



Ladycross Infant School
Victoria Road
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Summer 2017

Welcome to our Summer 2017 newsletter. We are a key stakeholder in the Derbyshire Education Improvement Partnership Board (DEIPB), working with the Local Authority and all teaching schools in the county to improve life chances of all children. You will hear more the work of this group at the area heads meetings.

If you would like to apply to join our teaching school alliance, please request a copy of our collaboration agreement document to see our current membership offer by using either of the email addresses below. Our Executive Board will assess your application; the next meeting is planned for the Autumn term.

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SCHOOL OPEN WEEKS

Derbyshire Partnership for Learning is offering an opportunity for school and nursery practitioners to visit schools in our Teaching School Alliance who are participating in our Open Schools Week initiative in October & November 2017. We would be delighted to invite you to attend one of our working-day visitor sessions. The schools involved will be showcasing good practice and sharing their experience, knowledge and expertise. The sessions include introductions by the Headteacher followed by a tour of the school and refreshments, during which senior staff will be available to answer your questions. A profile for each school is below.

Visitor Mornings begin at 9.30 am and finish at about approximately 11.15 am.

Visitor Afternoons begin at 1.30 pm and finish at about approximately 3.00pm.

The table below lists the participating schools and they have provided details of how to contact them and when they are open for visitors. Please contact the schools directly.

School Name	Holmesdale Infant School
Lead person	Catherine Robinson, Headteacher and Local Leader of Education
School context	<p>Our Infant school has 150 pupils from Reception to Year 2. We have a mixed catchment area with a number of children with Special Educational needs. Our ethos is about engagement for all and the development of the whole child and we work hard to provide a creative and interesting curriculum as well as nurture and positive play.</p> <p>We pride ourselves on being a happy and welcoming school and our environment reflects this. We have continuous provision throughout the school and pride ourselves on being a Forest School. We aim to develop independent, enthusiastic and confident learners.</p>
Specific area/s of focus in the school	<p>We have worked hard to develop our learning environments, both inside and out. This year we have had a focus on :</p> <ul style="list-style-type: none"> • Effective feedback and marking • Assessment for learning • Assessing and tracking learning behaviours as well as progress and attainment [we recognised it was these that prevented children from becoming successful learners] • Developing growth mind-set within school. • Phonics and reading
What visitors can expect to experience during their visit	<p>Visitors can expect a warm welcome from both staff and children! They will have an opportunity for a discussion with a member of staff and a chance to look around the school. All classrooms will be available for visitors to explore independently. There will be a chance to ask questions and take photographs.</p>

School Name	Stonebroom Primary & Nursery School
Lead person	Sara George - Headteacher
School context	<p>We are a primary school setting, teaching children from the age of 3-11 and have 181 pupils attending the school. The building is a former secondary school, built in 1926.</p> <p>We have a mixed catchment area and this year have 40% pupil premium.</p> <p>Whilst focusing on the core skills of reading, writing and maths, we ensure that Stonebroom is a safe and happy place to be and that we provide a wide range of opportunities for all our children to achieve their potential. We are proud of the number of extra-curricular activities that take place both before and after school. We believe that learning is not restricted to the classroom and that every child who comes to Stonebroom has an entitlement to a range of visits and experiences that enrich and enliven the curriculum. Outdoor learning, creative arts, being eco-friendly and being a Forest School all form part of our teaching and learning programme.</p>
Specific area/s of focus in the school	<p>How to become a successful Forest School - this will include how to set the Forest School up so that the pupils achieve maximum benefit, looking at how to maximise your outdoor learning environment (including making successful bids) & experiencing a Forest School lesson (with pupils.)</p>
What visitors can expect to experience during their visit	<p>Meeting with the Headteacher & Forest School staff to discuss the benefits, costings, logistics etc. of becoming a successful Forest School.</p> <p>Look through the Forest Schools folders, newsletters, risk assessments, successful bids etc.</p> <p>Take part in a Forest School session with the children in the woods (bring sensible clothing.)</p>

School Name	Ladycross Infant School
Lead person	Neil Hunt - Teaching School Lead Practitioner and Co-headteacher, National Leader of Education
School context	<p>The school has 290 children from nursery to year 2. We are housed in a Victorian building with limited space indoors and out. We pride ourselves on making the most of the space. The catchment area is mixed with increasing deprivation.</p> <p>Visitors comment on the busy vibrant classrooms. We want children to enjoy school and have fun. We also pride ourselves in being a 'thinking school' where learners are expected to think hard and learn and be fully immersed in their learning and think for themselves.</p>
Specific area/s of focus in the school	The learning environment indoors and outdoors. A learning centred community and how the environment can support independence and no limits learning. Non-negotiables for promoting learning and progress and how the school values support this. We have developed our learner led curriculum to give experiences to the children that make learning engaging with top experiences before they leave.
What visitors can expect to experience during their visit	Visitors can expect to have a discussion about our values, top experiences, a learner led curriculum and the learning environment and how this impacts upon pupil progress and outcomes, as well as having a tour, and the chance to ask questions.

School Name	Ashbrook Junior School
Lead person	Mell Julian, Headteacher and Local Leader of Education
School context	<p>We are a 'good' junior school on the outskirts of border of Derby City in a predominantly white British estate culture area. We have approximately 150 children on role. We have a higher than average percentage of children on the SEN register and in receipt of pupil premium.</p> <p>We are a very creative school and pride ourselves on our cross curriculum topic approach to teaching that enthuses the children's love of learning and develops their enterprise skills. We are also following the Singapore maths mastery approach using maths no problem.</p> <p>We have 4 SLEs and a LLE within the school.</p>
Specific area/s of focus in the school	<p>How we utilise enterprise skills in to the curriculum to develop resilience in learning and ultimately life.</p> <p>A creative curriculum underpinned by talk for writing approaches with strong cross curricular links.</p> <p>A developing maths mastery approach to enhance reasoning skills.</p>
What visitors can expect to experience during their visit	<p>Visitors can expect to have a discussion about our values, the creative curriculum and the learning environment and how this impacts upon pupil progress and outcomes, as well as having a tour, and the chance to ask questions.</p> <p>They would be able to see 'talk for writing' approaches and maths mastery through maths no problem in action in the classroom.</p>

School Name	Heage Primary School
Lead person	James Yellop (Head) / Lindsey Roberts (Deputy)
School context	Heage Primary School is a GOOD school (May 2016). The school is in a semi-rural location with lower than average percentage on FSM but a higher than average percentage of SEN pupils. We have 7 single-aged classes
Specific area/s of focus in the school	Handwriting and Presentation The school adopted a new policy in September 2016 and have worked hard to ensure children are proud of their work. Interventions in EYFS have been implemented to lay the foundations for handwriting (gross and fine motor skills).
What visitors can expect to experience during their visit	A short presentation of the handwriting policy and journey of the school. A tour of the school environment. A chance to look at books and learning journals. A chance to observe a handwriting session in different year groups.

School Name	Hasland Infant School
Lead person	Alison Wain, Headteacher and Local Leader of Education
School context	We are a large infant and nursery school with good outdoor provision. We are located in an area of Chesterfield, which is mixed. PP is currently 25%. We have a very good relationship with our Junior school and work closely to ensure standards at both schools are high and transition is smooth.
Specific area/s of focus in the school	Nursery and Reception are led by an inspiring, outstanding practitioner who is our Assistant Headteacher Our Curriculum is cross-curricular and is also led by an outstanding teacher who is our Deputy Headteacher. She has also helped to shape our approach to assessment, which is uniquely ours. We have an attractive learning environment.
What visitors can expect to experience during their visit	Visitors can request to see any aspect of school and we will accommodate this if we can. Otherwise we will provide a tour of the school and visitors will get the opportunity to meet staff.

School Name	Dronfield Infant School
Lead person	Rebecca King Headteacher & Local Leader of Education
School context	<p>The school has 250 children from EYFS (FS2) to Year 2. We are housed in a Victorian building with limited space indoors and out, however, we do make the most of the space that we have.</p> <p>Visitors comment on our use of the learning environment to enhance learning, especially the use of continuous provision across Reception <u>AND</u> Year 1.</p>
Specific area/s of focus in the school	Making the most of your learning environment in EYFS; Using Lesson Study to improve practice and pupil progress; Using continuous provision in Year 1; Mastery in Maths for EYFS & KS1
What visitors can expect to experience during their visit	<p>The experience includes a discussion with the Headteacher, a tour of the school and the chance to talk to practitioners and pupils.</p> <p>Visitors can expect to have a discussion about our whole school ethos, vision and how we constantly review our own practice to ensure that our pupils access learning that promotes independence and excites all learners.</p> <p>Visitors will have the opportunity to discuss and observe how this impacts on pupil progress and outcomes.</p>

School Name	Mickley Infant and Nursery School
Lead person	Sara Street, Headteacher
School context	<p>We are a small (50 currently on role) infant and nursery school with high levels of social deprivation. Our background is predominantly white British. We are part of both Tibshelf and David Nieper Academy clusters and the five pits partnership.</p> <p>We operate on a 2 class system mixed Year 1 / 2 and FS 1 / 2.</p>
Specific area/s of focus in the school	International week. Our children will be studying different countries during this week. They will be 'travelling' round the world comparing countries, food, climates and activities available in these countries.
What visitors can expect to experience during their visit	A tour of the school will be given then the opportunity to see activities in both classrooms and look at the environment / ask staff questions while they are teaching.

School Name	Melbourne Infant School
Locality	South Derbyshire
Lead person	Charlotte Gibbs
School context	<p>The school is an Infant school with no nursery, admitting pupils full time in September as one intake. There are currently 196 children on roll resulting in 7 classes. Attainment on entry in the Foundation is in line with County expectations and the school has developed an excellent transition procedure with the local preschools. Pupils attainment is consistently high throughout and well above National and Local averages in both EYFS and KS1. The last full OFSTED inspection was in October 2007 in which the school was graded 'Outstanding'. In May 2011 the school had an Inspection Report and Risk Assessment that verified the school maintained their 'Outstanding' grading.</p>
Specific area/s of focus in the school	<p>EYFS Observe the effective running of the Foundation Stage environment, providing a free flow indoor and outdoor curriculum. How all 7 areas of learning are facilitated through adult led and child initiated activities – enabling environments. To share strategies and procedures developed to enable children to become motivated and resilient learners.</p> <p>High quality Teaching and Learning, Mixed age classes Incorporating the curriculum to cater effectively for mixed age classes – including Reception and Y1. Ensuring that all needs are met within curriculum expectations, utilising support staff effectively and maintaining high quality teaching and learning for all.</p>
What visitors can expect to experience during their visit	<p>Tour of the school Morning/day of observations in classrooms Non-contact time with staff – to be arranged as appropriate depending on focus (to be discussed with the school)</p>

School Name	Kilburn Infant & Nursery School
Lead person	Joanne Baillie
School context	<ul style="list-style-type: none"> - We are a middle sized Infant & Nursery School - 160 FTE - The majority of pupils are from White British backgrounds - The proportion of dis-advantaged pupils is average - Pupils join EYFS slightly below typical but make rapid progress
Specific area/s of focus in the school	<p>Early Years Provision - Nursery + Reception classes <i>OFSTED April 2017:</i> 'The learning environment is rich, colourful & stimulating, both indoors and outdoors. Children benefit from an exciting and well planned curriculum. Purposeful activities are targeted at widening children's experiences and skill development. Children sustain focus and concentration in their learning because they enjoy and are confident in their play. Literacy and Numeracy skill development is routinely built into daily activities. Phonics teaching is strong. There is a strong emphasis on developing children's early writing skills. Disadvantaged are making better progress than their peers in reading and writing. Children make good progress in their learning (and) are well prepared for Year One'</p>
What visitors can expect to experience during their visit	<p>Visits can be tailored to suit interests of visitors, including tour of school and meetings with leaders</p>

School Name	Longford Church of England Primary School
Lead person	Philip Searson - Headteacher and Local Leader of Education
School context	<p>Our small rural school has 73 children from Reception to year 6. Our three classrooms are housed in an extended Victorian building which has limited space indoors and out. We pride ourselves on making the most of all our available nooks. Our catchment area is a number of villages close to Longford, however we are chosen by parents as far and wide as Ashbourne, Mickleover and Holbrook.</p> <p>Visitors comment on the busy vibrant classrooms, the family atmosphere and the values exhibited by the children. We aim for children to enjoy learning and have fun through an exciting curriculum which children help to plan themselves.</p>
Specific area/s of focus in the school	<p>Our feedback and marking systems including how children respond to marking on a daily basis.</p> <p>The learning environment and how this reflects the curriculum.</p> <p>The way values are embedded in the school culture.</p> <p>How learning ensures all children are challenged.</p>
What visitors can expect to experience during their visit	<p>Visitors can expect to have a discussion about our values, feedback and marking, learner led curriculum and lessons and the learning environment.</p> <p>There will be a general tour and an opportunity to ask questions.</p>

School Name	Ashbrook Infant and Nursery
Lead person	Angela Clarke - Headteacher and Local Leader of Education
School context	<p>We are an infant and nursery school with 154 children on role. We serve a mixed catchment area with 21% disadvantaged pupils and a similar number of pupils with SEND. We are fortunate to have large, spacious classrooms and extensive outdoor areas. From September our Nursery will be offering the funded 30 hours for 3 and 4 year olds.</p> <p>We pride ourselves on being an inclusive school. Our ethos, which is encapsulated in our mission statement “We care, We learn, We have fun!” is visible in a purposeful, busy learning environment, where children’s interests drive and shape our curriculum from Nursery to Year 2. We have a culture of high expectations and visitors to school are always impressed with the motivation, engagement and enjoyment demonstrated by all children.</p>
Specific area/s of focus in the school	<p>We have been working hard to ensure that opportunities for writing, application of phonics and reading for pleasure are part of continuous provision throughout the school. Work in the Early Years has focused on developing independent learners, “planning in the moment” and embedding the Characteristics of Effective Learning so that our children leave Reception “ready for year 1”. We are currently exploring how this approach can be effectively moved into Key Stage 1, whilst not conflicting with the increased demands of the Year 1 curriculum.</p> <p>Talk 4 Writing is well embedded across the school and we have introduced the “Maths No Problem” mastery curriculum this year.</p>

<p>Cont.. Ashbrook Infants</p> <p>What visitors can expect to experience during their visit</p>	<p>Visitors will have a tour of the school and will have the opportunity to explore specific aspects of interest. We will ensure that Talk 4 Writing is taking place in the morning sessions, and there will be an opportunity to speak to either the Literacy Leader or Maths Leader to discuss our approach to phonics and our evaluation of the “Maths No Problem” curriculum approach. Visitors interested in meeting with our Early Years Lead (who is also an SLE) would be welcome in the afternoon sessions to discuss “Planning in the Moment” and any other aspects of EYFS development including ECERs audits as an improvement tool and creating an enabling environment.</p>
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<p>School Name</p>	<p>Stenson Fields Primary Community School</p>
<p>Lead person</p>	<p>Jo Sadler Headteacher and Local Leader of Education</p>
<p>School context</p>	<p>The school is a Primary school with no nursery, admitting pupils full time in September. The school serves a community of private housing, rented accommodation and social housing. Due to a large housing development in the area, the school is currently in the middle of a £2.6m expansion project - this will increase the capacity of the school to 450 from September 2017.</p> <ul style="list-style-type: none"> ■ SEN data for September 2016 - 6 statement/GRIPS funding, 24 at School support. The total percentage of SEN children for September 2016 is 8% ■ There are a high proportion of pupils from ethnic minority groups (46.5). A third have a first language which is believed not to be English (EAL) (28%). We employ a Bilingual support assistant to support these pupils.
<p>Specific area/s of focus in the school</p>	<ul style="list-style-type: none"> • Talk for Writing (developing) • Using working walls effectively • Behaviour management/attitudes for learning • EYFS - indoor/outdoor provision • Feedback and marking
<p>What visitors can expect to experience during their visit</p>	<p>Tour led by the school council Observing in classrooms Discussions with staff relating to focus area Evaluation</p>