



# Newsletter

5th September, 2018

Willerby Carr Lane Primary School Newsletter

## HAPPY LEARNERS

Our new Foundation Stage children are enjoying their new school



### Welcome back to school

Hopefully you have had a really enjoyable summer and made the most of the beautiful weather.

Staff have been busy during the holidays getting prepared and, as always, I would like to say a big thank you to the Caretaking, Cleaning and Admin teams who have worked

very hard to make sure that the school is in tip-top condition ready for our return.

A big thank you also to our gardening gang members and parents who have popped in over the summer to keep on top of the allotments and SolarDome greenhouse as well as re-turfing part of the EYFS outside area.

The gardening gang did brilliantly at last Summer's Driffeld Show

and were awarded a £100 cheque for their winning entry.

Teachers and school leaders have also been busy planning new exciting curriculum experiences for the children for the year ahead. It is important that learning is kept fun, creative, innovative and exciting.

***"Happy Learners—High Aspirations"***



## MUGA (Multi-Use Games Area) is a real hit with the children

We have had a lot of work going on at school over the summer and lots of contractors on site. There have been some big drainage works going on—the scars of which can be seen on the Infant playground. Not very glamorous but essential nonetheless.

More excitingly, we have had a MUGA installed on the Year 5/6 playground. It was a big project which has involved knocking down the old 1930's brick ball-wall, removing existing tarmac layers and installing a proper hardcore sub-base and drainage channels prior to laying the new permeable tarmac layers. It has then been finished with sports pitch line painting and fencing which incorporates goals and basketball hoops. The MUGA incorporates a full-sized professional netball court as well as a football pitch and basketball court.

The previous playground would flood as soon as the slightest bit of rain fell. Large ponds would form all over due to the uneven surface and poor drainage. Children had been trying to use brushes with rubber ends to push the water off, but with little success. The new MUGA is designed to drain immediately.


By the reaction of the children today, it is a big hit!



## Key Message about how you can really help your child succeed

Reading is the gateway to all other subjects at both primary school and secondary school and beyond. And, just as importantly, reading for enjoyment is a gift for life.

Of course there are different aspects to developing reading skills including: letter recognition, sounding out, blending sounds, phonics, sight reading, scanning ahead, skimming for information, reading with expression, reading with fluency and reading with comprehension.

Support from home has a **massive** impact on a child's reading ability.  This continues all the way through primary school from EYFS to Year 6. From the basics of reading sentences; to becoming fluent; to developing a much richer vocabulary (rather than just skipping over unknown words); through to actually being able to recount/summarise/understand what has been read and answer questions.

### I can read! So, why should I read ?!!

It may seem like a silly question, but we often see children, boys especially (but not solely), who don't read much once they have mastered the basics of phonics and key words. Books take a back seat to tv, computers and other activities in a hectic, over-stimulating, multimedia world. Does this matter?

Unfortunately, many children fail to develop their reading skills once they have mastered the basics. They don't read for enjoyment. They don't get the reading habit. They read less, and so they read less fluently. They don't spend time listening to someone reading to them.

The outcome is what teachers

see in class - too many children with a limited vocabulary and limited comprehension skills. Children who struggle to just about pass reading tests or sometimes don't. Children who don't see reading as fun and only do it reluctantly.

Why is this important?

*Kids who read often and widely get better at it.*

*Reading exercises our brains.*

*Reading improves concentration.*

*Reading teaches children about the world around them.*

*Reading improves a child's vocabulary, leads to more highly-developed language skills and improves the child's ability to write well.*

*Reading develops a child's imagination.*

*Reading helps kids develop empathy.*

*Because reading does all the things I've mentioned above, children who read do better at school. And they don't just do better at subjects like Reading, English and History. They do better at all subjects and they do better all the way through school.*

*Reading relaxes the body and calms the mind.*

### **International evidence shows that being able to read well at age 11 has direct consequences for children's futures:**

they are more likely to do well at secondary school, get more qualifications and find it easier to get a job and then promotions in the workplace. And, it's a great form of entertainment !!!!

<https://theconversation.com/research-shows-the-importance-of-parents-reading-with-children-even-after-children-can-read-82756>

As a school, the staff will be looking at new approaches to teaching reading comprehension across the school this year. And I'm pleased to say that Albert, our school reading dog, will also be popping in most weeks to listen to some individual readers!

## Have you received a text from us in September ?



Most of our communications are either emailed or sent by text. It is far more reliable and much more efficient than trying to send letters home with pupils.

**It is essential therefore that we have your up-to-date mobile phone numbers and email addresses.** If you have not received a text from us so far this year, then please come in to the office and check we have your up-to-date contact details.

We also make a lot of use of Twitter to share with you the amazing things that the children have been doing. It is a great way to celebrate and share the many wonderful achievements, funny moments, hard work and daily life of the school. Using twitter is really easy but if you want help, please come and ask.

And don't forget that not only can you see what has been happening, you can add your own comments and 'likes' too – nothing makes the children prouder. We have different Twitter accounts for each year group as well as one overall account for the school.

Follow us at: @WCLPS, @WCLPSeyfs @WCLPSyear1, @WCLPSyear2 etc





## SAFETY FIRST

It is our paramount duty to ensure that children are kept safe at school. As we always say: "Safe – Happy – Learning". To this end may I express my sincere thanks for the full cooperation and understanding shown for the school's security arrangements. As always you have been amazing. THANK YOU. The following is a reminder of some key procedures:

External school doors are shut and locked promptly after admitting children at 8.50am. Once children are admitted, the staff are all busy in class and are not able to stand manning the doors for late arrivals. Children are expected to already be on the school playground ready for admission prior to 8.50am. Late arrivals, even by a few minutes, will need to enter the school via the front entrance.

Children must not arrive unaccompanied on the school premises more than 10 minutes prior to the start of the school day. We do not have any staff on duty to look after children in the morning prior to this. If you need to drop your child off earlier you will need to make use of our Breakfast Club or make alternative arrangements.

Children going home for lunch must not return before 1.15pm and afternoon registration. This is to ensure that we know which children are on site at all times.

**The school car park gates are LOCKED BETWEEN 8.30am and 5.00pm.** The school car park must not be used for dropping off or picking up children. We have many staff and deliveries arriving, leaving and manoeuvring in tight spaces at different times of day. It presents a major danger and hazard. The gates are therefore locked and staff have been instructed not to open them. Parents picking up

from a club at 4.30 must not use the car park. It may seem safe for 1 parent to do so, but we often have between 30 and 60 children at after school clubs on any one evening. If parents were allowed to use the car park to pick them up, then we would be bound to have a serious accident sooner or later. The only exceptions to this are:

- Parents who have been granted a school disabled parking permit for the current academic year.
- Parents dropping off for Breakfast Club prior to 8.30am
- Parents picking up from a club or our Out of School Club, after 5.00pm
- Parents picking up/dropping off a child for a medical appointment during the school day between 9.30am and 3.00pm

In all such cases, the parent must accompany their child through the car park.

The Ashgate gate gets locked at 5.00pm.

Thank you all in advance for your understanding. Parent/Carers can be confident of the absolute safety of their children whilst at school and if any Parent/Carer spots a weakness in our procedures, I would be grateful if you will please let us know.



## Cycling and Scooting to school

Children in Year 6 are allowed to cycle to school unaccompanied as long as they are wearing a cycle helmet. Other pupils may cycle if accompanied by their parents.



We also welcome children scooting to school – a fun and healthy way to arrive – and we provide lots of scooter racks.

For everyone's safety, children are not allowed to scoot or ride on the playground in the morning or after school – the playgrounds are too congested with little children and adults.

*(Football is also encouraged during the day, but again for everyone's safety, not before school.)*



## Year group Welcome Meetings

Each year group will be holding a brief welcome meeting for parents during September. The meetings will be from 6pm to 7pm as follows:

Year 2: Weds 19th  
 Year 3: Thurs 20th  
 Year 4: Mon 24th  
 Year 5: Mon 17th  
 Year 6: Tues 18th

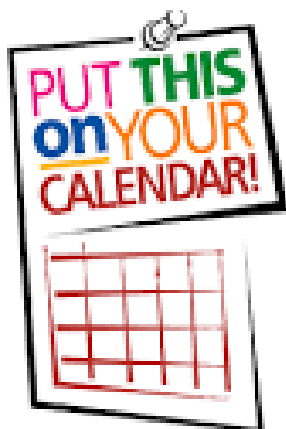
*(The EYFS and Year 1 already held theirs at the end of last Summer Term)*

Your attendance would be very valuable. It is a great opportunity to meet your child's new class teacher and to find out about the key learning goals and routines for the year group and ask any questions you may have.

We will also be explaining the expected standards in **Maths and English** in your child's year group and how you can help.

## The year ahead...

The provisional dates for your diary for the forthcoming school year will be sent by email with this newsletter. I realise how busy your lives can be and want to give you as much notice as possible of events through the year.



## Labelling uniform



We do our best to reunite school uniform with children but it is an impossible task when the uniform is unnamed. Please do a quick check of the labelling periodically through the year – it may be that what you write on in September gets washed off.

Just imagine, we have 424 children in school, so ... on any one day we have 848 sandshoes/trainers + 424 cardigans or jumpers + 424 PE shorts + 848 outdoor shoes + 424 PE tops + 424 coats + 424 book bags + 200 sandwich bags. That's potentially a lot of uniform to keep track of. Please help us by checking your labelling regularly.



## Holidays in Term Time

The Local Authority Policy on Term Time Holidays adopted by the school Governing Body is very black and white.

It is not possible to authorise absences during term time for a holiday.

This policy applies even where: parents have employment constraints; children have 100% attendance to date; children are doing very well academically; or



the holiday is seen as 'once in a lifetime' and so on.

The potential for fines remain based on accumulated unauthorised absence. Fines are levied by the LA and monies are kept by the LA. Any fines incurred apply to each parent and for each child.

If you still intend to take an absence during term time, please inform the office.

In addition, please don't ask the children to keep a secret or pretend they have been ill. They just can't resist telling someone, usually the teacher, where they have really been. which can cause embarrassment for all.

	<p>Reading Education Assistance Dog</p>	<p>Willerby Carr Lane Primary School</p>
	<p>Albert Smith</p>	
<p>STAFF</p>		

## Annual Parental Survey

At the end of the Summer Term we conducted a parental survey to see how we are performing and look at any areas to improve. The survey was sent out to parents and carers of all children, from EYFS to Year 6.

### Survey Questions

The questions asked were based on the same questions that OFSTED use when they send out their own surveys. The questions were:

- My child is happy at school
- My child is taught well
- My child is well looked after
- My child receives appropriate homework
- The school makes sure its pupils are well behaved
- The school is well led and managed
- The school responds well to concerns
- I receive valuable information about my child's progress
- I would recommend this school to another parent

Each question used the same 5-point grading system as OFSTED

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Don't know

There was also a free form comment box attached to each question in order to try to understand the reasons underpinning each response.

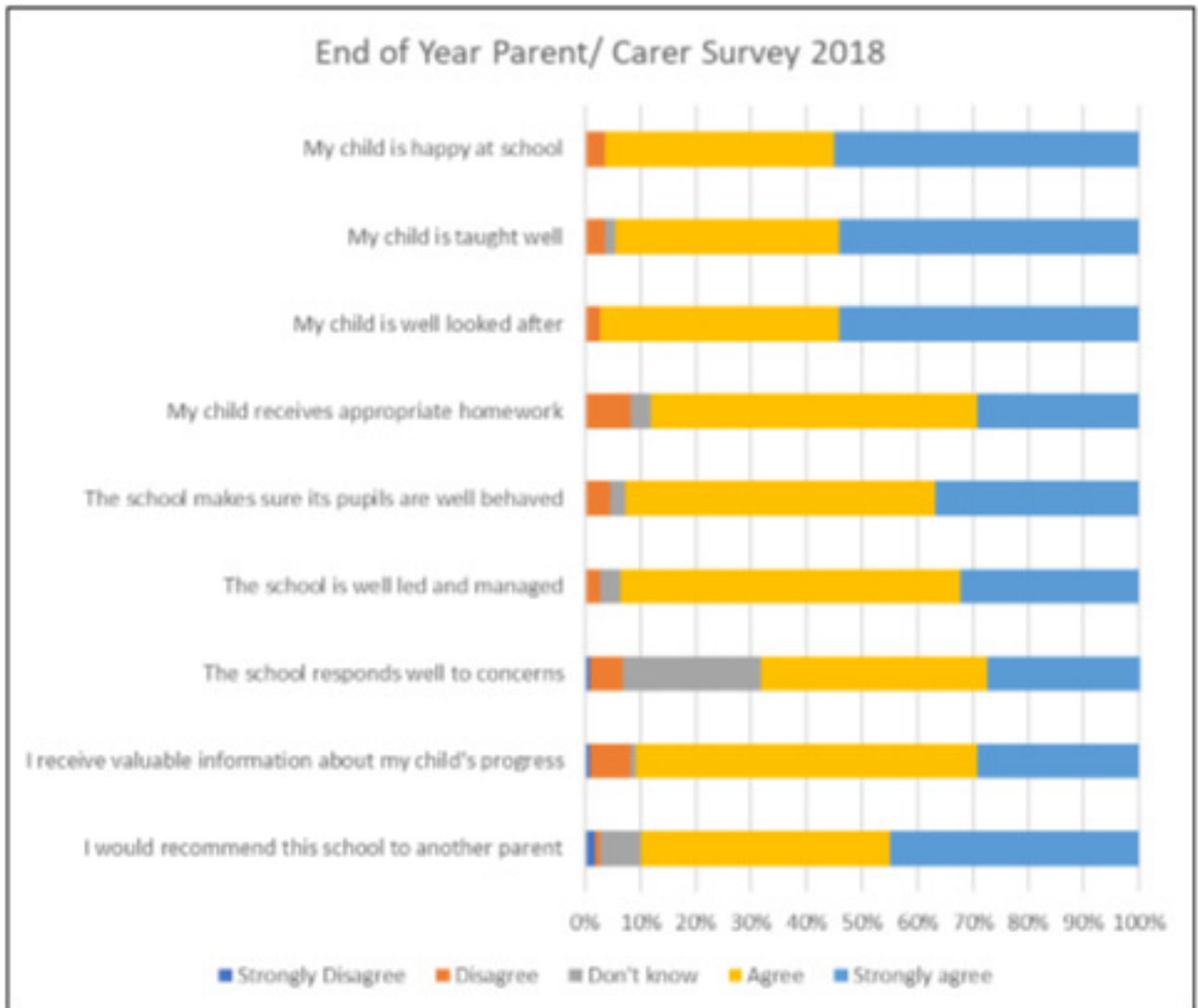
### Response Rate

There was a total of 109 responses to the survey. This was out of a population of 412 pupils and is therefore equivalent to a 26.5% return rate. This is typical of school surveys, whether they are done electronically or by paper. It is far higher than the response rate to commercial surveys. As always, a minority response rate means that we do not know the thoughts of the ¾ who did not respond, and we therefore need to have some caution when interpreting the results.

### Survey Results

	Strongly Disagree	Disagree	Don't know	Agree	Strongly agree
My child is happy at school	0%	4%	0%	41%	55%
My child is taught well	0%	4%	2%	40%	54%
My child is well looked after	0%	3%	0%	43%	54%
My child receives appropriate homework	0%	8%	4%	59%	29%
The school makes sure its pupils are well behaved	0%	5%	3%	56%	37%
The school is well led and managed	0%	3%	4%	61%	32%
The school responds well to concerns	1%	6%	25%	41%	28%
I receive valuable information about my child's progress	1%	7%	1%	61%	29%
I would recommend this school to another parent	2%	1%	7%	45%	45%

*% may not add up to exactly 100% due to rounding*



### Analysis

We are pleased that the survey shows that children are clearly happy coming to school. This is in line with our vision statement "Happy Learners, High Aspirations". Where parents have concerns about their child, we ask that they see their class teacher in the first instance as soon as possible so that we can work together to resolve any issues. The extremely positive opinion on the quality of teaching at WCLPS is in line with our own self-evaluation. We recruit the very best staff team that we can and are proud of our skilled and dedicated workforce.

Opinions on homework in schools, tends to lead to polarised opinions. As such, the overall response statistics above are very pleasing in that they suggest we are getting the balance about right. Following our previous consultation and review of homework policy, the work sent home tends to focus on reading, number and practising key skills. (Please see our Homework Policy on the school website.)

### Areas for investigation based on feedback

- Clarification that compulsory homework should not be given out during holidays. There are occasional, optional homework projects such as the Easter model making, which many children and parents enjoy doing together. But, these are entirely up to parents to choose to do or not.
- Review of supervision arrangements when the whole school is on the field in the summer.
- Adjusting the timing of the parents' evening in the Spring Term to give it a better mid-year spacing.

*Thank you for your support in helping us to make Willerby Carr Lane the lovely school it is – a school we would want to send our own children to*

*(The full Parental Survey Report will be emailed separately.)*

## Our School Governing Body

School governors make a valuable contribution to children's education, opportunities and futures. We firmly believe that our Governing Body should be drawn from our local community wherever that is possible. Consequently, they have strong personal links to the school and are invested in our continual improvement. As noted in our previous OFSTED inspection, we are fortunate to have a talented and hard working team of Governors who help to lead the school.

The governing board provides strategic leadership and accountability. It has three key functions:

- Overseeing the financial performance of the school and making sure its money is well spent
- Holding the headteacher to account for the educational performance of the school and its pupils
- Ensuring clarity of vision, ethos and strategic direction

Governors set the aims and objectives for the school and set the policies and targets for achieving those aims and objectives. They monitor and evaluate the progress the school is making and act as a source of challenge and support to the headteacher.



### **Tim Allan**

Tim works in educational research and evaluation. Much of his work focuses on improving outcomes for children that are disadvantaged. Originally from Driffield, he has lived in Willerby since 2007 and has twin boys at Willerby Carr Lane Primary School. Outside of work, he still has a forlorn hope of making it in the music business.

### **Claire Barker**

Claire has worked in HR for the East Riding of Yorkshire Council for 14 years, with over 7 years' experience as a HR locality lead to a number of schools across the East Riding. She has 2 very happy children who currently attend our school who thrive in experiencing the vast range of curriculum and additional activities available to them. She is proud to be part of the Governing Body and what we can contribute as a team in support of the continuing success of WCLPS.

### **Su Bolton-Ali**

Su has been the deputy at Willerby Carr Lane since 2002. She has two grown up children and a chihuahua. She is the subject leader for English and currently teaches a Year 5 class. Her passion is reading. Her ambition is for every pupil at our school to develop a love of reading; to enjoy listening to and sharing stories and reading books for themselves.



### **Kerry Boughen**

Kerry Boughen is a parent governor who works within the safeguarding children arena and is a registered nurse. She has 2 sons, one who happily attends Willerby Carr Lane Primary School. Kerry has a keen interest in promoting the safety and well-being of children and young people and enjoys supporting the school in achieving this.

### **Daniel Britton**

Daniel Britton has been a governor for 8 years, initially as a parent but has since carried on the role as a co-opted governor. He works as a Teaching Assistant at a local primary school and with a background in IT, enjoys helping to develop the computing curriculum and find ways to enhance teaching and learning through technology.

### **Debbie Carmichael**

Debbie has been a teacher at Carr Lane since 1995 and has taught throughout Key Stage 1. She has a daughter currently doing A levels at Wolfreton who was also a former pupil at Carr Lane. Debbie leads Art and Design and is also the deputy Maths Mastery Co-ordinator. She strongly believes that all children should be treated as individuals and endeavours to bring out the best in each and every one of them.

### **James Clark**

Mr Clark has been a co-opted governor since 2016 and has two young boys who both attend WCLPS. He has been a secondary school teacher since 2001 and is currently a middle leader at Kelvin Hall School in Hull. In his spare time he coaches the under 7 Westella and Willerby Wolves football team.

### **Matthew Cooper**

Matthew is a fully qualified accountant and is employed as Head of Finance for Medicine at Hull and East Yorkshire Hospitals NHS Trust, previous to this role he worked for 10 years at Hull University within their Finance department. He has two children who attend Willerby Carr Lane Primary and their development and happiness is of paramount importance; with this in mind Matthew is very proud to support the school and its students, staff and facilities in the role of governor.

### **Rebecca D'Arcy**

Mrs D'Arcy has been a co-opted governor since July 2017. She has 2 daughters both at WCLPS so a vested interest in the school from a personal perspective. Mrs D'Arcy's professional life is in PE and School Sport across East Riding and therefore has the role of PE and Sports Premium Governor for the school.

### **Ron Dickinson**

Ron Dickinson has been a governor at the school for over 20 years, many of them as chair. Both of his children attended Carr Lane although when they came it was actually separate infant and junior schools. His wife also works at the school. He used to own a large plumbing and heating company.

### **Susan Marsden**

Sue is passionate about children. She joined the education scene at Carr Lane 25 years ago. Intrigued with the world of Special Education Needs she has progressed to now being the school's Inclusion Manager. She has two sons (who previously attended Carr Lane) and two adorable grandsons. Her other passions in life are sport, dancing and baking.

### **Jane Partis**

Jane Partis was voted as a parent governor in April 2018. She is medically retired and was a Senior Biomedical Scientist in the Cytology laboratory based at Hull Royal Infirmary. She has 4 children; an older son who is currently in the Royal Marines, an older step-daughter who is a journalist and two younger children who are pupils at Willerby Carr Lane Primary School. Both have special educational needs. She also has two cats!! She believes that all children should have the right environment to thrive at their own pace and that schools should be able to work with parents to ensure a child reaches their maximum potential.

### **Sean Smith**

Mr Smith has been Headteacher of the school since 2008. He has 2 grown up daughters (who previously attended the school) and a Cavachon dog, Albert, who comes in to school occasionally to listen to children read. He leads on assessment in the school and believes that children should be happy and confident if they are to thrive.

## Car Parking Hazards – Looking out for each other

We request that parents **DO NOT** drive down the last cul-de-sac part of Bellfield Drive.



As you can see from the photograph, the road is very narrow and usually has some cars from residents parked up. When cars squeeze down the road, they often mount the kerb. This is very dangerous for our pupils who are on the pavements.





## Shakespeare Across the School

Building on the success of our Shakespeare project in Year 2 last year, we will be engaging in a school-wide project during the 2nd half of the Autumn Term and the first half of the Spring Term.

Every class, from Foundation Stage to Year 6, will be exploring a different aspect of the play "The Tempest". It may be a focus on 'magic', 'shipwreck', 'storm', 'slavery', 'power', 'leadership', 'family' or 'loyalty'.



We are working very closely with the Royal Shakespeare Company who have visited the school and have been providing training locally and also in Stratford upon Avon. They will be joining us again in January to lead a further whole day's staff training.

It might seem that Shakespeare would be inaccessible to Year 6, let alone EYFS, but the RSC have very practical, exciting and engaging ways of exploring the language, themes and ideas in his work.

We have also seen how the drama work impacts on the children's vocabulary and will be using the project to feed into

### TOP TIPS IN SCHOOL FOR EXPLORING SHAKESPEARE'S PLAYS

#### STUDENTS AS DETECTIVES

Encouraging pupils to think like a detective. The clues are all there in the language but they have to be pieced together bit by bit. Reading the text in more than one way will really help pupils to explore some of these clues. For example, asking pupils to read a scene standing back-to-back in pairs, in a whisper, will draw out something very different from a read-through where you ask pupils to keep walking as they read and stress all the words connected to a theme, such as family or power.

#### ENGAGING STARTER ACTIVITIES TO EXPLORE THE MAJOR THEMES

Games are infinitely flexible and can be adapted to suit the needs of the text. So for example if we play a Macbeth-based version of 'Grandma's Footsteps' the class member at the front who is 'it' can be King Duncan. Class mates then creep up behind them and when 'it' turns and points at someone, that person becomes the conscience of Macbeth saying aloud something that Macbeth might be thinking as he moves towards King Duncan's chamber.

#### CREATE IMAGES OF CHARACTERS

Getting pupils into small groups of three to five to create images that allow the whole class to explore key characters. For example, asking them to create still images or freeze frames of: 'A king and his subjects,' 'three witches meeting' or 'soldiers returning from battle' allows us to introduce key characters and situations in the early part of the play.

children's writing skills.

It is an exciting project and we can't wait to get started.



### FEED IN SOCIAL AND HISTORICAL KNOWLEDGE TO ROOT THE WORK IN A REAL WORLD CONTEXT

When pupils understand, for example, that many people in a Shakespearean English audience believed that fairies could be spiteful and that Midsummer's Eve was potentially a dangerous time of year when a portal opened up between the human and fairy world, their work on Macbeth and A Midsummer Night's Dream can take on a new meaning.

#### USE THE ORIGINAL TEXT BUT DON'T BE AFRAID TO EDIT IT

We know that children are intrigued by the beauty and texture of Shakespeare's language and they don't mind not understanding all of it - in fact, that's part of the joy. It's an exciting challenge to explore the meaning of unusual words and phrases. But we do edit the text into manageable chunks. For example, pull out ten lines of text that track the story arc of a particularly interesting scene or soliloquy, allow the children to get confident with these and then add more text in or find out what happens next by moving onto a new section of the play.

#### EXPLORE THE LANGUAGE TOGETHER

Editors often disagree about what words and phrases mean so it is always more interesting to start with the sound of a word and think what it might mean - 'Peace-parted', 'pick-purse', 'malignant thing' or lines like 'You cram these words into mine ears against/The stomach of my senses' are great phrases to explore and unlock together.

With best wishes from  
Mr Smith &  
the whole  
staff team.

