



Dear Parents and Guardians,

Welcome to our first Froebel House Newsletter and the opportunity to peruse the pages within. The purpose of the newsletter is to serve as a vehicle to communicate regularly with the community about what is happening within the school as well as any other educational information we feel will help with your child's education and well-being. The newsletter also provides a good platform for notices and reminders of upcoming events to ensure we are all planning for the weeks ahead.

Best Wishes

Mr Roberts (Headteacher)

QUOTE OF THE DAY:

“Children spell love... T-I-M-E.”

– Dr. A. Witham

Worthy of Praise

WHAT IS WORTHY OF PRAISE?

Worthy of Praise is an opportunity for the school to recognise students who have made a noteworthy contribution to the school each week during our Monday morning assembly. Each teacher when discussing the class and their merit cards selects a student that they believe deserves to be recognised school wide for their efforts.

A 'Worthy of Praise' candidate has met one or more of the following criteria:

- Demonstrating a genuine caring and responsible attitude towards others
- Demonstrating and practicing an improved positive attitude to learning throughout the week
- Working independently to improve their academic performance through effort and perseverance having struggled to do so in the past
- Modelling the behavioural expectations of the school throughout the school
- Demonstrating good manners, polite behaviour and genuine acts of kindness towards other members of the class and school community

I would like to congratulate the following students for qualifying for "Worthy of Praise" over the last six weeks:

Worthy of Praise over the last six weeks:

Reception: Ollie Dowd, Dubem Onuchukwe, Imogen Westwood, Felix Srinivasan, Amy Roberts

Year One: Megan Hackney, Ayyoob Bhamji, Scarlett Lane, Ranulph Strickland, Henry Osgerby

Year Two: Aadith George, Hannah Chazuka, Curtis Chen, Daisy Gadd, Casper Gilbert

Year three: Noor Elhomaidy (2), Olivia Harding, Alexander Cavi, Unathi Nkomo

Year Four: Yohan Khanshir, Joshua Botlhoko, Daisy Langham, Isabella Hatley, Emre Gerbaga

Year 5: Tashinga Duri, Rollo Richardson, Evelyn Spencer, Saad Bhamji, Lydia Alex

Year 6: Grace Wilkinson, Ibtisam Hossain, Yusuf Bhamji, Nell Moran and Arinze Ezeike



GRACE IS TREADING THE BOARDS

Grace was a dancer in the production of Robin Hood that took place in York over the festive season. This is the second time Grace has graced the boards during the pantomime season and understandably we're very proud of her achievements.

Reading

One question that we are regularly asked as teachers is what we would recommend as a preferred reading list for students across the age ranges to help them foster an enjoyment for reading and include their vocabulary range. So why is reading so important? How can parents help teachers in increasing the amount that children read bearing in mind the importance we place on independent reading as a driving force in children's happiness and growth in school and at home.

We know that children want to read. So, how do we get them there?

The research tells us:

- When children choose their own books to read, versus having books assigned, they are five times more likely to read the whole book.
- When a young child gets excited about a topic or a story, he can read four or five books in a single day. An older reader can read several books in a week when she finds a character or a plot or a fact that connects to her life and expands her world. The key is interest. What interests have your children got? What can be nurtured and developed?
- When children want to read, they drive their own learning, which can be many times more powerful than simply following along in a class assignment.
- When children have books at home, they do better in school. Having books in the home is more important than parents' education levels as a marker for success in school. Make time each evening to read with your child
- When children read widely and often, they develop higher-order thinking skills called for by the new standards, and also develop a love for reading and learning. Reading helps them to feel more optimistic, and to see a world in which they can reach higher and achieve their dreams.
- Reading improves vocabulary and language acquisition at all levels, to enable student learners access to wider parts of the curriculum.
- Reading improves concentration and helps improve levels of concentration in student learners
- Through reading a variety of books children learn about people , places, and events outside of their own experience.
- Reading develops a child's imagination. As we read our brains translate the descriptions we read of people, places and things into pictures. While we are engaged in a story we are also imagining how a character is feeling. Young children then bring this knowledge into their everyday play.

Our suggestion as a school is to involve your child in the choice of book they read and to make a trip to the bookshop or online store a pleasurable experience for all. Book shops have never been more child friendly and a trip together provides a great opportunity to purchase a book that is age appropriate and most importantly is suitable. We cannot over emphasise the importance of selecting a book that labours the values that as a community we value, as well as a vocabulary is appropriate and one that could be used in all settings!

Uniform

Please name all clothing, as we have no other way of identifying lost clothing. We always endeavour to return lost uniform to the correct student but without a name tag this is very difficult after a short period we donate it to the school uniform shop. Iron on name tapes are very easy to use but **stich on** last much longer! P.E. bags must be named clearly on the outside with a permanent marker.

Children need two pairs of named plimsolls. One pair is for P.E. and one pair for indoor shoes.

Please label the P.E. shoes and keep them in the P.E. bag at all times.

Children also need a pair of white socks for P.E.

- **The green waterproof jacket should be in school at all times. If children wear the jacket home, please return it the next day. Please note if children don't have a waterproof at school and it rains they will not be allowed outside.**
- Please ensure that wellingtons are black or green.

THOUGHT OF THE DAY:

A person who won't read has no advantage over one who can't read.

Mark Twain

Froebel House OFSTED Report October 2017

Our recent Ofsted report has, quite rightly raised some questions from some members of the Froebel community. The staff and I, having met to discuss the " Findings", thought it appropriate and responsible to tackle the report directly albeit briefly to ensure any unnecessary alarm bells are quelled and to ensure any residual vacuum left from the report is filled with a genuine and honest narrative from the school's perspective. The staff and I were keen to keep our perspective brief, which, in light of the report is very difficult to do so, to make it easier, I have bullet pointed, where appropriate, for quick and easy reference.

The report consists of five categories which we received the following grades:

GOOD: Quality of teaching, learning and assessment:

"Teachers have good relationships with pupils.... Teachers have high expectations of what pupils can achieve...pupils comment on how they like their teachers and this means they are comfortable answering questions and can learn from any mistakes they make "

GOOD: Personal development, behaviour and welfare:

"Pupils are confident and articulate... pupils are happy in school and want to learn and be successful in their learning...pupils of all ages , cultures and religions mix well together.....pupils say that bullying doesn't really happen... the school's work to promote pupils personal development and welfare is good...the behaviour of the pupils is outstanding....pupils have excellent learning behaviours...pupils were eager to explain how much they enjoy coming to school and being with their friends...excellent attendance rates are testimony to their love of school and the importance placed on learning...a large number of students were spoken to during the inspection and all of them said they felt safe in school"...all parents who responded to the parent survey considered their child is safe in school...

Please note, it was mentioned that some students had accidents as they were unable to go to the toilet on time, which was a grossly unfair depiction of our policy and practice. All pupils at Froebel House are allowed to go to the toilet at any given time. We encourage students to use their time before school, at breaktimes, before P.E. and swimming and at lunchtimes, to use any one of the seven toilets available to resolve nature's call. When students are in class and they ask to go they are asked if they can wait until the next break time (to prevent students becoming accustomed to disrupting

learning by constantly seeing a toilet trip as an excuse to have a wander) and if the answer is a no they can go immediately. It is also very important to emphasise the desire for the school not to have students from different grades potentially crossing paths in the toilet facilities without adult supervision present, something that visitation during instructional time presents.

From year 2 to year 6 to date there have been two incidents of a child having an accident and the number of accidents relating to Reception through to grade 1 are since September (this is from 143 students over a period of 570 hours in school to date), numbering fifteen in total. Please note, this includes children who gave no indication of requiring the toilet, children who had an accident whilst in the toilet, children who asked to go to the toilet and had an accident on the way and children who had an accident in the toilet whilst organising themselves. Please note staff are not permitted under any circumstances to assist children whilst in the toilet.

GOOD: Outcomes

"Most pupils leave the Reception class with standards in English and mathematics that are above that typically for pupils of that age...of those people who take entrance examinations for other independent schools, the large majority achieve a suitable mark so they are offered a place....most able Reception children learn letter sounds quickly and apply this knowledge effectively which prepares them well for the demands of the English and mathematics curriculum in Year 1."

Requires improvement: Leadership

If a school fails to meet only one of the new, rigid , compliance regulations that Ofsted now require ,then leadership is automatically downgraded to " requires improvement". The areas of compliance are outside the learning realm and all to do with the way we keep records and update policies, to reflect the verbiage now required, Our levels of assessment

and record keeping are identical to our last report, in which we received outstanding! At Froebel, I observe both teaching and learning throughout the day, every day and all teachers assess students' work daily. Please feel free to ask Mr Roberts or any teacher to show you their daily assessment /mark book that allows us to accurately track students and their progress. The 'take away' from the inspection was: we have the information but are not recording it in a way that was required. Please note I am working diligently to update and collate all areas identified by Ofsted unless it compromises the Froebel way of teaching.

Requires improvement: Early years provision

This was a really interesting part of the report that we felt proved contradictory when we started to digest what the suggested improvements were. In essence Ofsted have a new benchmark for the early years model, in which they want much more planned, purposeful play and child-initiated activity. I stated quite clearly that we do engage in planned, purposeful play but having children (as was acknowledged in the report) performing above their age range and able to read and write upon entering Year One was not the result of playing splash and paddle in the sand pit. It was noted about the children's behaviour and confidence and the fact that our youngest members of the community sit down at their tables and work appropriately, don't shout out and are considerate of others. I reminded them it was something they have acquired from Froebel because of the way we teach and the way in which, in the correct learning environment, all children of this age can achieve the same, sometimes (not always) at the expense of the 4 year olds' natural inclination to do exactly what they want, when they want and with whom they want. In many ways, our performance data, collated in November (after MALT and TES testings had been done) clearly identified a definitive gap between Froebel's learning outcomes and national averages, with Froebel students on average being ahead of their peers in other schools by between 12- 16 months.

Please note, I am working diligently to update and collate all areas identified by Ofsted unless it compromises the Froebel way of teaching.

I thought it appropriate to include, below, a paragraph from the latest Primary Headteachers' Digest (December 2017 Volume 23 No 4)

" Ofsted has claimed that a third of primary school pupils are not being properly taught reading, writing and maths. In their first ever report on the Reception curriculum and based on 41 visits to good or outstanding schools it was noted that half of disadvantaged students fail to meet the expected standards of development by the time they start year 1, compared with a quarter of other children. It lacks the guidance on what Reception pupils should be taught, and has a lack of clarity about how much time schools should allocate to each area of learning. Recommendations for schools were some of the following:

- Make the teaching of reading the systematic, synthetic phonics, the "core purpose" of the Reception year.
- Ensure that, when children are learning to write, resources are suitable for their stage of development and that they are taught correct pencil grip and how to sit correctly at a table.
- Devote sufficient time each day to the direct teaching of reading, writing and maths, including frequent opportunities for pupils to practice and consolidate their skills.

When discussing the reasons for failure to meet these standards some headteachers interviewed said that teachers in Reception downplay the importance of reading, writing and maths for the under- 5s in favour of " Play based pedagogy" and child-initiated learning. Chief inspector of schools, Amanda Spielman, said " Reception should not just be a repeat of what children learned in their nursery or pre-school, or with their child minder. They deserve better than facing years of catch up. The best schools know how to design their curriculum so that children's

learning and development sets them up well for the rest of their schooling."

I thought these two links were also very interesting in that they, again contradict what is to be mandated towards improving an intended learning outcome.

<http://www.dailymail.co.uk/news/article-5130769/First-year-school-waste-time-says-Ofsted.html>

<http://www.telegraph.co.uk/education/2017/11/30/reception-teachers-failing-third-five-year-olds-major-ofsted/>

Finally, Amanda Spielman commented on a " culture of fear " around Ofsted ratings. The Chief inspector of Schools claimed that this was about perception and not reality. She suggested some school leaders focus too much on Ofsted ratings, adding, " Getting or keeping an outstanding judgment should never be the school's main aim. If our horizons narrow down to just an Ofsted grade, then something is seriously wrong.

It's no secret that both Mrs Roberts and I clashed with the lead inspector – as we believe in what we do- and upon leaving she assured us that we had an avenue to make a formal complaint and to register our dissatisfaction. It was upon reflection that I chose not to do so, the staff and I decided that the time that would need to be invested in contesting and determining semantics, perception and educational paradigms was time better spent on the children at Froebel and their learning; the proof is in the pudding and not the cookbook.

Over the last few years, Froebel has received students from " Outstanding Schools" within the city who are often a full academic year or more behind children in their age appropriate year at Froebel and its only because of the way we teach that these students are able to catch up over the course of their time at Froebel and go on to enjoy a great deal of success.

Sports timetable

SWIMMING

Please check your child's swimming and P.E. days as a number of children regularly forget their P.E. and swimming bags.

Please send swimming bags and P.E. bags into school on the day they are needed.

The children swim on the following days:

Monday	Year 3
Tuesday	Year 2
Wednesday	Reception
Thursday	Years 4, 5 & 6 on alternate weeks
Friday	Year 1

P.E.

Monday	Reception, Year 2 & Year 3
Tuesday	Years 4, 5 & 6
Wednesday	Year 3, Year 2 & Year 1

Star Struck

Our very own Jessica Morris in Las Vegas hooking up with her old friend Celine Dion...how cool is that!



HOW DO FROEBEL PUPILS CURRENTLY PERFORM AGAINST THE NATIONAL AVERAGES FOR MATHEMATICS AND READING – AN INCONVENIENT TRUTH?

Each Autumn Froebel undertakes national English (GL Assessment) and Maths (Mathematics Assessment for Learning and Teaching) assessment testing. The testing samples all aspects of English and Mathematics from ages 4–11 which generate comprehensive assessments. The tests provide standardised scores, percentiles and National Curriculum levels which allows us to track progress from year to year and to use this data to inform instruction through the identification of weaknesses, common misconceptions and errors. The Malt and English Tests are marked against a rigorous marking rubric that allows for schools to look at standardised scores and to compare these to national averages as well as helping focus specific areas of instruction. The advantages of age standardised scores for measuring progress is that they are standardised to a score that allows for comparisons to national averages that take into account a pupils age to the nearest month.

The results have been collated by grade below:

Year Group	Maths	English	Overall Average
6	10.1	14.6	12.3
5	10.8	15.7	13.2
4	16.5	20.1	18.3
3	7.4	14.7	11.0
2	6.3	13.3	9.8
1	4.7	15.3	10.0
Reception	3.0	3.6	3.3
AVERAGES	8.4	13.9	11.1

The figures show % above Standardised Scores compared to national averages which when correlated to age puts the Froebel children between 12–16 months ahead of children within the same age bracket.

The Uniform Shop

If you have any second-hand school uniform items surplus to requirements, then please let Mrs Gadd know immediately as we are very short of stock. Any uniform item is gratefully received. Mrs Gadds contact number is 07964 466191.