



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



**LAYSTON C of E FIRST SCHOOL**

The Causeway, Buntingford, Herts. SG9 9EU  
Tel: 01763 271235 Email: [admin@layston.herts.sch.uk](mailto:admin@layston.herts.sch.uk)  
**Head teacher: Mrs Adele McMurrough**

19<sup>th</sup> April 2024

Dear Parents and Carers,

Welcome back to the summer term. I hope you all enjoyed the Easter break. It has been lovely to chat with the children during my learning walks and see how well they have settled back into their learning.

**Y2 Learning Conference:**

Mrs Rose has emailed all Y2 parents to reschedule the learning conference missed due to staff illness. Please look out for this in your inbox. These are scheduled for the week beginning 29<sup>th</sup> April.

**Diary dates:**

A few dates for your diary.

**Open afternoon** - 10<sup>th</sup> May at 2pm in classrooms to share your child's progress in writing. **Sports day** - 20<sup>th</sup> June 9:30-11:30 (Reserve 27<sup>th</sup> June)

**School run clubs** - Girls Football for Y2, 3 & 4, every Monday at 3:15-4:00pm starting May 13<sup>th</sup>-24<sup>th</sup> June. Booking via the school booking system. <https://laystoncofefirst.schoolcloud.co.uk>

**Hudnall Park Y4 Residential Visit** - 5-7<sup>th</sup> June

School trips for other year groups will be updated when confirmed.

Please remember to check the school calendar on the website

<https://www.layston.herts.sch.uk/useful-information/school-calendar/?r34icsym=202407>

**Uniform:**

As we move into the summer term I would like to take this opportunity to remind you of our summer uniform. **Please follow the link for more details.**

<https://www.mapac.com/education/parents/uniform/laystonchurchofenglandfirstchoo>

I would like to remind you that jewellery, nail varnish and large hair accessories are not part of our uniform and should not be worn in school.

**Ofsted update:**

We are looking forward to sharing the feedback from our recent Evaluation of the Effectiveness of the Early Years Provision, (EEEYP), which took place on Wednesday 27<sup>th</sup> March. We are just awaiting the report in order to share the successes. Mrs Betley and myself have completed a final review of the Rapid Action Plan, see below.

<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). -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. <b>Update:</b> The SEA continues to support the development of subject leadership.</p>
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<p>2. Ensure EYFS learning environment enables the EYFS curriculum to be enacted in the classroom.</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.</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><b>Update:</b></p> <p>The local authority completed an EEEYP Evaluation of the Effectiveness of the Early Years Provision on 27.3.24 and this was a positive experience. As soon as the report is received we will share this with you.</p> <p>We would also like to thank the parents who have actively supported the development of our YR outdoor environment, building reading nooks and water features as well as developing our mud kitchen. We continue to look at ways to involve the children's interests and ideas in developing our learning environments.</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>-School Education Advisor (SEA) noted in her last visit that:</p> <p>"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><b>Update:</b> This action is almost complete (IT and History to finish) and we continue to work with the SEA, developing our curriculum in the light of the latest guidance and research. The SEA is delivering her final staff workshop at the start of May.</p>
<p>4. Clarify end points so that clear assessment procedures can be devised and implemented.</p>	<p>-Following on from action 3 all subject leads have been working on identifying end points for assessment in their subjects. "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." "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." <b>Update:</b> This action is almost complete and we continue to work with the SEA, developing our curriculum in the light of the latest guidance and research. The SEA is delivering her final staff workshop at the start of May.</p>
<p>5. Develop a shared understanding of leader's vision in how children are supported to manage behaviours.</p>	<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. -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. <b>Update:</b> Mrs Betley has liaised with the local authority Therapeutic Thinking team to discuss supporting parents' and children's understanding of this approach and they have confirmed that our policy and practice is in line with their expectations and we will continue to explain our approach to the children.</p>
<p>6. Embed the whole school approach to supporting SEND pupils.</p>	<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. -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. <b>Update:</b> Mrs Betley has run staff workshops for teachers and support staff discussing roles, responsibilities and planning so that we are all delivering a consistent approach whilst also ensuring bespoke provision for pupils who require adjustments that are "significantly different and more specialised than the majority of their peers" (SEND Code of Practice (2015). We continue to involve external professionals, with the consent of parents, in helping us to deliver support.</p>

Best wishes,  
Adele McMurrough  
Head teacher