



End of Year Newsletter 2019 'We Listen, We Learn, We Shine'

End of Year results for Overdale

Year 6 SATs – 24 children

	Age related	
Reading	11 children	46%
Writing	18 children	75%
SPAG	14 children	58%
Maths	16 children	67%
Combined	10 children	42%

Year 2 Teacher Assessment supported by SAT's – 29 children

	Age related		Year 2 SAT's will cease to happen in Primary Schools after 2020 and we welcome that decision from the Government.
Reading	21 children	72%	
Writing	21 children	72%	
Maths	23 children	79%	
Combined	19 children	66%	

Year 1 Phonics Screening – 24 children

	Age related		In 2019 2020 Overdale will have intense support for Phonics across EYFS and KS1
Phonics	18 children	75%	
Y2 resits	4 children	50%	

Early Years Good Level of Development – 21 children

	Age related		In 2019 2020 Overdale is a Pilot school for the NEW baseline assessment for EYFS.
GLD	14 children	67%	

A full set of results will be available on the web site by September 2019.

These will include outcomes for groups: boys, girls, SEND and Pupil Premium.

Diary Dates



INSET days for 2019/2020.

Monday 4th Nov 2019
Monday 6th Jan 2020
Monday 20th April 2020
Monday 15th June 2020
Tuesday 16th June 2020

School re-opens on
Monday 2nd September

Parent consultations
16th October 2pm to 6pm

October Half term
School closes
Friday 25th October and
opens on TUESDAY 5th
November

KS1 Xmas concert for
parents 10th December
9.30am

EYFS Xmas concert for
parents 17th December
9.30am

Flu vaccinations
11th December

Christmas holiday
School closes on Friday
20th December and opens
on TUESDAY 7th
January.

Attendance

Attendance for whole school for 2018-2019 is 95.17% close to our target set by the local authority of 96%. We will aim for this again in 2019-2020 and look forward to your support with this. .

We have 11 children who have attended every single day this year and we are tremendously proud of them for this:

Lilly May Monkman	Amara Minquez Sweeney
Louise Souter	Maisie Newton
Riley-Jay Ellwood	Danielle Butler
Zane Bassett-Horn	Oliver Stabler
Maisy-Jo Bassett-Horn	Thomas Harrison
Tyler Cross	

School Leadership for Term 1 2019-2020

Mrs Logan and Mrs Stabler will be working as Interim Headteacher / Deputy Headteacher at Rillington Primary School for the first term of the new school year.

The role will be a split role for both leaders between the two schools, until the time that a substantive Headteacher can be appointed for Rillington in Term 2 2020

Facebook

May we remind you that Facebook is not the place to discuss school events or concerns. We will be reviewing the school's Social Media Policy over the summer and this will be on the website ready for the new school year.

The policy will make it clear that is not acceptable to use the schools name or the name of school staff on social media. We ask that you meet this request over the Summer holidays and also ask you to understand that the school and staff are not able to respond to Facebook comments hence they serve no purpose other than to cause offense to staff.

We have had posts taken down recently and spoken to parents about their posts, this is not a valuable use of Senior Leadership time. We want to spend our time working with your children.

We teach the children that what they wouldn't say to a person's face they shouldn't put it in a social media post. Thank you.

We would like to give a final farewell to Mrs Dowling, who will be retiring at the end of term, after being a High Level Teaching Assistant for over 17 years at Overdale School.

Thank you for all your hard work.

We will all miss her tremendously!

We would also like to wish Miss Welford a huge congratulations on her forthcoming wedding.

We are very pleased to announce that Miss Bonnett will be staying here at Overdale and teaching with Mr Watson in 5/6WB for the forthcoming year.

Staffing for September

Nursery – Miss Quinn & Mrs Baker

Reception – Mrs Stewart & Mrs Bateman

Year 1 – Mrs Marshall & Mrs Varley

Year 2 – Mr Bowman & Mr Hewitt

Year 3 – Mrs Kershaw & Mrs Harvey

Year 4 – Miss Hegarty & Mrs Meads

Year 5/6L – Mr Lawton & Mrs Lawton

Year 5/6WB – Mr Watson & Miss Bonnett

Please see the information and 'frequently asked questions' about mixed classes below. Over the past two weeks the mixed classes have worked well and the staff are keen to continue with this provision. If you have any concerns about this in September please come into school and talk to us about it and you are welcome to come into school and see the classes working.

Facebook will not answer your question staff in school will.

We would like to wish you all happy and relaxing summer hols and we will see you all back at school on Monday 2nd September

Headteacher

Vicki Logan (Mrs)

Deputy Headteacher

Carrie Stabler (Mrs)

What is a mixed year group class?

A mixed year group class is defined to be a class in which there are children who are from more than 1 year group of the primary school. In most cases a mixed year group class will comprise of pupils from only two year groups however it is possible particularly in small schools that a mixed year group class may contain pupils from 3 or more stages (e.g EYFS,KS1 and KS2 and on occasions year groups will be split between classes) but this is not an option taken at Overdale.

Why are mixed age groups/classes formed?

Mixed year group classes are formed in most schools partly because of the way in which the pupil's role is configured in any given year (e.g the number of pupils in each year group). It is not uncommon for the situation to change from year to year; as the size of year groups can vary quite dramatically.

Will my child be held back if he/she is held in a mixed age or split age group/class?

No. The ways in which learning and teaching are organised in primary schools means that teaching and work is tailored to the needs and current achievement level of individual pupils. The staff at Overdale are experienced at planning and delivering work to match the needs of mixed age learning. They provide challenge for the more able children and support for those needing more help whichever year group they are in.

Why is the situation different in my child's class from that in other schools?

Different situations pertain in all schools. There is absolutely no evidence to suggest that being in a mixed age class has any detrimental effect whatsoever on the education of children in that class.

I am concerned that forming a mixed age year group class may mean that my child friendship grouping is being broken.

Although care is taken in allocating pupils to classes, their social needs are not ignored. In general terms it is likely to be good for children to experience classes with different class mates so that their circle of friends and acquaintances can be extended beyond the traditional age boundaries. Where new classes are formed opportunities are created beyond the standard curriculum for pupils to maintain contact with friends while being allocated to other classes (such as lunchtimes, playtimes, special activities, trips, school performances). When children transfer to secondary school, new friendship groupings in different subject areas become a fact of life and this situation is generally welcomed by most children.

What are the benefits to the arrangements?

Children benefit in many ways from the opportunity to become an expert for the younger children and a positive role model which the younger children often aspire to. This vertical grouping often nurtures thinking and problem solving skills, vocabulary and social competencies. There is often a greater sense of co-operation and opportunity to work with the wider circle of peers. The children usually have continued learning with the same teacher and this provides an opportunity for the teacher to develop a deeper understanding of a child's needs and strengths and is therefore in a stronger position to better support the child's learning.

In turn the child knows their teacher well, understands the expectations they have and can build upon a level of trust that encourages them to "have a go" or "try something new".

If a mixed age or split age group class is formed, how are decisions taken about which children should be allocated to which classes?

We have taken a number of influences into consideration to make a professional judgement based on this. Split year groups were considered very carefully depending on each cohort of children. These included:

- Social learning group
- Emotional development
- Readiness to learn
- Stage of learning
- Gender and Age
- Additional needs

All these factors were taken in consideration by the headteacher and the class teachers when making this decision. However, it is the headteacher who makes the final decision for class allocation based on their professional judgement of where the child will best flourish in both their personal, social and academic achievements.