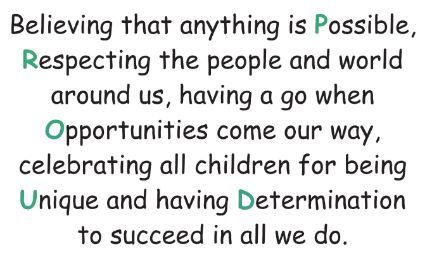


Proud Children, Proud Staff, Proud Parents!



Wednesday 29th March 2023

Dear Parents and Carers,

As we approach the end of the Spring term it also marks a year since our last Ofsted inspection. I wanted to take this opportunity to write to you all to update you on the progress which we have made since March 2022. For those new to school in September we set a rigorous school improvement plan into action following the Ofsted report. I wrote to parents in April 2022 to explain the progress which had already been made from the point of inspection. This year we set ambitious milestones to reach at the end of each term which would again drive the school improvement further to ensure experiences children have here at James Peacock are the best they can be.

Our School improvement priorities this year have been:

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| Priority 1:  **Leadership and Management** | To continue to be in pursuit of excellence to successfully create a culture of high expectation. |
| Priority 2:  **Teaching and Learning** | To ensure quality first teaching is in place to maximize progress in every lesson. |
| Priority 3:  **Assessment** | To ensure accurate and productive assessment to inform planning through scaffold and challenge leading to ambitious progress for all learners. |
| Priority 4:  **Early Years Foundation Stage** | To ensure the learning environment provides all children opportunities to develop characteristics of effective learning. |

As I did in my letter last April I took each section of the Ofsted report and associated actions and discussed where we are up to with each point.

**Curriculum**: We implemented a new curriculum at James Peacock in January 2022. We have now seen a full cycle of this and have started to make adaptations. At present we are going further to contextualise our local area and adapt our curriculum from being an “off the shelf” curriculum to our own ambitious curriculum which clearly defines a progressive approach from Nursery to Year 2 with clear links to the ongoing primary curriculum at St Peters. We have continued to strengthen these links between the two Ruddington schools by having shared events such as the Queen’s Jubilee events and opportunities to further develop links with teachers by conducting joint moderations. This will ensure there is more consistency in techniques being taught at the James Peacock at the infant stage and their links to the Juniors. Assessment has become much more robust. We have regular pupil progress meetings where we discuss at a leadership level the progress and attainment both academically and from a developmental approach to ensure children are being supported to keep up or catch up through intervention and targeted support. We also use PIRA and PUMA testing now to ensure we have a more accurate picture going into the triangulation of assessment at key data points through the year. We use gap analysis after any of these tests to ensure that key misconceptions are addressed.

**Subject Leadership:** Subject leadership has been on a journey in the last year due to some of the modifications we have made to the curriculum but also changes in staffing. There is natural movement in a school, two years of Covid meant very few teachers moved across the profession. Coupled with this we also received the Requires Improvement judgement which in many schools can facilitate movement of staff. We have a dedicated team in place who are working incredibly hard to ensure that we both provide the best experience for our children whilst also working to secure rapid and sustained progress in line with our development plan. We have teams of subject leaders starting as the progression of knowledge and skills is now mapped across the school.

**Behaviour:** We believe that the foundations of behaviour starts with relationships between our staff and children. Our staff work really hard to ensure our children feel supported and proud of their achievements. Staff understand the factors that contribute to pupils’ positive attitudes and behaviours and that these give pupils the greatest opportunity to achieve positive outcomes: A calm and orderly environment, clear routines and expectations, a fair and consistent culture, a respectful environment. Staff model positive attitudes and behaviours within the school. We celebrate children’s achievements on a Friday with our Proud assembly using Proud postcards and certificates which reflect the values we celebrate here at James Peacock. We altered our value statement this year to really ensure that we are driving the emphasis on the ‘whole child’. We want our children to be proud of the school they attend and we are all working to a common goal of making it a very happy place. Dojos have been introduced this year to aid with both communication and behaviour. Children have a chance then to be invited to a special assembly where parents are asked to attend and there is also a special memorable experience. So far we have had a bowling party, a drumming workshop, baking and this term’s is a creative art experience. Pupil voice shows that children are really enjoying these experiences. We have also seen an improvement in behaviour at break and lunch times. We have purchased new equipment, particularly the introduction of basketball which is very popular. We will be continuing to improve this in the coming summer months alongside our pupil council.

**SEND:** SEND provision has perhaps been one of our biggest areas we have worked on over the past year. At the time of our last inspection we had some children accessing a nurture-style provision within school. Many children had the opportunity to access this, some more than others. Through targeted support for all of our children we now have every child accessing a full, some more personalised than others, curriculum in every classroom. Pupil progress reviews are being used to ensure that all children are catching up and keeping up. If areas of concern are raised either from home or parents we are putting graduated responses into place. We have also implemented different waves of support for these children. We are working closely with a number of agencies to ensure that the approach that is being followed is right for each individual child. SEND paperwork and the management of SEND have also changed. We have a more robust system of monitoring, evaluating and setting new targets for each term. Regular SEND meetings with parents and our new SENCo are also taking place to ensure a consistent team around the child approach is maintained.

**Cultural capital**: The experience that each child has at James Peacock needs to be filled with memories. We have ensured that over the past year we have provided a range of experiences for our children. All children have now been on school trips which enhance the curriculum being taught at school; particular memorable ones have been Twycross Zoo, the Sherwood Forest trip and even a visiting Planetarium in school. We have also ensured that children have the opportunity to discuss current affairs in an age appropriate way. We are using a weekly ‘Picture News’ assembly slot in class on a Tuesdays. This gives children a chance to visit some of the main news articles in a supportive way, British values are also visited weekly as part of this coverage. We have assemblies plotted in daily to ensure that there is coverage of celebration days including celebrating languages which represent our school, a reading assembly to really support and celebrate our school’s love of reading, members of different religious groups visiting to share their experiences, a whole school singing assembly and our Friday Proud assembly. We as a school are also offering more clubs now including a language club with more set to start in the summer months. We have also worked with the community to build links such as the litter picking event during Science week.

**Governors**: The governors continue to work closely with the school and have much more visible presence on day to day leadership of the school but also attending key events. We increased the frequency of meetings to ensure that the governors have a full understanding of the successes and areas of improvement still needed. Regular governor visits are also helping to provide support and challenge at all levels of leadership.

**Early Years Development:** We have been working closely with a School improvement advisor on our Early Years offer. We are continuing our work to provide high-quality outdoor provision that facilitates child development and provides opportunities to develop the Characteristics of Effective Learning, leading to increased attainment in GLD (good level of development). We have worked closely with the team to ensure that they have had access to CPD and chances to visit other schools to ensure we are consistently delivering good or better teaching. Our Early Years curriculum has been revisited to ensure that it plans for the needs of the children whilst balancing the curriculum requirements set out by the framework and the freedom for child initiated learning.

After Ofsted we entered a period of reflection where we really looked at what was working in the school and areas we could continue to develop and work on. Many of these reflections were built on feedback we had received from all stakeholders; staff, parents, members of the community and most importantly our children. There has been significant expansion of the leadership team and we have worked really hard to ensure devolved leadership at all levels. This goes beyond James Peacock with the links established with other schools and Headteachers. This was particularly evident during the past few weeks where an emergency tonsillectomy for myself resulted in no deviation from our improvement path. The leaders in school stepped up with the support of other headteachers in the area to ensure school continued as normal. We have worked hard to continue to strive for improvement in many areas. One of which has been communication. Although I recognise communication will always be evolving I hope that some of the improvements we have introduced have helped. Since Ofsted we have started a weekly newsletter, Peacock Post which showcases the incredible learning which our children from each year group have done. Peacock Post also aims to communicate clear messages in one place and provide a ‘looking ahead’ aspect for the calendar. We hope that Peacock Post provides a platform to both share achievements and communicate clear messages in one place. We have also introduced class dojo which has definitely had teething issues but feedback suggests that again it provides a platform for communication between parents and the teachers. We have recently moved from ScholarPak to Arbor which in the next coming months will be extended further with the introduction of an App. This will allow parents to update their children’s information which is kept on file, bump notes will come directly to the app as well as any whole school in-app communication.

It has been a year to be celebrated. As a team at James Peacock we continue to strive for the best for our children, we had made incredible progress against the points measured last year. As we look forward into the next year post inspection I want to continue to drive the ambitious improvements in school. As ever we really value feedback. When I have met with parents I always say that yes sometimes it is hard to hear but it is the only way we can truly move forward if we have a clear, accurate and concise understanding of where we are now.

I want to say thank you to all the parents at this school for standing with us to support us on our journey so far.

Finally to end this letter I would like to ask four key questions to help us improve further. These will also be sent out on google form link.

1. **What are we as a school not doing that you think we should be?**
2. **What are we as a school doing that you think we should stop doing?**
3. **What are we as a school doing that you think we should do more of?**
4. **What are we doing well?**

Thank you again for your continued support.

Yours Faithfully,

H. Cutts

Hannah Cutts

Headteacher