

Dear parents and carers,

It was wonderful to see so many families at the fete on Saturday. The fete raised a massive £9,200. Thank you to all those who attended, donated items and volunteered on the day. I would like to thank the fete committee for all of their hard work over the weekend making sure the event ran smoothly.

Thank you for attending Sports Day this week, both events were very successful and the children had a great time participating in each event. They enjoyed the competitive elements and cheered each other on, we were very impressed with their approach to winning and losing races. Thank you to all the parents and carers who also participated in the events the children really enjoyed this and I was very impressed with some parent's javelin throwing and sprinting!

The next two weeks are very busy as children prepare to say goodbye to their current class and think about moving on to the next year group. We understand this will bring about a range of emotions for the children and have a range of activities to support them and to celebrate what they have achieved this year.

Dates for your diary

Wednesday 5 th July	Year 2 trip to Conkers. Children need to be at school by 8:15.
Thursday 6 th July	West Lodge Farm Trip – Rainbow 3/Rainbow 4
Thursday 6 th July pm and Friday 7 th July am	Year 2 – Leavers Concert 6 th July – 1:45pm (Start time) 7 th July – 9:30am (Start time) Running time 1 hour approx
Friday 7 th July	Pre-school trip Year 2 – Sleepover 5.30pm – 7.30am (8 th July)
Monday 10 th July	Reports sent home
Tuesday 11 th July	Children visit their new classes. Parents to visit Year 1 and Year 2 classes and meet the teacher at 3:30pm.
Wednesday 12 th July	Whole School – Under the Sea day Children and staff to come in non-uniform or dressed up as pirates, mermaids, shipmates or sea creatures.
Thursday 13 th July	Year 2 Leavers Disco Junior School Hall 5.30–6.30
Friday 14 th July	Whole School – Picnic Children to bring in a small snack in a named box to enjoy in the afternoon.

Challenge Partners



Recently we were involved in a Quality Assurance three day review by Challenge Partners, a national organisation that facilitates school improvement. This is not an Ofsted inspection but it is a 'challenging' quality assurance review led by an expert lead reviewer and a team of Headteachers from across the country. Challenge Partners use judgements in three areas on a 3-point scale: Leading, Effective and Working towards effective.

Our overall judgements were:

Leadership at all Levels – **Effective**

Quality of provision for students and outcomes – **Effective**

(This includes children's attitudes, quality of curriculum, provision for SEND and disadvantaged children)

Overall School Effectiveness – **Effective**

The three days were very intense but we were pleased to be able to show the team everything we have been working on and the progress we have made since our Ofsted inspection. I would like to thank our wonderful team of staff for their hard work over the past year and we are all thrilled with the overall judgement of effective.

Key Strengths identified:

(Information taken directly from the report)

- The determined headteacher, supported by her committed and united leadership team, is leading the school forward. She is focused on continually developing provision. She demonstrates laudable transparency which informs and underpins Overdale Infant's ongoing school improvement journey. Staff, galvanised by leaders, have responded with zeal to an Ofsted Inspection in September 2022. They have implemented and secured key, significant improvements in a relatively short period of time whilst showing careful consideration for continued sustainability.
- Governors and trust leaders are active in supporting and challenging school leaders. They undertake visits to the school and work with leaders to ensure that they contribute to the progression of strategic plans.
- The mathematics lead has overseen significant development in the subject. They have worked in partnership with a Maths Mastery hub and with mathematics leads from across the trust. This has supported the implementation of a mathematics calculation policy whereby progression is broken down into small steps. This provides clarity for teaching and learning.

- Pupils across the school readily engage with purpose in learning and in play. The school is a calm environment. This includes the lunchtime provision which leaders have further developed over the course of the academic year. Strong, appropriate relationships between pupils and staff mean that pupils feel safe, secure and comfortable. This enables them to settle and focus on their learning. Pupils spoken to were keen to share that both staff and their peers are kind.
- Teachers help foster pupils' excitement in learning. In a Reception lesson, the teacher used a water tray to test out children's predictions. This led to great enthusiasm, yet children still maintained a strong focus on learning. In a Year 1 phonics session, pupils visibly enjoyed being challenged and stretched. This was supported by the teachers' passion for phonics.
- Teachers consistently model learning clearly. Leaders have implemented approaches such as 'I do, we do, you do' and 'my turn, our turn, your turn'.
- This academic year, the school has successfully introduced a new synthetic phonics programme, 'Rocket Phonics'. The assistant headteacher, alongside senior leaders, has overseen a transformation to phonics provision. Lessons are clearly structured and well-embedded. Teachers demonstrate fidelity to the school's phonics approach. Established learning routines reduce pupils' cognitive loads and no learning time is lost. Staff have been supported by CPD to ensure they model the precise use of sounds. Pupils are able to recall prior phonics learning. They use technical terminology correctly, and in context. Pupils use their phonics knowledge to support their reading and writing.
- The school places great value on personal development. They have enhanced their PSHE and RSHE curriculum to include explicit links to the school's values. Pupils are supported to develop and share their ideas. This collaborative approach benefits their understanding of the world. They learn from each other and working together promotes prosocial behaviours.
- Leaders have made significant steps to ensure that 'reading is the thing'. All pupils are regularly listened to read. The school has developed their book spine, based on Pie Corbett's approach. Leaders have ensured that diversity is represented and celebrated to reflect modern society and the school community. Daily book talk sessions allow pupils to explore books and to develop their vocabulary and comprehension. As a result of the promotion of reading, pupils understand more and are using more sophisticated language in their writing. Pupils now read far more at home. They talk more readily, with excitement, about their favourite books and authors.
- Children in preschool are highly engaged. Adults provide a wide range of stimulating and purposeful learning activities. Children focus well on these and then demonstrate what they have learned through their play. During a preschool session, children were immersed in learning about healthy eating. Staff used oral modelling to support language acquisition. Children were confident to share their views. They participated in purposeful talk with adults and then continued independently with each other.

- Leaders facilitate CPD for staff which is specific to meeting needs. INSET days, staff meetings and one to one sessions support developing colleagues' knowledge and understanding. These approaches have supported an increase in adaptations including the use of visual timetables, box work and scaffolds. The school works in partnership with external agencies, including the speech and language service, to enhance expertise for staff in classroom delivery and interventions.
- The school has a robust transition programme with the adjoining junior school. The special educational needs coordinators from both schools work together to ensure that needs are communicated and understood. Leaders at Overdale Infant School are resolute that all pupils, including those who are vulnerable, will be ready and well prepared by the school for their onward progression.

Within a Challenge Partners review areas of development are identified as even better ifs. It would be even better if...:

- retrieval practice was further developed to ensure that spacing is planned to support knowledge acquisition.
- all subject leaders proactively continued to develop and lead their areas.
- all staff had high expectations and ambition for all pupils to ensure they reach their full potential.
- teaching assistants consistently support targeted pupils to progress in their learning within a lesson.
- reasonable adjustments were further developed to provide more opportunity for all pupils to engage in whole class learning.
- there was further development of strategic planning to ensure vulnerable pupils' needs are fully met.
- assessment for learning opportunities were used consistently throughout all lessons to ensure staff have secure knowledge of pupils' understanding and next steps. ... all lessons were consistently focused on developing learning against the objective.

We will be using the areas of development to create our action plan for next year.

Take Care,

Mrs Holmes