

Ellwood Community Primary School

Believe, Achieve, Belong

Telephone: 01594 833232
email: admin@ellwood.gloucs.sch.uk
Website: www.ellwoodschool.co.uk



Our value this term is: Friendship

November 16th 2023

Weekly Attendance

Thank you to those parents who support their child's attendance. Our aim is to have our weekly attendance above **97%** in line with the Local Authority's expectation.

This week, our **whole school attendance was 97.7%**

Well done to **Willow class** for getting 100% attendance this week!

All classes have had high attendance this week which is lovely to see, let's keep it up.

Please remember to report a child's absence before 9.30am ideally before the start of school by either phoning the school on 01594 833232 or emailing

admin@ellwood.gloucs.sch.uk

Please visit the following link which will help give advice about whether your child is too ill for school. <https://www.nhs.uk/live-well/is-my-child-too-ill-for-school/>

Please remember that if your child experiences sickness or diarrhea they need to stay off school for 48 hours after the last bout of sickness/diarrhea.

A polite reminder that we can not authorise holidays in term time and it will result in a penalty notice. Unfortunately, the Local Authority have already issued several penalty notices and fines this year. For those of you that like to plan ahead, you can find the Gloucestershire schools term dates on the GCC website a few years in advance.

Thank you.

Please remember the gates open in the morning at 8:45am, children need to be in school by 8:50am as this is the official start time. The times were changed back in September when the Government announced the increase in school hours.

Gates will close promptly at 8:55am.

Thank you.

Oak	98.8%
Chestnut	99.2%
Beech	97.5%
Sycamore	98.2%
Willow	100%

Dear Parents/Carers,

As mentioned last week, we had a Local Authority Review day with Tim Foster (Local Authority Advisor) and Mr Blackmore, (Educational Consultant). As professionals, we are always looking for ways to help us improve the teaching and learning for our pupils. We are an outward looking school and we value any support given which will further enhance the curriculum, teaching and learning for our pupils. We strive to be the best we can be!

The purpose of the day was to look closely at:

- . Leadership and provision for: early reading/phonics; mathematics; and history.
- . Pupils' behaviours for learning and their personal development.
- . Role of the governing board in holding leaders to account for the education provided to pupils.

During the day the advisors and leaders carried out monitoring tasks such as:

- . Discussions with subject leaders about subjects for which they are responsible.
- . Meetings with teachers to discuss curriculum delivery.
- . Talking with pupils about their learning experience.
- . Evaluation of pupils' work across different subjects.
- . Analysis of curriculum planning and intended learning documents.

The report was several pages long and was very pleasing and really celebrated what the school does well. It was also a lovely validation of all the hard work the pupils and staff put in on a day to day basis and how they all go above and beyond. Well done to all children, staff and Governors.

As the report was rather extensive, here are a few sentences from the report:

Reading/Phonics

- . The staff have received good-quality training from the leaders of reading.
- . The school has clear procedures to support any pupil who finds it hard to keep up with the programme's planned expectations.
- . Leaders have supported parents to understand how the school teaches early reading skills.
- . Leaders have an acute knowledge of where phonics support needs strengthening, for example in the use of interventions and adapting worksheets and wider resources for some pupils.
- . Pupils enjoy reading and are keen to read aloud. The books that they read are chosen well and match pupils' skills and competencies closely. The books support the selected scheme because they are decodable and strengthen systematically in the level of challenge. This helps pupils to move forward quickly in their reading.

Maths

- . The mathematics leader has monitored the curriculum through a range of strategies, including seeking pupils' views, lesson visits and data analysis. This ensures that senior leaders have a clear picture from the delivery of the mathematics curriculum through to the impact for different groups of pupils, including pupils with SEND.
- . The teaching of the mathematics curriculum is effective. The teachers have a secure understanding of how to deliver the curriculum using the right pedagogical choices at the right time. Teachers use a range of resources to support pupils' learning, including those with SEND. This enables pupils to achieve well.
- . Pupils have a good understanding of a range of mathematical concepts.

History

- Staff have a good knowledge of their pupils and those who may not reach the curricular goals set. Staff and leaders have a clear picture of how to support pupils who are finding learning more challenging.
- The subject leader describes clearly the three-year rolling programme that the school uses to ensure that coverage of the national curriculum requirements is met. She has checked that the school's curriculum reflects the aims and aspirations of the requirements for each key stage and set these well for each year group.
- The history leader confirms that pupils achieve well. Pupils do achieve well because the teaching of this foundation subject is strong, coupled with the effective use of a range of well-chosen resources, including trips and visitors to enhance learning experiences.
- Pupils engage well in history lessons. They are keen to learn about the past.
- Pupils are challenged in their thinking. This is because the questions that staff, including support staff, ask make pupils think hard. This *stretch* is a consistent feature across the different year groups in history and confirms the leader's view of this approach as a key pedagogical choice that the school has made for the delivery of this subject.

Wider aspects

- Governors know their three core functions well. They keep to these key roles closely as they carry out their duties. Governors check the impact of the school's actions and strategies on improvement areas that have been identified. This includes a strong focus on ensuring that pupils reach good levels of attainment and make rapid progress in their achievement in different subjects. They hold the senior leaders to account for this robustly.
- Pupils behave well. Staff ensure that the behaviour policy and subsequent expectations stemming from this clear framework are maintained throughout the school day. They apply the policy consistently and fairly. Consequently, pupils understand what is expected of them and they rise to this well.
- Pupils have positive attitudes to learning in different subjects. They work hard and concentrate well. Pupils are enthusiastic about their learning experience and feel that the staff support them helpfully in different curriculum areas and when they find learning difficult, for example in some areas of mathematics such as fractions.

We are always trying to improve our practice and will continue to further develop any areas which were suggested to us:

- Continue to check children's understanding in lessons through discussions and questioning - staff are currently receiving CPD to help further develop their questioning techniques.
- Continue to deepen children's thinking in maths - we are continuing to provide the children with opportunities to further develop their problem solving, reasoning and through discussions in order to develop deeper thinking and learning.

Kind regards,

Mrs Milford

Anti-bullying week

This week, the children have been getting involved in Anti-bullying week. We kick started the week with 'Odd Sock Day' on Monday.

The children have taken part in various activities during the week which centre around the importance of being kind.



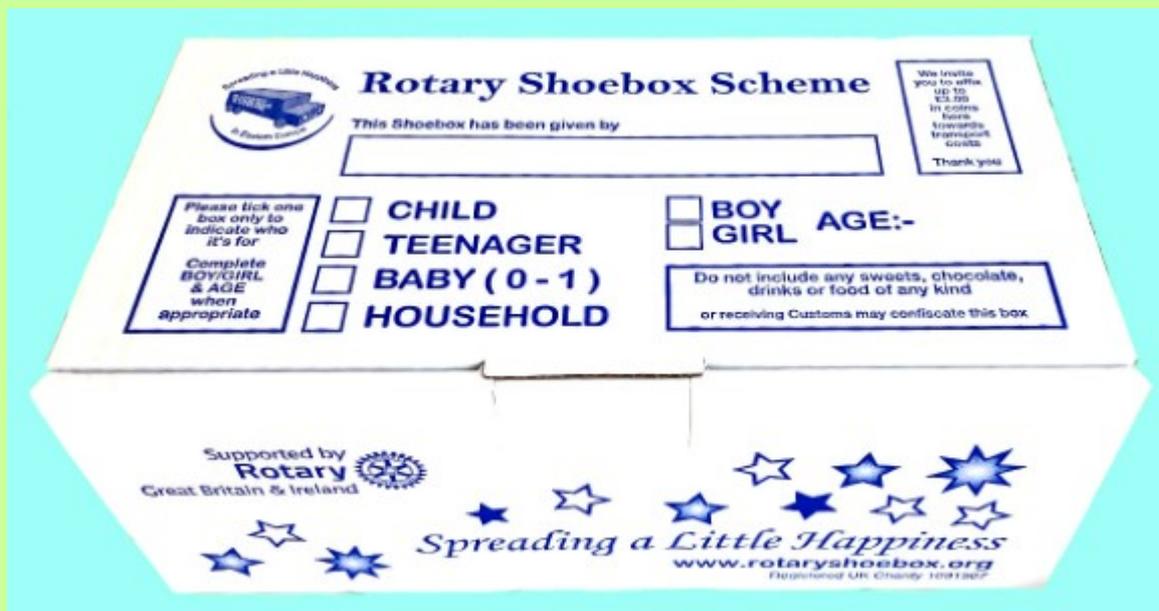
Rotary Shoebox

The Rotary shoeboxes have arrived!

Please come in to the school office to collect one if you would like do your own box at home. Boxes need to be returned to school by 4th December in time for collection by the Rotary club.

As mentioned last week, Reception class and Year 1 will be filling some of their own boxes in class and we kindly ask for donations for them to be sent in week commencing 27th November.

Thank you.



Geography

Years 1 and 2 walked around the local area this morning. We found road signs and walked to the post box where we met the local postman. He showed us inside the post box and we helped collect some letters and posted some. We learnt what happens to the post after the postman collects it and the journey that it takes before it is delivered to your door!



Class focus—Oak Class

In Oak Class we have been learning about Diwali "The festival of Light".

We listened to and talked about the beautiful sounds of Diwali music and made Diya Lamps using clay, colourful beads and tea lights.



CHRISTMAS CONCERT

2023!



THE DEAN
ACADEMY

TICKETS

£2.50

**AVAILABLE FROM
RESOURCES!**

**TUESDAY 12TH DECEMBER 18:00-20:00
THE DEAN ACADEMY - DRAMA HALL**

Diary Dates

NOVEMBER

- Thurs 16th Nov - Read and rave
EYFS, Y1 & Y2 5pm - 6pm
Years 3, 4, 5 & 6 6:15pm - 7:15pm
- *Gymnastics - Year 3*
- Friday 17th Nov - Children in need - non uniform day £1 donation
- Please bring in cakes for our cake sale
- *Cake and Sweet Sale - After school*
- Tuesday 21st Nov - *Swimming - Years 5 & 6*
- Thursday 23rd Nov - *Gymnastics - Year 3*
- Friday 24th Nov - Crazy hair day in exchange for a donation for the Christmas fair
- Thursday 30th Nov - *Gymnastics - Year 6*

DECEMBER

- Monday 4th Dec - All Rotary shoeboxes to be returned
- Tuesday 5th Dec - *Swimming - Years 5 & 6*
- Thursday 7th Dec - *Gymnastics - Year 6*
- Friday 8th Dec - EYFS Perrygrove trip
- Non-uniform day in exchange for choc or sweets for Christmas fair