



# NEWSLETTER 3

February 2023

**Respect    Reflect    Resilient**

Dear Families,

I know, from conversations at the gate, that many of you are enjoying the bright, crisp mornings and the increasingly bright evenings. February is a lovely month to start to embrace Spring and enjoy it for its suggestions of promise.

I hope you have had a chance to read through the **Behaviour Guidance** previously communicated. You will be aware from previous newsletters that this is based on positive relationships (Paul Dix, 'When the adults change everything changes') and being emotionally available adults (Trauma Informed Approach) Everything we do comes back to our core values and this includes this guidance. We have work to do, and we always will, in our endeavour to constantly refine and improve our practice.

We have raised the bar and the children are responding very positively. They are working on the **Class Charters** based on how they want to FEEL in their classroom. They have been so proud to earn a **token** (for showing Respect, Reflection or Resilience) or to have their name on the **Recognition Board** for going above and beyond what we would expect.

I am really excited to be able to share with you that we now have a date for **Clare Williams, Trauma Informed Trainer** to host a meeting for Parents at both schools.

This will take place at **1.45 pm on 28th February at Hayeswood in the school Hall.**

Communication will be coming out soon, so you can register your interest to give us an idea of numbers, as they will be limited due to hall capacity for safety.

As part of our continuous endeavour to be even better we welcomed visits from both the Trust leaders (who have now visited both schools) and an Inclusion review at Colehill. The review at Hayeswood will take place after half term. We use all of these visits and reports to finetune our practice and our provision. We have used the substantial strengths of our staff to take a **lead role in leading their subject across both schools.** Staff have been speaking to children,

looking at books, looking at the planning and Dropping in on lessons across the two schools. This is giving us a great picture of what learning looks like. The overarching feedback that keeps coming up, whatever the subject, is the children's enthusiasm for their subject, the knowledge and confidence they have, their willingness to share and the obvious pride in their work.

As part of our enhanced focus on **Reading**, we are actively seeking help with listening to readers in school. If you have ever thought about working in a school or supporting as a volunteer and just never got around to it or weren't sure what to do, please do come and talk to us about it. There are always roles in school. Parents can find these very rewarding as they support and witness children's fluency and confidence develop.

I can only reiterate information I know you are receiving about the importance of reading and the key role you play at home. Reading is so much more than being able to decode and read a list of words. It is way into so many areas of the curriculum and for joy and pleasure (not that these are mutually exclusive) for their entire lives.

We started a new **Phonics Programme** 'Unlocking Letters and Sounds' and our Drop- ins and internal data is showing that our children are making good progress, from their starting points.

We take a lead role in the process of School Direct for the Trust and have been interviewing prospective students for the programme. Many of these end up training in our schools

**Thank you** for all your support with changing routines at Drop Off. It has been lovely to see more and more children walking into school independently and with increasing confidence, ready to start the school day. Every moment counts in the mornings and we want to maximise the children's opportunities for learning or doing what they need to have an effective day.

You will have seen the information sent out about the changes in the Trust reflecting the coming together of Minerva Trust and The Wimborne Academy Trust. We are very excited about this and are enjoying working with our colleagues in the West. You can look forward to seeing the new name and logo appearing more and more over the coming weeks. Hopefully, you spotted it at the top of the newsletter)

We are due to review and update our websites, and school information such as the online Prospectus to reflect these and other changes.

Lastly, I wish you all a restful half term and I look forward to seeing you all again on **Tuesday 21 st February**

Yours sincerely,

*Sharon Staddon*  
Executive Headteacher

## Mental Health Week

During the week beginning Monday 6<sup>th</sup> of February we celebrated **Children's Mental Health Week**. We did lots of special activities during this week to help children keep mentally well, using resources provided to us by Coram Life Education SCARF and we celebrated SCARF's important values of Safety, Caring, Achievement, Resilience and Friendship.

On **Friday 10<sup>th</sup> of February**, to mark the end of this week, we held a *Wear your Scarf to School day*. The children were invited to wear a special or favourite scarf all day in school and donations were made to raise funds for **Dorset Mind**. This is a local charity, which educates, challenges mental health stigma and inequality, and promotes recovery by empowering individuals to develop resilience.





Scarf competition winners, chosen by the School Council at Colehill.

Year R Winner- Cass

Runner up Sam

Year 1 Winner- Sophia

Runner up Thomas

Year 2 Winner- Thomas

Runner up Emily

Year R Winner- Ophelia

Runner up Harry

Year 4 Winner- Sofia

Runner up Oliver



## Athlete visit

Staff and children were put through their paces when Maddy Tarrant came to school! Maddy double mini trampoline champion and past pupil from Allenbourn School showed real confidence and stamina. It was truly inspirational for our children to see someone so young doing so well.



## Well Done Neve!

A fantastic inspiration to us all, Neve (Year 3 Hayeswood) raised £250 to go towards supporting impoverished children in Africa. She particularly wanted to help those without access to clean water. I don't think she has finished yet. There are definitely more plans for future fundraising, including a possible cake sale for the RSPCA.

## Cooking time

Year 2 at Hayeswood and Colehill, cooking Jamaican hard dough rolls. A clear plan, do, review, approach!



## Author Visit

Year R and Year 1 at Colehill First School recently had an Author visit with a difference! A talented parent came to share their newly published story about ants - called 'The Ant Team'.

Tristan Hutton, whose older child attends Colehill First, read the story and shared the beautiful illustrations with the children. The children then enjoyed asking questions to Tristin about writing a children's book and were lucky enough to get some copies of the book signed too! A fabulous and inspiring morning was had by all.



Life Education Van

Harold, from The Life Education Van visited both Hayeswood and Colehill schools to enhance the PHSE curriculum by helping the children to understand how to look after their emotional health.

## **50th Birthday celebrations**

This year Hayeswood celebrates 50 Years as a school. We plan to celebrate later in the Spring term but would like to start you thinking of friends, family, pupils staff who may have played a part in Hayeswood life at some point over those years to ask them to get in touch by emailing



[office@hayeswoodfirstschool.org](mailto:office@hayeswoodfirstschool.org)

to share any photos, anecdotes, experience or memories so that we can collate them in advance.

## **School Improvement Plan**

This is something that is completed every year in school and reviewed at the end of the academic year when new objectives are set out. I was fortunate to be involved in setting these in July and have outlined the key priorities for the coming year.

### **Priority 1 Quality of Education**

- Lessons are built on clear progression
- Subject leader knowledge is detailed and secure
- Effective ways to ensure pupils with SEND can access key learning
- Pupils are challenged to achieve greater depth
- Regular retrieval practice strengthened
- Maximise progress and attainment in Reading and Writing

### **Priority 2 Behaviour and Attitudes**

- Improve attendance
- Maximise pupil engagement through visits trips
- Republish behaviour guidelines in line with Trust and training

- Review and improve each school's approach to pastoral support

### **Priority 3 Personal Development and Safeguarding**

- Renew understanding of each schools vision and values
- Improve provision for cultural development
- Develop use of My Concern as a safeguarding tool
- Develop a graduated approach to emotional intelligence

We are continuing to work on items on our School Improvement Plan and work closely with colleagues both inside the Trust and beyond. The Trust has created an excellent package of training opportunities that supports this. We had External Assessors and Moderators supporting our work and the feedback was very positive. As always, and as expected, we have some key areas to work on to make our schools even better.

- We are working on building stamina in children's writing, so we are planning extended writing opportunities. The children were much better at this before Covid but this is where we need to build more resilience.
- We want to make sure as many children as possible benefit from the skills of our wonderful TA team and are looking at ways of providing opportunities for further development and sharing of good practice, such as our newly started TA training sessions organised and led by our SENCo Mrs Fairman.
- We are looking at how we Quality Assure the children's work across both schools and the Trust and beyond as this is something we used to do well before Covid and now have the opportunity to review how it can be most effective, rather than just resuming what we did previously before embedding it in practice.
- Our new phonics programme is working well and we're already seeing an improvement in children's early ability to decode and blend. I hope those of you with children in EYFS Year 1 and 2 have noticed this rapid learning.

## Term and Holiday Dates 2022 - 23

Autumn Term 2022	Spring Term 2023	Summer Term 2023
Start: Monday 5th September Finish: Thursday 15th December Half term: 24th October - 28th October  Training Days: Thursday 1st September Friday 2nd September Monday 31st October Friday 16th December	Start: Wednesday 4th January Finish: Thursday 30th March Half term: 13th February - 17th February  Training Days: Tuesday 3rd January Monday 20th February Friday 31st March	Start: Monday 17th April Finish: Friday 21st July Half term: 29th May - 2nd June Bank Holiday: Monday 1st May  Training Days: Monday 5th June