers to see what skills have been taught and what the expectations and outcomes are for each unit.

Following the completion of the curriculum overview and strategic development plan, the priorities for the improvement of languages across the school include: rolling out training for all of the EYFS and KS1 team, providing an online language tool which will help staff members to deliver high-quality and consistent language teaching and gain the full accreditation for the 'International Schools Award' from the British Council. This is the highest level that you can achieve; we currently hold the foundation and intermediate levels.

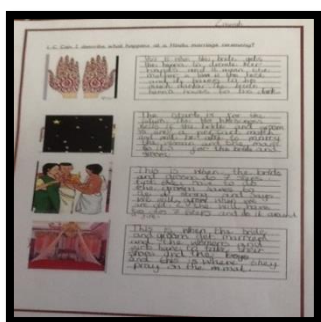
**Kitty Cole**

## **Religious Education**

This year class teachers have continued to following the Greenwich RE syllabus, using the school RE map to dictate which unit they do each half term. As with last year, the class teachers have been evidencing their work digitally, printing it off for the class to have a copy.

### **Curriculum**

The RE lesson continues to include a range of different teaching strategies, from cooking, to visiting religious buildings, to celebrating RE with drawing and painting, written work as well as visitors and staff sharing with the children about their religious beliefs and how they celebrate them.



### **Curriculum Overview**

Following the Summer Term inset, a curriculum overview for EYFS to year 6 was completed, detailed the termly focus of learning for all year groups and the knowledge and skills that each unit entails. The purpose of the overview is to give teachers a greater understanding of progression from one year to the next.

### **New Curriculum Launch**

In May 2019, Ms Bangs attended a launch for the new RE SACRE syllabus for Greenwich Borough which is due to be introduced in autumn 2019. We are awaiting the arrival of the new curriculum and when in place, our primary focus will be implementing the new syllabus across the school.

**Claire Bangs and Rabinder Benning**

## EYFS

After attending the EYFS conference in October 2018, Reception and Nursery teams both evaluated their indoor and outdoor provision to increase the development of skills rather than 'end product'. Gaps in provision were examined and an action plan was produced to organise the redevelopment of certain areas. The focus was placed on improving areas in the environment that would allow children to be autonomous and independent whilst remaining engaged and challenged. This meant reorganising resources and areas of learning, ensuring children could access all resources for themselves, to engage in open ended play as well as that immediately on offer. Visits to other settings took place to see other outstanding environments; this also supported the development of our NQT appointed in Reception (Rosanna Owen). Work is ongoing in both year groups, but already a marked improvement is evident.

*"I like being able to choose what I need by myself. My favourite thing to do is writing. I like making different books about dinosaurs and aeroplanes." Otters*

*"Me and my friends like to build dens and houses using all the big, loose parts. We have to work together to put the roof on and give it walls and windows." Puffins*



Following the draft of the new Ofsted Handbook, with a notable increased focus on the inspection of Reading, I decided to look at the teaching, assessing and provision of reading in Reception, as well as the provision of reading in Nursery. After holding CPD for EYFS teachers, an action plan was written to plan an increase in the teaching of reading skills as well as to increase reading engagement in the Early Years. Various actions were prioritised, such as an increase of shared and modelled reading that teaches specific skills. I attended Talk 4 Writing training with English Lead, Gary Hinchliffe, which prompted further thought into our curriculum provision and the importance of reading. As a result of this training and Curriculum CPD led by Amanda Burnell, I am currently reviewing the EYFS curriculum with a view to move away from 'topic' based learning towards a core selection of quality texts around which to centre learning.



In the Spring Term we were visited by a lead reviewer from Challenge Partners. The process focused on looking at the subject development plans. I found having this process useful in re-evaluating how I plan for the development of Early Years. SLT led further CPD on the adaptation of Subject Development Plans and I began work on the new version. I am now using the plan as a 'live' document that contains fewer action points and a shorter timeline in which to achieve them. This means that changes occur quicker, having a greater impact.

Linda Pound, the school's new EYFS governor, visited Nursery in the second half of the Spring term and during our discussion following the visit, gave valuable feedback about the structure of the Nursery day. Her questions immediately became points of enquiry and, after discussion with Amanda, I worked with the Nursery to begin using a 'soft opening' approach to eliminate time spent in 'formal' learning. Research and trialling of more responsive planning is underway to ensure that the needs of all children are continued to be met, with next steps being planned regularly and a more child led approach taken on.

Reception was part of the borough moderation process in June. In preparation for this, and to support Rosanna Owen, we moderated across the year group at several points throughout the year as well as with Nursery. We attended Greenwich moderation training and I supported Miss Owen with the in depth analysis of class data. The moderation process itself included demonstrating our knowledge of where the children sit within all areas of learning based on interim judgements. A variety of evidence was shared with moderators including books, independent work folders, Tapestry observations and assessment folders. Our moderation was successful and it was noted that the Reception team have thorough knowledge of the children in the cohort and were able to discuss how the children had achieved thoroughly and clearly.

*"As an NQT, being part of both internal and external moderation proved to be a very useful process. Being involved in a dialogue with other practitioners enabled me to celebrate the children's learning as well as look in depth at how they had achieved across all areas of learning. Comparing them to other children means that I now feel more secure in my judgements."* Rosanna Owen, NQT

Most recently we were visited by Barbara Foster from Greenwich. Barbara came to Sherington to assess the EYFS for the Early Years Quality Mark. The Quality Mark is an accreditation given to recognise high quality standards in the provision and practice of EYFS. The award focuses heavily on the delivery of Maths, English and Communication and Language. In order to prepare for the visit I began a process of reflection in line with ten elements. These elements provided a series of statements to support self-audit and evaluation, as well as being a framework for assessment. They were:

1. A whole setting strategy to improve children's abilities and achievements
2. An analysis of the assessment of young children's abilities and achievements
3. Setting appropriately high expectations for young children's development
4. Planning 'next steps' in learning for young children's development
5. Regular review of progress made by all children

6. A commitment to improving the skills of all practitioners
7. A balanced use of child-initiated and adult-guided play-based activities
8. The use of appropriate environments and resources
9. Partnership working between families, carers, practitioners and professionals in supporting young children's learning and development
10. An effective procedure for monitoring planning and assessing improvement in practice and provision

The award is renewed providing all criteria in the elements are met. I found the process of evaluation to be a useful one. It offered another context in which to monitor and evaluate the quality of provision, practice and outcomes. I was also able to demonstrate how I am actively carrying out my role to drive continuous improvement. In all, I felt that the gathering of evidence and the exercise of the renewal interview itself, provided me with valuable experience which I believe further prepares me for inspection. The renewal morning comprised of being questioned on all ten elements in detail, taking the assessor on a learning walk around the EYFS and showing evidence in various forms to illustrate my answers. Verbal feedback was incredibly positive with the assessor being impressed by all the changes that have occurred within the EYFS since the last visit. It was noticed that the whole school training in Positive Education and oracy had had an impact.

Following on from the whole school curriculum review and the changes in the new Ofsted Framework, key priorities for the next academic year will continue to be the development and implementation of the reviewed curriculum. With a focus on reading, and with high quality texts at the core, the aim is for the new overview to strengthen the already high love of reading, the skills taught and the development of vocabulary in Nursery and Reception.

**Kim Peterson**

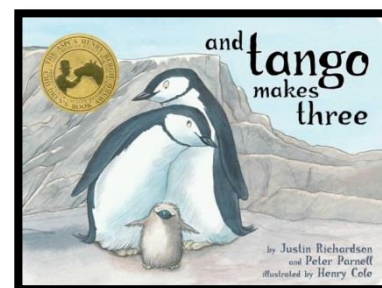
**PSHE**

This year, children from Nursery through to Year 6 have had weekly PSHE sessions. In the Autumn Term, this included working in buddy groups: Nursery with Year 6, Reception with Year 5, Year 1 with Year 3, Year 2 with Year 4. This enables children to form friendship groups that would not be formed otherwise.

With their buddies, children choose a book from their class, which they read and discuss with each other. "My buddy is always excited to read with me," said Eve, Year 3. The carousel activities give the pupils the opportunity to learn more about their buddies likes and dislikes.

**PSHE / Equality and Diversity Sessions**

In the Spring and Summer Terms, weekly class based sessions have taken place to celebrate our diverse school community, and the wider community. A video, book, poem, or a piece of art is shared with the class, a discussion follows and pupils' comments are recorded. (See example below). These sessions are sometimes linked to the character strength of the week.



Question posed: 'What does family mean to you?'

**Pupil Voice**

"Family aren't just people who are related to you, they're people who love and care for you and will never leave you behind." Y6

"Family is where your heart is." Y6

"I think it means a group of people who love you so much and always have your back. No matter what happens they will always be there to love and care, even if you're new in the family. It doesn't matter if you have two mums or two dads or you are adopted, you're still part of the family. If you're white and the rest of you are black, they love you and never will stop." Y3

"To me the word family means the people you love and share kindness with. You can enjoy all the activities you do either with one mum, one dad, your granny and grandpa, two mums, two dads or if you live with your whole family. Family protects you." Y3

**Character Strengths**

Each week a different character strength is introduced in assembly by Miss Burnell. Each class is given a leaf bearing the character strength for display in the classroom. The children are encouraged to put the character strength into practice along with the previous ones.

Post cards bearing the character strengths are sent home with pupils who display any of the strengths during the school day. Children sometimes nominate their peers (from their class or another) to receive a postcard.

**Challenge Partners**

Mrs Benning met with the Challenge Partner consultant. 'The meeting gave me the opportunity to celebrate what we do successfully as a school, across all year groups, for PSHE and Equality and Diversity. The discussion also gave me an insight as to how to implement the new curriculum to meet the needs of our pupils.'

**Equalities Award**

We have been awarded the Equalities Award in PSHE for the years 2017 – 2020. There were five main standards, with sub-standards that had to be evidenced in order to renew the award. This was achieved through research, photography and interviews.

Evidence is being collated for the renewal during the next academic year.

**Donna Cameron and Rabinder Benning**

## **Inclusion**

### **Special Educational Needs**

- There are currently 6 children receiving support through Education, Health and Care Plans. A further assessment is due to be concluded for a child in Year 6 with support having been in place for 15 months.
- Current targeted interventions being used to support children across the school:
  - Wrap Around Centre for nurture style support in English and Maths whilst also support social skills
  - Speech and Language support (including Lego Therapy)
  - Support Team for Education in Primary Schools (STEPS) – Maths and English Intervention
  - Plus 1/Power of 2 Maths intervention
  - Toe by Toe/Hornet/Word Wasp reading and spelling interventions
  - Therapeutic Play
  - Draw and Talk
- Transition meetings have been attended for all vulnerable children in Year 6 who will be moving on to secondary school
- Transition meetings have started in readiness to welcome our new Reception 2019 cohort
- 3 new children have been given diagnosis of Autistic Spectrum Disorder (ASD), 1 with a comorbidity of ADHD. A further pupil has been diagnosed and medicated for ADHD.
- TA Training on 3<sup>rd</sup> June 2019 focussed on ASD Awareness, especially on the playground and also how sensory circuits can be used to support children regulate.

### **Intervention Analysis**

<b>STEPS</b>						
<b>Year group</b>	<b>No. of pupils currently receiving intervention</b>	<b>Targets met</b>	<b>New programme</b>	<b>Came off programme</b>	<b>Pending Assessments</b>	<b>Further intervention</b>
<b>3</b>	1	1	1	0	1	
<b>4</b>	3	3	3	0	0	1 – WAC, ASD Outreach 1 – EAL
<b>5</b>	1	1	1	0	1	1 – EHCP, WAC, ASD Outreach

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

#### **Attendance & Medical**

- Medi-Alert Handbook has been reviewed to reflect all casual admission needs.
- There have been 2 Attendance Review meetings held with all necessary follow up actions having been achieved including 3 parent meetings.

#### **Safeguarding/Child Protection/Family Support**

- Current support:
  - 1 child currently Looked After by the Local Authority
  - 2 families supported through Child Protection Framework
  - 1 family supported by Child In Need Framework
  - 1 family supported through Team Around the Child/Family Framework
- The Summer Term Newsletter has been made available to all staff and governors providing useful information
- All meetings (Child Protection Conference, Core Groups, CIN Meetings, Professionals Meetings and TACs) have been attended to ensure best possible outcomes for all children

#### **Engagement with Universal Agencies**

- There have been 2 drop-ins with Linda Essam, School Nurse. The first focussing on promoting positive mental health and the second regarding healthy eating. She has also led the parent Sex and Relationships Education (SRE) information session for parents in Years 5 and 6
- Greenwich Parent Voice has been welcomed into the school, hosting a coffee morning with Anthony Jones from Greenwich Better looking at sports and recreation opportunities for children with additional needs
- Additional workshops for parents have been promoted through the school newsletter

**Gail Tippet**



A story of successful partnership working

Child A was in Key Stage 2 when I arrived at Sherington. They had been a new arrival in their class and had come with many challenges having had an especially difficult few years. Along with their family they had recently moved into the Local Authority and this was not a decision their parent was entirely happy with.

The family had social care involvement and this was not an easy relationship, made more challenging by the changes to the support they were offered. Child A's parent could be openly hostile to professionals and at times this made ensuring sustainable changes challenging. Equally Child A's behaviour and relationship with their parent was very volatile and presented many concerns.

However over time by fostering an open and honest relationship Sarah Amis (Pupil Well-Being Lead) and I established a positive relationship with the whole family. We would challenge when necessary but also mediate what was ultimately an irreconcilable relationship with their immediate contact within social care. We also worked hard to promote other services to support the family and enable positive changes within the home.

This parent now is a facilitator for Non Violent Resistance (NVR) training, working with families and secondary schools in the Local Authority. They also support the implementation Parenting 4 Parents (P4P) workshops promoted by Early Help. The family no longer have social care involvement, or indeed support from any further agencies.

**Subjects chosen by Pupils for Presentation to Parents April 2019**
**KS1**

**All pupils in Y1 have a writing and maths piece in a booklet. Pupils choose another piece to talk about.**

	<b>1E</b>	<b>1F</b>	<b>2T</b>	<b>2W</b>
Writing			16	20
Handwriting	1		7	2
Reading		1 (phonics)	2	
Maths			22	24
Science	5	6	13	5
Humanities	5	1	7	8
Art	10	12	12	12
DT	5		4	10
Computing		3	3	
Music				
PE indoor		2		
PE outdoor	3	3	4	
RE		1		

**Lower KS2**

	<b>3C</b>	<b>3P</b>	<b>4L</b>	<b>4P</b>
Writing	8	11	7	10
(Handwriting)	5	2		2
Reading				10 (read aloud their writing)
Maths	15	5	6	10
Science			2	1
Humanities				
Art	5	1		3
DT				
Computing	11		4	2
Music	7	1	4	
PE indoor		2		
PE outdoor		4	5	1
RE				
French	2	4		2

**Upper KS2**

	<b>5M</b>	<b>5W</b>	<b>6C</b>	<b>6H</b>
Writing	4	8	6	11
Reading				
Maths	3	2	2	1
Science		1	1	4
Humanities	1		9	16
Art	3	3		2
DT				
Computing	7	5	1	
Music	1	2	3	5
PE indoor				
PE outdoor		4		1
RE				
French	11	5		
School Journey (Y6)			5	3
National Theatre (Y6)			3	1
Handwriting				1

**Pupil Voice in response to what they enjoyed most:**

*'To show my parents my learning experience and about my passion.'* Y6

*'I was able to decide how to present it and what it was.'* Y6

*'Listening to all my feedback from my parents and my teacher.'* Y5

*'It was my first time and it went perfect.'* Y5 (pupil new to school this year)

*'When I was reading my French poem out loud.'* Y5

*'I saw my parents smile.'* Y5

*'I enjoyed showing my parents the artwork that I did.'* Y4

**Pupil Voice on what they would change:** (Some pupils used this to reflect on their own presentation skills, or the approach they took)

*'I could've explained more about what I liked in learning.'* Y6

*'Use more eye contact.'* Y6

*'Making the presentation interactive.'* Y5

**Parent Voice:**

*'I find it's beneficial for my son to take ownership of his work.'* Parent Y6

*'It actually encourages us to see how they have improved in different subjects. It also helps where we parents can contribute at home.'* Parent Y5

*(our child could)... 'realise the strength of support he has from those around him. Through leading the meeting he was able to have his voice heard and begin to overcome, what can sometimes be, communication difficulties. An evening of metacognition...'* Parent Y4

*'It gives children the opportunity to feel responsible for their learning and achievements in school... I really enjoyed this pupil/teacher collaboration for presenting child's development at school. Please keep it this way.'* Parent Y3

*'Pupils feel responsible for the outcomes of learning process.'* Parent Y1

*'My daughter is very engaged about the strengths and tells me what she has learnt about when the strength changes.'* Parent, Reception

## **Diary**

### **IN-SCHOOL CPD**

23 <sup>rd</sup> April	PDM: Termly Newsletters/Report Statements
30 <sup>th</sup> April	PDM: Strategic Development Plan, Challenge Partner feedback and Ofsted 2019 Framework guidance
7 <sup>th</sup> May	PDM: Arts Week Vision
14 <sup>th</sup> May	PDM: Arts Week Preparation
21 <sup>st</sup> May	PDM: Annual reports to parents
3 <sup>rd</sup> June	INSET: Curriculum: Intent, Implementation and Impact
4 <sup>th</sup> June	PDM: Sport's Day arrangements
11 <sup>th</sup> June	PDM: Moderation for Years 1, 3 and 5
12 <sup>th</sup> June	PDM: Moderation for Years 2, 4 and 6

### **OTHER TRAINING**

1 <sup>st</sup> May	Art Excellence Day 2: Miss Truscott
14 <sup>th</sup> May	NEU Training: Miss Wilkinson
23 <sup>rd</sup> May	SENCO Network: Mrs Tippett
3 <sup>rd</sup> June	INSET: ASD Outreach Training for TAs (ASD Awareness/Sensory circuits)
5 <sup>th</sup> June	Art Excellence Day 3: Miss Truscott
18 <sup>th</sup> June	NEU Training: Miss Wilkinson
29 <sup>th</sup> June	Inspire Curriculum Conference: Miss Burnell

### **LEADERSHIP DIARY**

25 <sup>th</sup> April	Governors L & A committee
1 <sup>st</sup> May	TA Interviews (Maternity Cover): Mrs Tippett and Mrs Healy
2 <sup>nd</sup> May	Linda Pound meeting with Mrs Tippett (Safeguarding visit)
3 <sup>rd</sup> May	Teacher Interviews (Music Teacher): Miss Burnell and Governor
7 <sup>th</sup> May	Debbie Newman (EFS) meeting with Mrs Healy (Budget)
16 <sup>th</sup> May	School Census Day
21 <sup>st</sup> May	Reception Moderation
22 <sup>nd</sup> May	Teacher Interviews (Class Teacher): Miss Burnell & Mr O'Leary
23 <sup>rd</sup> May	School Journey Presentation to Year 5 parents: Miss Burnell & Mr O'Leary
6 <sup>th</sup> June	Linda Pound meeting with Miss Burnell and Miss Peterson (Nursery visit)
	Governors Premises committee
	Mike Fleetham working with SLT: Coaching and Leadership Development
13 <sup>th</sup> June	EYFS Quality Mark renewal visit
17 <sup>th</sup> June	Governors F & P committee
17 <sup>th</sup> and 18 <sup>th</sup> June	Pupil Progress Meetings: All teachers
18 <sup>th</sup> June	HR Audit: Mrs Healy
21 <sup>st</sup> June	Full Governors
16 <sup>th</sup> July	Debbie Newman (EFS) meeting with Mrs Healy (Budget)

### **VISTS/VISITORS**

24 <sup>th</sup> April	Year 4: Road Safety Workshop
3 <sup>rd</sup> May	Year 5: Thames River Walk (Humanities)
8 <sup>th</sup> May	Greenwich Parent Voice: Leisure Opportunities for Families
9 <sup>th</sup> May	Year 1: Greenwich Park

10 <sup>th</sup> May	School Nurse Drop-In: Healthy Eating
17 <sup>th</sup> May	Year 3: Naval College (Humanities) Year 5: River Boat (Humanities) Linda Pound visiting Nursery
20 <sup>th</sup> – 24 <sup>th</sup> May	Year 6: Bikability Training
21 <sup>st</sup> May	School Nurse SRE Presentation to parents (Years 5 & 6) WAC Children: Independent Travel Training Football Club: Tournament @ Charlton Athletic
4 <sup>th</sup> & 5 <sup>th</sup> June	PGCE Student in Year 5
4 <sup>th</sup> June	Year 5 girls: School Nurse
6 <sup>th</sup> June	Year 5: School Nurse
11 <sup>th</sup> & 13 <sup>th</sup> June	Whole School: Dance Workshops
11 <sup>th</sup> June	Year 6: School Nurse
12 <sup>th</sup> June	Year 6: Museum of London Year 4: Shakespeare Workshop
13 <sup>th</sup> June	Year 5: Emirates Airline (Humanities) Year 4: Blackheath (PE)
14 <sup>th</sup> June	Reception: Greenwich Park (Art)
20 <sup>th</sup> June	Year 6: Lee Green Fire Station (Junior Citizen)
21 <sup>st</sup> June	Julie Taylor presentation to Governors and school visit
25 <sup>th</sup> June	Year 3 & 4: Sportathon Reception: Problem Solving Workshop
3 <sup>rd</sup> July	Year 2: Well Hall (Humanities)
19 <sup>th</sup> July	Year 6: Greenwich Park
22 <sup>nd</sup> July	Nursery: Greenwich Park

#### **EVENTS**

1 <sup>st</sup> – 24 <sup>th</sup> May	Key Stage 1 SATs
13 <sup>th</sup> – 16 <sup>th</sup> May	Key Stage 2 SATs
21 <sup>st</sup> May	Glee Club Singing Spectacular
10 <sup>th</sup> – 14 <sup>th</sup> June	Phonic Screening Assessments
25 <sup>th</sup> & 26 <sup>th</sup> June	Reception New Entrant's Welcome
26 <sup>th</sup> June	Reception New Entrant's Parents' Presentation
27 <sup>th</sup> June	Sports Day
1 <sup>st</sup> July	Language Afternoon
5 <sup>th</sup> July	Year 6 Oscars at Greenwich Picture House
6 <sup>th</sup> July	Summer Fair
8 <sup>th</sup> July	Musician's Concert
10 <sup>th</sup> , 11 <sup>th</sup> & 12 <sup>th</sup> July	Arts Week Performances
12 <sup>th</sup> July	Arts Week Celebration
15 <sup>th</sup> July	Year 3 Music Concert
18 <sup>th</sup> July	Year 6 Production and Leaver's Presentation

Summer  
2019

## LEADERSHIP REPORT – JUNE 2019

YEAR	CLASS	TEACHER	GIRLS	BOYS	TOTAL	YEAR TOTAL	PPG	PPG %	EAL	SEN - EHCP	SEN - SUPPORT	LAC	ATTEND. %	
<b>N</b>	Rainbowfish	Mrs Benning	16	16	32	62	2	5	10	0	0	0	88.2	<b>Persistent absence (&lt;90%)</b> Autumn 7.8% Spring 7.8% Summer 16.8% Fewer days needed to meet threshold and several cases of chicken pox
	Giraffes	Gurjit	14	16	30		3		8	0	0	0	89.7	
<b>R</b>	Puffins	Miss Peterson	13	17	30	60	3	9	11	1	1	0	94.7	
	Otters	Miss Owen	15	15	30		6		6	0	1	0	93.7	
<b>1</b>	1E	Mr Everitt	14	16	30	57	3	15	9	0	2	0	95.0	
	1F	Miss Farley	13	14	27		5		8	0	3	0	93.8	
<b>2</b>	2T	Miss Truscott	14	16	30	59	4	19	4	0	6	0	95.0	<b>Overall attendance</b> 5 <sup>th</sup> September – 24 <sup>th</sup> May 95.8% (not including nursery)
	2W	Miss Wilkinson	13	16	29		6		13	0	4	0	95.1	
<b>3</b>	3C	Miss Cameron	12	17	29	59	3	24	7	0	2	0	97.4	
	3P	Miss Pritchard	11	19	30		9		6	0	7	0	97.3	<b>Fire drill</b> 14/06/19 – 2 mins
<b>4</b>	4L	Mr Lewis	15	15	30	60	5	17	10	1	4	0	97.7	
	4P	Mr Paterson	13	17	30		5		2	0	4	0	96.7	
<b>5</b>	5M	Ms McHugh	14	16	30	60	6	24	3	1	2	0	97.2	<b>Permanent Exclusions</b> Autumn 0 Spring 0 Summer 0
	5W	Miss Watson	12	18	30		7		13	0	5	0	95.8	
<b>6</b>	6H	Mr Hinchliffe	13	17	30	60	6	23	7	1	3	1	96.6	
	6C	Miss Cole	15	15	30		7		7	2	4	0	94.9	<b>Fixed Term Exclusions</b> Autumn 1 child (1 day) Spring 3 chn (8.5 days) Summer 3 chn (6 days)
Totals (inc. Nursery)			217	260	477	477	80		124	5	48	1		
% of whole (inc. Nursery)			45%	55%			17%		26%	1%	10%	0.2%		
Totals (exc. Nursery)			187	194	381	381	75		106	5	49	1		

### Whole School Contextual Information

Attendance Data is for the period 05/09/18 – 24/05/19

All data correct as of 24/05/19