



Loving to learn, Learning to love.  
For every child a chance to shine



**LAYSTON C of E FIRST SCHOOL**

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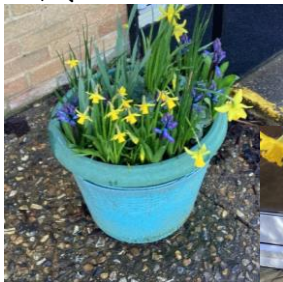
1<sup>st</sup> March 2024

Dear Parents and Carers,  
Welcome back to the second half of the spring term.

**Teaching and learning:**

The children have had a wonderful week of learning. This week, we have had a visit from our English Teaching and Learning Adviser. She enjoyed dropping into classes to observe the children's purposeful writing. She particularly noted that the children could talk about their writing and what they were learning. She was also impressed by the enthusiasm of the teachers resulting in independent outcomes for the children.

Year 3 enjoyed finding out what life was like in Roman Britain. They had the chance to make a necklace, a Roman mosaic tile and a Roman rota game! It was a fabulous experience for everyone involved. It was wonderful to see so many children with crazy hairstyles for Mad March Hair day. So far we have raised £68. FOL's have given prizes to two children in each class for their imaginative designs! Well done to Skyla and James in YR, Amelia and Jack in Y1, Harvey and Ella-Grace in Y2, Quinn and Ronnie in Y3 and Ellie. G and Elissa in Y4.



In Forest School the children have been noticing signs of spring around

Layston, especially daffodils! The planters around school are looking beautiful, thank you to our Forest School team, Mrs Ballard and Mrs Patterson.

**Ofsted progress:**

<p>1. Ensure clarity of focus within the School Development Plan (SDP) results in more accurate school self-evaluation.</p>	<p>We have re-evaluated the SDP in light of the Ofsted comments and shared with all staff and governors in consultation with our School Education Advisor (SEA). Update: School Education Advisor (SEA), visited the school to review progress against actions from previous visit. Early Years detailed action plan developed to be used to support Early Years Adviser visits. Leaders have been praised for reviewing the school's published pupil premium strategy plan to be more in line with the EEF recommended approach which was completed pre Ofsted.</p>
<p>2. Ensure EYFS learning environment enables the EYFS</p>	<p>We have continued our consultations with our Early Years Teaching and Learning Advisor and have a separate EY action plan. Our main areas for development are improving the outdoor environment and extending early writing opportunities. Update: The Early Years Advisor reported;</p>



<p>curriculum to be enacted in the classroom.</p>	<p>"Writing opportunities are evident in provision and outside in the literacy shed. There are also opportunities for large scale physical literacy opportunities."</p> <p>"Adult-led writing tasks have moved into books so that progress can be seen easily."</p> <p>"There have been significant efforts made to drive the recommended actions forward by leaders and the EYL. The DHT now has a half day each week to work with the EYL on actions. The action plan was looked at and there have been drop-in support visits to review provision for phonics, maths, and EAD since the EYA's last visit."</p> <p>"Routines observed on the visit included children arriving in the morning, displaying independence when putting their things away, self-registering and then going into their 'busy fingers' activities in groups."</p> <p>"Children could tell the EYA about their learning relating to Lunar New Year. They could retell the story behind the Year of the Dragon and explain which year they were born in (the dog). They talked about the food they had tasted and the significance of the colour red. On the walls, a display showed the forest school activity that children had taken part in relating to this learning too (building a huge dragon and creating a whole class dance outside). These were clearly memorable experiences and children had acquired significant knowledge relating to the planned curriculum."</p> <p>"The literacy shed outside has now been tidied and organised, so children have writing tools to support their play in this area."</p> <p>"The outside area laid to concrete- There has been significant progress here since the last visit. Parents have made a guttering enhancement to the water area and a wooden reading nook. The old play shed has been removed and a new one is in the process of being built. The literacy and maths shed has been organised and replenished with the suggested resources. Water resources have been purchased and are being used effectively. The PE shed is now organised and accessible for children to access resources."</p> <p>The curriculum map for Spring term two was reviewed and discussed to include possible enrichment opportunities, trips, and enhancements to the environment.</p>
<p>3. Ensure subjects are planned from Reception so that learning builds on foundational knowledge.</p>	<p>Subject leaders have already met to discuss how the EYFS feeds into the national curriculum in their subjects. This document is now on the school website in the Reception class page. All subjects now have explicit skills progression documented on the subject curriculum maps. For example, our school improvement partner met with the Art lead and is happy that there is a clear progression of skills from EYFS through to Y4.</p> <p>Update: School Education Advisor (SEA) noted in her last visit that: "The curriculum intent for Art includes progression in the skills, knowledge and vocabulary that is needed to be taught at Layston CE First School."</p> <p>"Knowledge organisers for each art unit taught identify the key fundamentals so that these can be used to easily identify if pupils are progressing through the intended curriculum."</p> <p>"Planning documents reflect the different strands of art outlined in the national curriculum e.g. painting."</p>
<p>4. Clarify end points so that clear</p>	<p>Following on from action 3 all subject leads have been working on identifying end points for assessment in their subjects.</p> <p>Update:</p>



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assessment procedures can be devised and implemented.	<p>"The subject leader and SEA began to track through the progression of skills, knowledge, and vocabulary from the EYFS to the end of Year 4 referring to each individual knowledge organiser for each unit of work studied."</p> <p>"Each unit ends with children having to create a piece of work in the style of the artist studied giving them the opportunity to apply the key skills and knowledge taught. This final piece is used for assessment purposes."</p>
5. Develop a shared understanding of leader's vision in how children are supported to manage behaviours.	<p>Ofsted identified a small number of support staff and parents who did not fully understand, and were therefore not fully on board with, the Therapeutic Thinking (STEPS) approach recommended by the local authority. All staff have revisited the training in January and our parent chat next week (Thursday 15<sup>th</sup> Feb 9:00) will focus on sharing this in greater depth with parents.</p> <p>Update: Parent chat delivered sharing PowerPoint explaining therapeutic responses to behaviour and school policy. Actions from this meeting are to provide a brief explanation for parents to use with their children that explains the school therapeutic response. Further activities planned to support all children's understanding of the school's approach.</p>
6. Embed the whole school approach to supporting SEND pupils.	<p>Work had already started on this area early last year with training for our support staff from Amwell View Outreach on autism as well as, later in the year, developing independence, resilience and chunking learning. Mrs Betley is continuing to develop staff confidence in supporting pupils with SEND.</p> <p>Update: Mrs Betley has met with all class teachers to ensure further consistency in approach and recording of support. SLT have done multiple lesson drop ins to ensure SEND pupils are included.</p>

**Spring term events:**

Please check the calendar on the school website for all school events. I have highlighted the key dates below.

**Key dates:**

Date	Event
7 <sup>th</sup> March	World Book Day and Reading Breakfast from 8:30-9:00 - dress up as a word or come in something comfortable to snuggle up and read a story.
18 <sup>th</sup> March	YR Learning Conference
19 <sup>th</sup> March	Y3 Learning Conference
20 <sup>th</sup> March	Y1 Learning Conference
21 <sup>st</sup> March	Y4 Learning Conference
22 <sup>nd</sup> March	Y2 Learning Conference
26 <sup>th</sup> March	9:30am Easter Service St Peter's
28 <sup>th</sup> March	FOL's Easter Bonnet Parade Competition. School breaks up for Easter 1:30pm

Best wishes,  
Adele McMurrough  
Head teacher

