**St Mary's Catholic Primary School**

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St Mary's Catholic Primary School Newsletter

Tuesday 27th February 2024

Year 4 Curriculum Assembly

Parents and carers of our Year 4 children are invited to school on Thursday to see what year 4 have been learning about. Children will be eager to share their work with you. The assembly will start as soon after register as possible and usually lasts about an hour. Hopefully, we will see you all there.



School Review Outcomes



We recently brokered two experienced Ofsted Inspectors to review our school over two full days. It was a great opportunity to consider our strengths and areas for further improvement. We were very pleased with the outcomes as there was a close match between the areas we had identified as our next steps and what was captured. As part of the process, the reviewers had free reign in school, and about twenty of our children were interviewed regarding safeguarding, well-being, and our

curriculum offer. All our teachers were observed teach, and all teaching staff were also interviewed regarding workload, our teaching offer, behaviour, and a whole host of other topics. As the headteacher, I was not part of these discussions so children and staff could talk freely about their experience at St Mary's.

There were improvement points that included the need to ensure that long term planning identifies the small steps the children need to learn and revisit for a few subjects such as history, geography and EYFS. We need to firm-up up manageable processes for assessment of science and the foundation subjects and ensure assessments are fit for purpose for the subject and be clear about intent for what will be assessed. For example, substantive knowledge, disciplinary knowledge, and cross curricular knowledge. We must develop strategies for helping the children know and remember more of their learning, making more frequent use of pupil voice in lessons and sample groups to ensure that any agreed strategies are embedded well and as intended. There were no suggested improvement points for the 'Behaviour and Pupil Attitudes to Learning', which was just incredible and as a result of home and school working in partnership with each other.

I was incredibly proud of the children, our staff, and our school families. Our visitors were particularly impressed with how much reading nearly all our children do at home – all credit to you. Everyone works exceptionally hard in school, and the staff go over and above to ensure they meet the far-reaching needs of the children in our care. The teachers, cooks, cleaners, and administrative staff love working here, and I see every day how they take great pride in the jobs they do and the contribution they make, small or large.

Thank you for your ongoing support and partnership working.

Mrs Griffiths

School Strengths:

Leadership and Management

- Subject leaders have good subject knowledge are enthusiastic and are working hard to embed the agreed curriculum offer and effective pedagogical approaches.
- The EYFS is well led. There is a clear rationale for what should be taught and when.
- The staff are hardworking and form a strong team. Leaders and governors ensure that the staff are rewarded for their commitment to the school and leading subjects. Subjects and aspects are well resourced and ensure that staff have the right resources to plan activities. There is a strong work ethic during the school day and the staff present as a strong team.
- Staff are very positive about the recent curriculum developments. They are excited by the curriculum journey they are on. They present well about the curriculum and how well it helps them to develop both substantive and disciplinary knowledge.
- All staff are very positive about how leaders are mindful of workload and have developed a strong team.

Quality of Education:

- Reading is at the heart of the curriculum offer. The English Leader has worked hard to develop a clear intent for the teaching of the subject and all the children sampled confirmed that they love reading. Adults read frequently to the children and the children can name their favourite authors.
- The children read regularly at home and in school. Many children are already working through their second home / school reading diary, and they like the rewards and incentives for regular reading. (Prize box and reading raffle)

- The RWI phonics scheme is well embedded into the early reading offer. Staff have good subject knowledge; they ensure texts are well matched to the sounds the children are learning and check that home readers are well matched to need. Children with SEND and those not attaining age-related expectations are being well supported to catch up with their peers.
- There are good links made between the teaching of spelling, handwriting, dictation, and phonics.
- Class teachers model and demonstrate learning well in lessons. They have good subject knowledge. Staff instruction is effective in subjects such as mathematics.
- There is an increased focus on making links in mathematics and incorporating prior learning.
- The oldest children are beginning to make effective links with their learning, for example, they are starting to reason around the concept of invasion. They know that the Vikings came from Norway and the Romans from Italy. They are also developing a sound knowledge of which countries are in Europe etc.
- The new scheme of work is really helping to tease out curriculum breadth, balance, and progression. They are being intelligently interpreted by staff. There has been a systematic introduction of subjects such as science and computing. The revisions map out types of knowledge and end points.
- Staff are clear about how adaptive approaches to teaching help them to be more inclusive and ambitious for the PPG children and SEN children.
- Classrooms are well organised, literate, numerate and attractive. They scaffold current learning well and offer a safe and conducive environment to learn.
- Effective choice and use of manipulatives and visual models in mathematics.

Behaviour and Pupil Attitudes to Learning

- The children are open and behave well in lessons and at transition points. They display positive attitudes to learning. Leaders and staff are highly visible and high expectations for behaviour and attitudes to learning are set as soon as the children start school.
- The children are engaged in their learning, and this is developing very positive pupil attitudes to learning.
- The children said that they feel happy, safe, and cared for. They acknowledge that there is discipline in school, but they say that it is fair.

Personal Development

- The school reading scheme links effectively to PHSE themes such as equality and diversity. The No Outsiders texts are carefully mapped to ensure that the children are reflective and responsible learners with a strong sense of what is right and wrong. They can talk about how to make the right decision even if it is difficult.
- Pupils know and understand how to stay safe online in a variety of contexts. They acquire this knowledge from the wider school curriculum though not always through the computing curriculum.
- The children are aware of how to stay safe and support others in a range of safeguarding situations.

Advice from TAW for parents/carers on visits to settings involving contact with animals such as lambing events, petting zoos etc.

Visitor attractions involving contact with animals are understandably popular with parents and children but do carry a risk from infectious diseases.

All animals naturally carry a range of micro-organisms, some of which can be transmitted to humans, where they may cause ill health.

Some of these, such as E. coli O157 or Cryptosporidium (Crypto), present a serious health hazard and have the potential to cause serious illness which may be particularly severe in young children.

We see many cases of Crypto each year in the Health Protection Hub, particularly among children, and it's a miserable experience for them and their parents.



Following these practical steps will help your child stay safe and healthy:

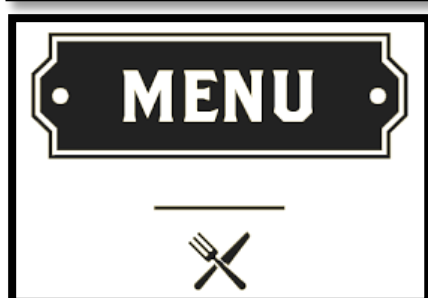
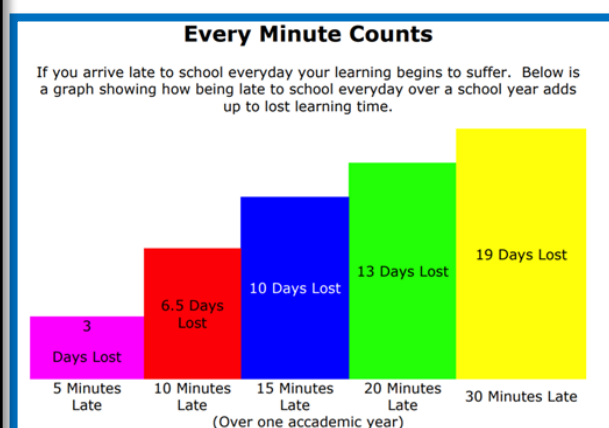
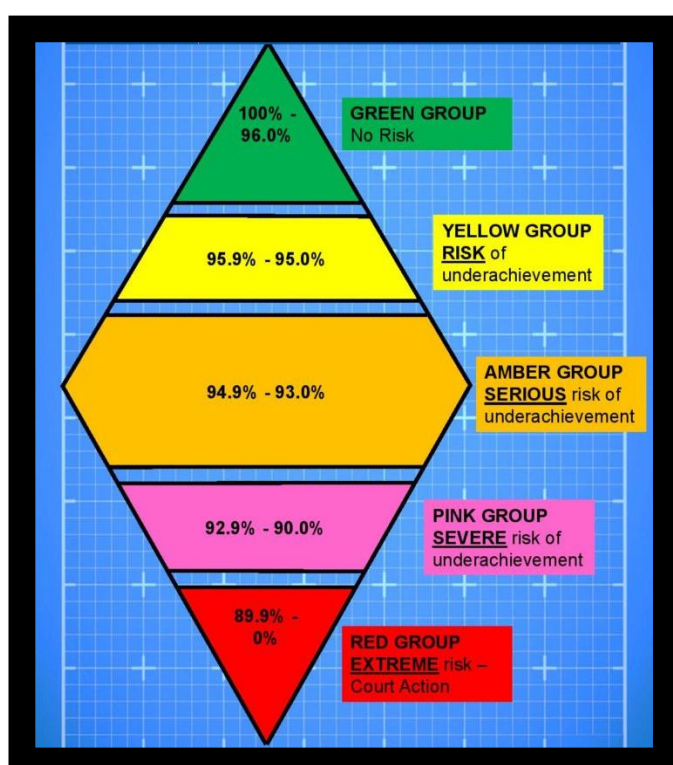
➤ Children should wash their hands in the following four situations: after contacting animals, before eating, before and after using play equipment, and when leaving site. It will help to explain why they must wash their hands thoroughly in these situations and to show them what proper handwashing looks like. Bear in mind

that alcohol gel is not a suitable substitute for proper hand washing with soap and running water – it doesn't work against Crypto.

- Do not suck fingers or put hands, pens, pencils or crayons etc. in mouths.
- Check that cuts, grazes etc. on children's hands are covered with a waterproof dressing.
- Do not kiss animals.
- Eat only food that you have brought with you or food for human consumption that you have bought on the premises, and eat only in designated areas.
- Never eat food that has fallen to the ground.
- Never taste animal foods.
- Children should not eat, drink or chew anything (including sweets) outside the areas designated for eating at the visitor attraction.
- Where possible, clean or clean and change footwear before leaving. The site should have facilities to clean footwear and pushchair/pram wheels as you leave the site. Wash hands after cleaning/changing footwear.
- Do not use or pick up tools (e.g. spades and forks) or touch other work equipment unless permitted to do so by site staff.
- Do not climb on to walls, fences, gates or animal pens etc. Some animals put their feet on the fences of their pens and contaminate them with faecal matter.
- Listen carefully and follow the instructions and information given by the site staff.
- Do not wander off into unsupervised or prohibited areas e.g. manure heaps.

- Allow plenty of time for hand washing before eating or leaving the site so that the children do not have to rush.
- If a member of your group shows signs of illness (e.g. sickness or diarrhoea) after a visit, visit the doctor and explain that they have had recent contact with animals. Please also contact the attraction you visited and inform them of the illness

Attendance Check



Our school's menu can be viewed here:

https://www.telford.gov.uk/downloads/file/388/st_marys_primary_school_menu



29 th February	Year 4 Curriculum Assembly for Parents 8.45am
5 th March	Year 4 Enigunity Trip
7 th March	World Book Day Year 5 Space Centre Trip
13 th March	Year 2 Curriculum Assembly for Parents 8.45am
15 th March	Year 3 Stone Age Trip
20 th March	Year 6 Shropshire Hills Trip
21 st March	School Photographs Whole School Easter Egg Hunt
22 nd March	Whole School Easter Bonnet Parade
18 th April	Year 6 Curriculum Assembly for Parents 8.45am
9 th May	Year 1 Curriculum Assembly for Parents 8.45am
16 th May	Reception Curriculum Assembly for Parents 8.45am