National Support School
designated by
National College for
Teaching & Leadership

Collis Updates Q&A Session for Parents

COLLIS
Primary School

Outline for the morning
9am to 10.15am

Introductions
Updates from the school
Five written questions
General Questions

Learning to make the world a better place











Care Challenge Collaboration Courage Creativity

A school that children will walk out of and say, *"That was the best time of my life."*

An environment
that will give the
children
the biggest catapult
in life!

The three essentials of a rounded education at Collis

1. Academic success

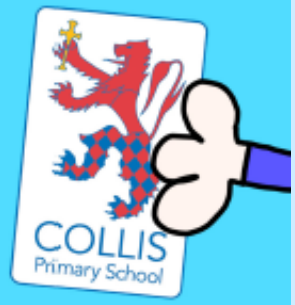
To learn all the skills needed to become a learner and to be motivated to love learning.

2. Socially developed

To be able to develop friendships and other relationships, as well as handle conflict.

3. Emotionally developed

To be able to recognise and express feelings.





Collis Well-Being Room



Collis Approach

1, **What** -Jigsaw curriculum

2, **How** – Rachel Cronin/Collis staff

3, **Where** – Well-Being Room

4, **Why?**

http://www.collis.richmond.sch.uk/well-being-room/

There is no more important objective for any school than to teach its children how to live, who they are, and how to relate to others and the environment.

National Support School

http://www.collis.richmond.sch.uk/national-support-school/

CPD Training –best speakers

http://www.collis.richmond.sch.uk/new-thinking-training/

Teaching and Learning

Collaboration –working with other schools

Supporting other schools

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Rebuilding of the Nursery and Infant School – no new updates



Staff

Headteacher
Deputy Headteacher, Lead Assistant Head
Assistant Heads (2)
EYFS Leader

SENCo (Special Needs)
Year Group Leaders (9)

Class Teachers (33 - 27 classes)
Well-Being Teacher
Support Teachers
Teaching Assistants (17)
Learning Support Assistants (20)
Before and After School Club Staff (approx. 14)
Office Staff (6)
Caretakers (2)

Governors - Role of the Governing Body

The Governing Body:

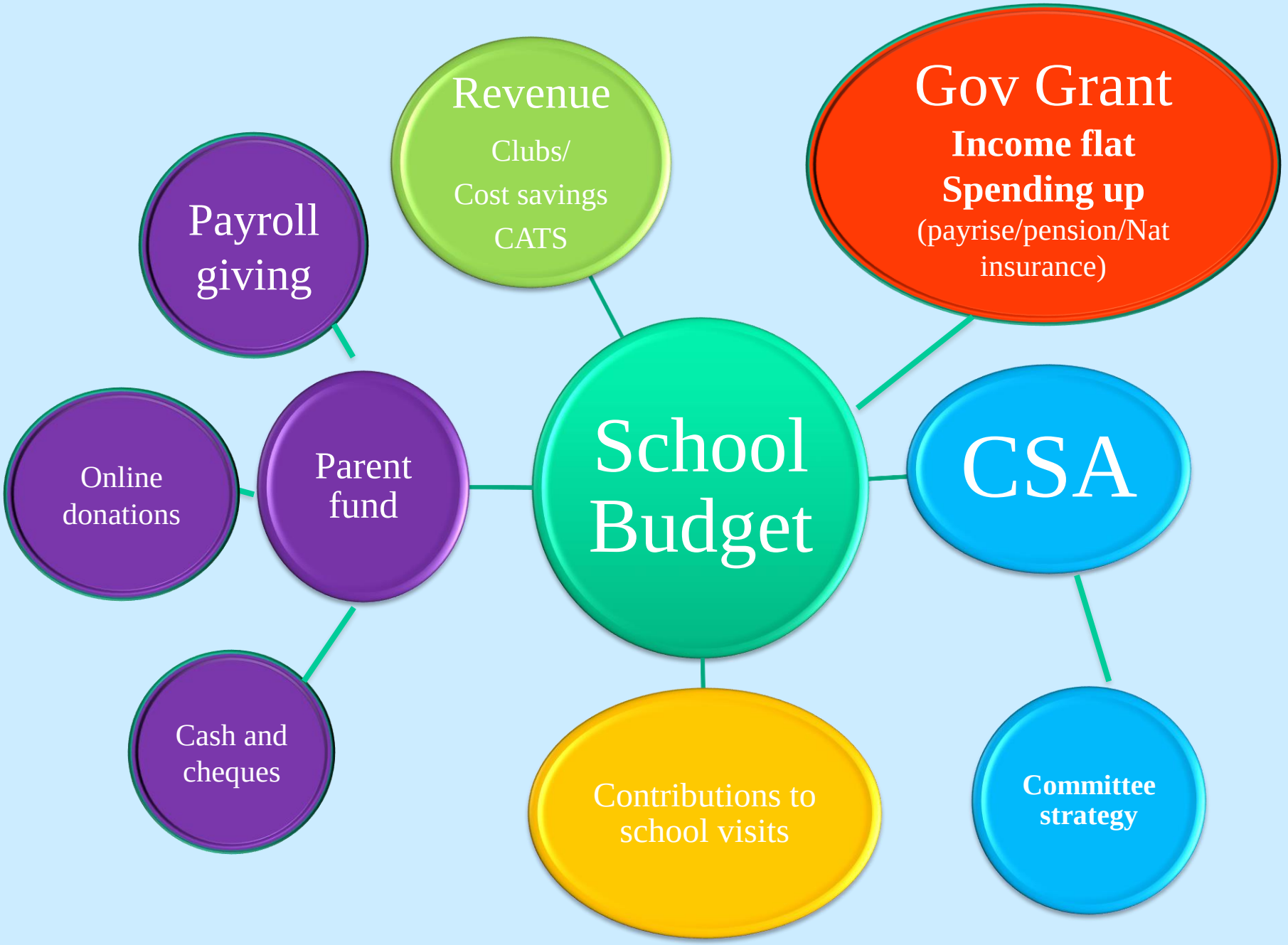
We have 15 governors including 5 members of staff, 4 parents, 6 governors from the community.

The role of the Governing body has three key aspects:

- Ensuring clarity of vision, ethos and strategic direction
- Overseeing the finances of the school and making sure its money is well spent
- Educational performance of the school and its pupils

http://www.collis.richmond.sch.uk/governors/




Revenue
Clubs/
Cost savings
CATS
Gov Grant
Income flat
Spending up
(payrise/pension/Nat insurance)
Payroll giving
Online donations
Parent fund
School Budget
CSA
Cash and cheques
Contributions to school visits
Committee strategy

Parental Questions:

Parent Questions:

Can you update us on the new rationale for teaching Mathematics at Collis.

National Curriculum - 2014

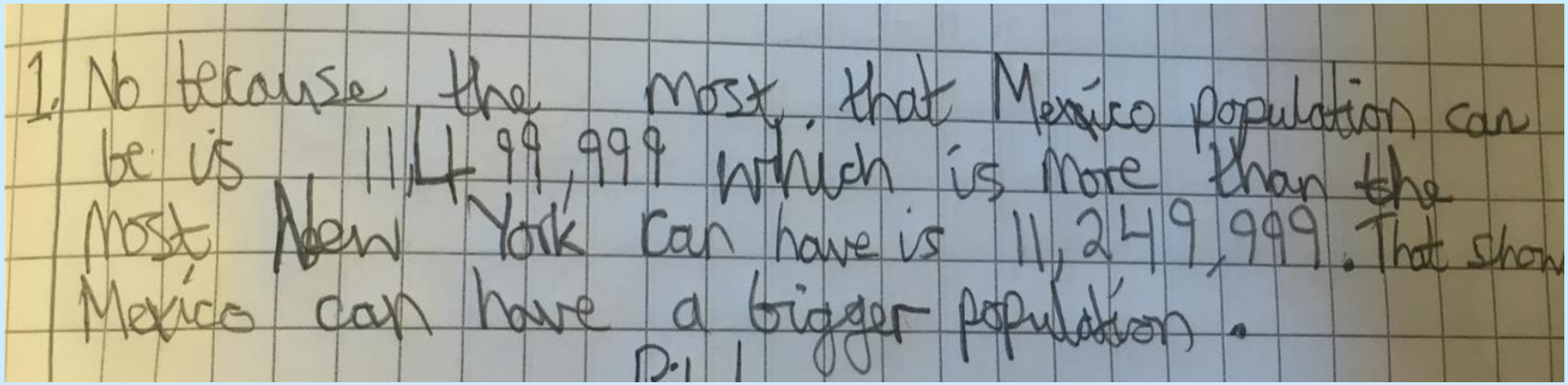
"…the expectation that the majority of pupils will move through the programmes of study at broadly the same pace. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content."

Mixed Attainment Maths

- **No negative impact on higher attainers** – provide low-threshold high-ceiling tasks allows children to think, reason and make decisions
- **Positive impact on self-esteem** – mixed attainment classes have a positive effect on the attitudes and self-esteem of all pupils regardless of their ability level
- **Raises results of all** – results of all are raised as a consequence of mixed attainment teaching

Example

- Eduardo says that the population of Mexico City is 11 million (to the nearest million) and the population of New York is 11.2 million (to the nearest hundred thousand).
- He says, ‘The population of New York must be bigger than the population of Mexico City because 11.2 million is bigger than 11 million.’ Do you agree with him?



Maths Groups

Research states all groups make better progress- it doesn't effect our results – it improves them for all children

Most schools have turned to class maths (some secondary)

More able are not negatively effected

Stress on 'Top Group' removed

Pupils who currently struggle with maths don't have this re-enforced every day but going into a different room

(It's not what you do but where you sit that effects self esteem)

Massive increased progress for middle and lower bands

Same teaching as English – why should maths be different?

There would be a lower group to support children more than two years behind and an extension group for more able

http://maximisingtas.co.uk/assets/content/mixedattainment.pdf

Parent Questions:

How is progress measured at Collis in relation to the published league tables for primary Schools?

Collis Performance / National Average

RECEPTION	COLLIS	LOCAL AUTHORITY	NATIONAL
GOOD LEVEL OF DEVELOPMENT	85%	81%	72%

YEAR ONE	COLLIS	LOCAL AUTHORITY	NATIONAL
PHONIC SCREENING	87%	88%	83%

YEAR TWO	COLLIS	LOCAL AUTHORITY	NATIONAL
READING, WRITING, MATHS	79%	75%	65%

YEAR SIX	COLLIS	LOCAL AUTHORITY	NATIONAL
READING, WRITING, MATHS	83%	80%	64%

Collis Progress Year 2 – Year 6

- National Average = 0
- A positive progress score means that, on average, pupils have made more than the national average progress

PROGRESS OF ALL PUPILS - 2018			
	READING	WRITING	MATHS
COLLIS 2018	1.0	0.1	3.0
COLLIS 2017	4.3	1.0	2.8

Writing Progress Across KS2

https://www.youtube.com/watch?v=AlaN-KH1Pcg

- An average point score is calculated from the attainment of a child in Yr 2 SATs for three subjects: Reading, Writing and Maths
- Based on this score, children are put into a Prior Attainment Group
- An average KS2 score is calculated for all children nationally in this Prior Attainment Group based on their performance in the KS2 SATs in each individual subject.
- If a child's actual KS2 score is above this average, a positive progress score will be achieved.
- An average of all progress scores for each individual is found to give the school's final progress score.
- It is important to note that, a child's a performance in all three subjects is reflected in each subject's progress score at KS2

- Writing scores reflect Teacher Assessment whereas maths and reading are assessed through tests.
- **Over the years, the percentage of children achieving the expected standard (EXS) in writing has been below EXS in maths and reading – Nationally and in this school**
- Nationally, since the new progress scores have been introduced, writing at EXS is above reading, maths, GPS and science. Not in this school – writing scores are consistent with what we have achieved in this past.
- **Assessment of writing is not as objective as it is in reading and maths. Moderation of judgements takes place but this change in national writing scores is surprising.**
- The high reading and maths scores that children achieve in Year 2 at Collis also affect the writing progress score

Parent Questions:

How effective is ‘homework’ from an educational point of view and what should we focus on as supportive parents?

Collis Home Learning

Preview Learning

‘What we are going to do next’

Positive effect on learning +2yrs

Reading +1 year effect

Do these things- Reading+comprenhension/Times tables/mental maths
Telling the time/ spellings/ spending time

Maths help http://www.collis.richmond.sch.uk/mathematics-curriculum/

Parent Questions:

Can you highlight some of the special needs provision you provide?

SEN provision

Nessy Dyslexia Screener years 1 and 2
DST(Junior) Dyslexia Screener Years 3 - 6
Tracks Literacy (Dyslexia Programme) Years 1 - 3
Units of Sound (Dyslexia Programme) Years 4-6
In school Staff training - Speech and Language, Dyslexia, Attachment, Code of Practice
Outside school staff training - Autism, Downs Syndrome, PDA, Foetal Alcohol Syndrome, Lego Therapy, Dyslexia, Numicon, Working Memory, Early Bird Plus
Electronic Provision Mapping and introduction of new format Support Plans - EduKey

Parent Questions:

When are you due for your next Ofsted and how has the Ofsted framework changed for Outstanding Schools?

Unknown for Outstanding schools/ new framework in Sept

Any other questions……?

COLLIS
Primary School

