



BRIDGE & PATRIBOURNE CE PRIMARY SCHOOL

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Dear Parents,

We have had a very busy and positive term since returning to school in September. Your children have excelled themselves in so many different ways. In addition to the focused learning taking place in the classroom, there have been a number of other activities around the school to enhance the children's all-round learning experience, "Curiosity", a variety of educational visits, PJ and Sweetie Night and of course the Nativity Plays and recent Choir performances. Our main focus remains on the learning taking place and recent assessments have shown good progress being made across the whole school. The children and teachers should feel proud of their efforts. Whilst we hope everyone will have an enjoyable time over the Christmas period, you can be assured that we will be straight back into the hard work with higher than ever expectations in the New Year!

Further to our inspection by Ofsted in February and looking forward to the New National Curriculum coming into force in September 2014, we should like to share our progress and plans with parents and invite your participation. Our plans for improvement in Mathematics and English both have actions for parental involvement, we hope they will foster a more integrated learning experience for our children.

SCHOOL PROGRESS

We were visited by HMI in November and the outcome was extremely positive. The inspector scrutinised quality of teaching and learning, school improvement plans and had in depth discussions with the headteacher, deputy headteacher, governors and the local authority. These were the reported outcomes:

- The school has made substantial progress against all areas for improvement.
- Leadership has been overtly successful in improving the quality of teaching and in addressing areas of weakness, have absolute knowledge of the school's data and have a clear, intelligent response to it.
- HT and Deputy Headteacher are a very effective partnership. Monitoring of teaching is systematic and rigorous and leads to CPD [Continuing Professional Development]. Leaders have an acute knowledge and understanding of the strengths and weaknesses of every teacher and use support and challenge extremely well. Of particular note are the on-going drop-ins which are an integral part of observations.
- GB [Governing Body] has been significantly strengthened (the word exceptional was used in relation to the new Chair and Vice-Chair). They know the school well, hold leaders to account and support and challenge in equal measure. The GB is now a real resource for the school.

Recommendations: To continue what the school is already doing.

HMI felt that the school was making very good progress and believe it to be ready for re-inspection. The school has been put forward for a formal Ofsted Inspection.

The local authority also continues to monitor our progress in terms of our progress and readiness for Ofsted inspection. At a meeting earlier this week they reinforced the HMI view that we were ready for inspection and commented on the challenge the governors and leadership provide for our children and staff.



SCHOOL AREAS FOR DEVELOPMENT

The staff and governors are continuing to work hard to provide your children with the best possible education and school experience. We are really proud of what we have achieved so far and are continuing to develop aspects of teaching and learning and leadership and management. Our main areas of focus are:

1. To improve teaching and learning in Mathematics across the school – to impact on progress made by all groups of children across the school
2. To increase achievement in English across the school
 - a) Raising attainment and achievement in Reading
 - b) Maintaining and continuing to raise achievement and attainment in Writing
3. To maintain and improve the quality of teaching and learning by creating a learning culture and strategies to ensure independence, motivation and challenge in all lessons. To review curriculum provision in line with the New Primary Curriculum.

Why are these the most important areas for us to focus on?

Mathematics

Close analysis of attainment data in Mathematics has shown that children are not making as much progress in Mathematics as in English. Mathematics was referenced in our Ofsted report as an area for improvement, particularly matching challenge to pupils' ability. Our end of year 2013 results demonstrate us challenging children, with 12.5% of children achieving the highest level, Level 6, in Maths (national 6%).

A new curriculum for Mathematics is to be introduced from September 2014 and it is important for us to continue to develop staff with this mind so that all children achieve as much impact as possible.

English

During 2012/2013 overall attainment in Reading and Writing was high across the school, and well above national and local averages in both KS1 (Year 2) and in KS2 (Year 6). The focus on Writing last year led to significantly above expected progress by pupils in the end of KS2 assessments.

Analysis of school's own data, observations, and discussions with external experts have shown that we need to:

- challenge our more able readers and to improve their ability to answer a broader range of questions succinctly and at a higher level.
- ensure that reading covers a broader range of genres at all levels
- increase the use of, and pupil participation in, the library

We intend to further improve the high standards of Reading and Writing through the school by continuing to develop the previous focus on teaching and learning of grammar so that it continues to have impact year on year. Teachers will also continue to ensure children have non-negotiable fundamental skills and that they are used at school and home.

Teaching and learning

This is a priority for us and is focussed on increasing the proportion of outstanding lessons and the features of outstanding teaching and learning, so that they are embedded in our everyday practice. It is designed to develop pupil engagement, motivation, challenge and independence as well as supporting staff in increasing their effectiveness and range of teaching strategies to impact positively on pupil progress and well-being.

This focus links directly to the recommendations from the Ofsted report (Feb 2013) and subsequent HMI letter (April 2013). We want teachers to use a range of teaching and learning approaches and establish a learning culture in school where all the pupils and staff are committed to improving their skills using the latest research.

Curriculum Review and Curriculum 2014

The curriculum is the major way in which we fulfil the aims of the school, which are:-

- to create a stable, ordered and balanced community, which will foster each child's intellectual, physical, aesthetic, spiritual, emotional, moral and social development
- to provide for learning to take place within a broad and balanced curriculum of both academic and practical work, which gives pupils not only experience of the major subject disciplines but also a sense of satisfaction in their achievements
- to encourage each child throughout their school life to develop an enquiring and receptive mind as well as the ability to reason. In this way the child will acquire the skills and knowledge necessary to develop their potential and enable them to take their full part in society.

The New National Curriculum will come into force from September 2014 (see DfE website for more details). Our priority over the course of this year is to review and revise our current curriculum provision in order to ensure that it correctly reflects the changes recommended by the government and that all stakeholders (subject leaders, teaching assistants, pupils, parents and governors) have access to relevant information on the curriculum to be offered by the school from September 2014 and how it is to be organised and delivered.

We intend to retain the recognised strengths of the current curriculum, which have had a positive effect on the academic attainment and progress of the children - creativity, relevant cross-curricular links, a wide range of teaching and learning approaches, embedded ICT skills and pupil ownership of areas of the curriculum –while allowing more recent developments such as philosophy for children, key skills, thinkers keys, questioning skills, enhanced breadth and challenge to be incorporated.

The New Primary Curriculum is being used as a guide to the provision of a broad and balanced curriculum. The school will respond to this guidance in a flexible way and is aiming to create a curriculum tailored to the needs of the children in our school.

Steps to achieve these:

Mathematics

1. Staff training on the appropriate content and delivery of the new Mathematics curriculum
2. Enhancing the use of available resources for planning, with a particular focus on differentiation for less able and challenge for more able
3. Improving the impact of teaching assistants when supporting learning in Mathematics
4. Developing the formative use of APP (Assessing Pupils' Progress) materials to plan next steps, identify progress and fill any gaps
5. **Working with parents on ways to effectively support learning in Mathematics**

English

1. To improve and widen the range of text types read across the school (and at home)
2. To increase staff skills for teaching reading so it has a positive impact on pupils' learning and progress
3. To increase staff skills in assessing reading so it has a positive impact on pupils' learning
4. To increase the role and use of the school library
5. To continue to increase attainment and achievement in writing throughout the school
6. **To increase parental knowledge and engagement in reading**

Teaching and Learning

1. To ensure that all children are given the best opportunities to access learning (inclusion, differentiation)
2. To raise standards through assessment for learning approaches (developmental marking, success criteria, peer and self-assessment and evaluation)
3. To ensure all staff and governors use data analysis to identify and address weaknesses swiftly and increase progress (action from Ofsted)
4. To develop the lesson study approach (all teachers taking part in research and evaluation to enhance pupil engagement, motivation and independence so that there is even more progress made)

Curriculum Review

1. Establish an accurate Long Term map covering all Year Groups and National Curriculum subject areas
2. Subject Leaders assign programme of study statements to each Year Group to establish Long Term maps for each subject area
3. Create medium term plans for each Year Group incorporating Key Skills and 'Progression of Skills'
4. Trial Year Group plans
5. Finalise revised curriculum documentation for September 2014
6. Collaborate with other local schools

We hope you have found this information useful and it gives you a better understanding of the areas which we have been working on and will continue to develop. All these actions are intended to help your child achieve their best and enjoy their learning.

Governors and school leadership continually review and develop these actions. If you have any queries please do not hesitate to contact either one of us.

Wishing you a peaceful Christmas and a prosperous New Year

Renuka Chinnadurai
Headteacher

Dr Jeremy Hayter
Chair of Governors