



WORLD BOOK DAY
'SNUGGLE DOWN' &
PARENT FORUM

Thursday, 7th March



Children who are less engaged with reading and writing are more likely to struggle with their mental health.

School pupils who enjoy reading and writing are three times as likely to have higher levels of mental wellbeing than their disengaged peers – 39.4 per cent compared to 11.8 per cent (research from National Literacy Trust).

Children that read regularly perform better academically, have a broader vocabulary and develop their emotional intelligence too!

A few polite reminders...



WORLD
BOOK
DAY
7 MARCH 2019

SHARE A STORY TODAY



worldbookday.com
#WorldBookDay

Celebrate stories. Love reading.
World Book Day is a registered charity.

ILLUSTRATION *Rob Biddulph*



BB in 100 words

At Bishop Bronescombe, we strive to live by our Christian Values to inspire the very best in our pupils. We work together with passion to create a trusting, nurturing environment where everyone feels valued, secure and respected. We provide exciting and engaging opportunities to allow our pupils to persevere, thrive and achieve; to make the most of God's gifts and to develop their talents. We encourage children to take risks and show courage, having high expectations of each other and high aspirations for the future. Our aim is to ensure our children become successful, and compassionate, citizens of the future.

Parent Forum

Our key priorities...

- High expectations and challenge so that progress is Maths expected or better
- Attainment in maths
- Attainment in writing, spelling and grammar
- Strengthening leadership
- SEN and disadvantaged pupils' progress

What we have done...

- Establishing higher expectations for all
- Closer monitoring and scrutiny
- Regular discussions and sharing of good practice
- Support for those that need it

What we have done...

- Staff training for approaches to learning Times Tables
- Promoting use of Times Tables Rock Stars
- Ensuring children are exposed to more reasoning challenges
- Trust review of Maths planning and resources
- Application for Mastery programme

What we have done...

- Staff training for approaches to spelling and writing (more to come!)
- Review of spelling homework
- Review of independent writing opportunities
- Implementation of Get Writing in KS1
- Heightening expectations of spelling and handwriting
- New tracking system implemented

What we have done...

- Leaders are undertaking Trust training programme
- Leaders meet regularly, focussing on school development
- All leaders engage with monitoring and supporting colleagues
- Leaders liaise with others across the Trust
- New Trust School Improvement Partner

What we have done...

- Training on supporting SEN pupils in class
- More regular and focussed monitoring of SEN and disadvantaged pupils
- Specific focus children identified to accelerate progress when necessary
- Embedded TIS provision
- Developed Nurture group
- Engaged more outside agency support
- Pupil Premium Review undertaken

What external monitoring has identified:

- The Head of School and senior leaders **know their pupils well** and are **passionate** about the provision that they lead. They have **a good overview** of the children's data and a **thorough knowledge** of each child's context and progress.
- Classrooms are **purposeful and settled** with pupils **engaged** and evidently **enjoying their learning**. Classrooms are attractive and tidy with good displays and learning walls. **Relationships** between children and their peers and between children and adults **are good**.
- Children understand **how to improve their work from the feedback** they are given both verbal and in their books. They are **keen to show and share their work** and can easily identify work that has been **challenging** and pieces of which they are **proud**. They **talked confidently** in class and in the focus group about **learning from their mistakes**.
- **Books are well** presented and looked after. **Improvement in the teaching of spelling** can be seen both in class with **fun and challenging** spelling activities and in books where look, cover, write, check is much better used now than it was in the autumn.

What external monitoring has identified:

- Teachers in Key Stage 1 have an **improved knowledge** of the expectations in maths and English.
- Teachers present subject matter and their expectations clearly, providing **appropriate support and challenge**.
- They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback, which is clearly **impacting positively on progress**.
- Teachers use formative and summative assessment well. This helps to inform **effective planning** for pupils' next steps.

What external monitoring has identified:

- Leaders complete and submit **accurate monitoring** information ... (and) have a much **improved awareness** of the quality of education across the school.
- Leaders use their improved monitoring to identify areas of strength and weakness across the school... (and) **target support** appropriately.
- Weekly leadership meetings are building a shared understanding of whole school performance and areas of development. ...leaders now have an **increased awareness of areas of responsibility** and their responsibility to hold people to account
- Trust leaders have played an active role in quality-assuring school evaluation and moderation of data. ... leaders' judgements of pupil outcomes and attainment data are secure.

And we have...

- participated in a wealth of sporting activities
- recruited a new PSA
- held Family Learning sessions
- welcomed many visitors and have taken pupils to the beach, the museum, the library, Eden, a local care home, local churches, Truro Cathedral, Shelterbox
- marked or held events for Remembrance Day, Christingle, Christmas, Shrove Tuesday, World Book Day, St Piran's Day and competed at St Austell Speech Festival and Youth Speaks.
- Reviewed our procedures for visitor presentations at the school

Over to you...