

**End of term newsletter – Christmas 2018**

Dear Parents/Carers

When I was at secondary school in the eighties I had a wonderful if slightly crazy English Teacher. His name was Mr Braime, I looked him up a few years ago and he was still going strong, cycling around the neighbourhood with his crazy curly red hair streaming out beneath his helmet. I must confess to not being a great student whilst at school, but something of Mr Braime’s passion for words stuck with me. I still to this day love the Mayor of Casterbridge, the Thomas Hardy novel that was expertly dissected by the red headed marvel. I have vivid memories of him connecting Arthur Miller’s tale of witchcraft in Salem, Massachusetts (The Crucible) to the politics of 1950s America. And then there was the poetry, I don’t remember much of this time, but I do remember the ‘The Rime of the Ancient Mariner’ by Samuel Coleridge Taylor. Written in 1798, it is a sorry tale of loss and guilt. In 1817 it was republished in a slightly different format with the addition of a ‘gloss’, these are additional notes on the text and one of these notes contains these words:

*In his loneliness and fixedness he yearneth towards the journeying Moon, and the stars that still sojourn, yet still move onward ; and everywhere the blue sky belongs to them, and is their appointed rest, and their native country and their own natural homes, which they enter unannounced, as lords that are certainly expected and yet there is a silent joy at their arrival.*

The words that resonated with me were “..and yet there is a silent joy at their arrival”, and it is so strange how just a few simple words can evoke such distinct memories in us. I remembered a moment in my childhood, waking up, early on Christmas morning with a weight across my legs, and in this moment, I knew the silent joy of the arrival of Christmas gifts. As a parent I have seen something similar in my own children, not only at the arrival of gifts, but in other moments – the joy of Granny arriving with her famous millionaire shortbread. The joy of arriving at a holiday destination or at a party, although the expression of this is rarely silent.

I am aware at this time of year that we have a diverse school community. Many of us treat the Jesus story as little more than that – a story. Whilst others have very different narratives by which we understand the world. But we can all understand the ‘joy of arrival’. For most children coming to school is an absolute joy, they arrive ready to drink in the wonders of the world. At the end of the school day this joy operates in the opposite direction as children are once again reunited with Mums, Dads and other members of the family. The Christmas break provides a wonderful moment to reflect on the joy that loved ones bring into our lives. It is so easy for us to get wrapped up in materialism, consumption and ‘I’m a celebrity get me out of here!’ But we run the risk of missing out on the joy that others bring into our lives. If you have forgotten, I would encourage you to once again to look at your children with a heart full of joy, they are wonderful, if not always silent. Joy to the world, indeed!

And so to other news…

**Reach South News**

We are beginning to find our feet within the Reach South Multi Academy Trust. We hosted trustees on their recent development day. Trustees enjoyed a tour of the school, meeting children and staff, they were very impressed with what they saw. We have been working very closely with other schools within the trust, moderating our judgements on the quality of work, developing new assessment systems and looking whenever possible to share best practice. We have also really benefitted from some very high quality training that the trust has delivered.

**Parkfield Montessori Nursery**

The Pre-school has been running for a month now and things are going very well. We currently have 11 children enrolled and a few more booked in for after Christmas. The children have all settled in to their new school easily and there is a lovely relaxed atmosphere in the room. Christmas crafts are well underway with much glitter being used! The pre-school has been cleared to accept 15 and 30 hour funding for 2,3 and 4 year olds. We have just had a visit from our council appointed Early Years advisor, she was very positive about our environment saying that our room was nicely laid out and calm and that our equipment was beautiful.

**Wrap around care**

Our new wrap around care service has been working well this term. Some space is available in either am or pm sessions, for more information please contact Mrs Hanney. If you would like further information on this service please email:

Email: [wraparoundcare@parkfield.bournemouth.sch.uk](mailto:wraparoundcare@parkfield.bournemouth.sch.uk)

**Attendance:**

I am thrilled to be able to report that we have once again seen a positive shift in our attendance. At the time of writing the whole school attendance was 95.5%. Compared with this time last year, we have seen a 2% improvement. We still have too many children who are persistently absent (attendance below 90%), currently this is over 50 children. We know that attendance is a key factor in supporting learning and low attendance is linked to underachievement.

Please be mindful that every day at school matters.  It is important that holidays are not booked during term time as this creates gaps in learning.  There are plenty of opportunities for holidays during the scheduled holiday breaks.  Even a few days affects their personal attendance record and the whole class attendance.  As children get older, poor attendance due to unauthorised absence and/or holidays can impact on their next steps into further education or apprenticeships.

**Key dates for the Spring term**

Term starts on Monday 7th January 2019.

13th January - Year 5 Winchester trip and Y8 Robotics experience

18th January – Year 9 ‘Aim Altitude’ engineering trip to the airport

22nd January – Year 1 ‘Science Dome’

Wb 4th February – Year 11 Mock Exams

Wb 11th February – Year 6 Mock SATs

15th February - NSPCC Mufti Day

14-17th February - Secondary Trip to Iceland

**Uniform**

I am very grateful for the support that parents have given us with the new secondary uniform. I have one or two quibbles that need to be addressed.

We have noticed that several our girls are wearing skirts that are very tight fitting and very short. We have given parents very specific guidance about acceptable skirts and whilst we certainly don’t wish to fall out with students or parents, we do believe that our girls do need to be wearing skirts that are sensible and modest.

We have also noticed that a few girls are wearing the old-style shirts without a tie. We changed the uniform to allow girls to wear an open neck blouse. I would be very pleased if parents could resolve this matter as soon as possible.

One final reminder, we do not want to see hoodies and trainers being worn around school. We are happy for students to swap into trainers to run around at break or lunch, but they must change back into shoes for lessons.

**Building news**

Across the Autumn term you will have noticed that we have had the builders in. As builders go, Greendale have been brilliant, they have been incredibly considerate and have delivered the project on time. The rear playground now has a much safer surface and the once unsafe fence has been replaced with a brand new one. New gates have been added at the north end of the site and we are delighted that the white lines have finally been resolved.

**Car parking & moving around on site**

The white lines in the car park have now clarified all the available parking bays on site. We would ask that parents do not park in any other places, as this can often block in other parents, causing frustration that can sometimes be expressed angrily. I would also remind you that the disabled bays are for the use of parents with disabled permits or with the explicit permission of the school. All permits should be on display.

Please remember that the car park will always have parents and children moving to cars. It is so important that all parents move around the site slowly and with great care.

The eagle eyed amongst you will have noticed that we had flow plates fitted on the exit gate, only to swiftly remove them the next day. The type of plates specified were too high for some cars, I was so glad I left my Ferrari at home! We are in conversation with the architect and hopefully we will come up with a suitable solution in the new year.

**Support from local business**

We are very grateful to have had two local garden centres provide us with some kind gifts this term. Wyvale and Stewarts garden centres provided us with bulbs and vouchers, that were gratefully received by Mr Cattani and his intrepid Eco-club. The bulbs have been planted and we look forward to seeing a splash of colour in the spring.

**Parent Survey:**

We have recently completed a ‘Ofsted style’ parental survey, the results are shown below:

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| Questions | Strongly disagree % | Disagree % | Agree % | strongly agree % | Agree/ strongly agree Dec 2018 |  | Agree/ strongly agree May 2017 |
| My child is happy at Parkfield | 2% | 3% | 47% | 48% | **95%** | 🡩 | 94% |
| My child feels safe at Parkfield | 0% | 4% | 48% | 46% | **94%** | 🡫 | 96% |
| My child makes good progress at Parkfield | 1% | 3% | 41% | 54% | **95%** | 🡩 | 91% |
| My child is well looked after at Parkfield | 2% | 6% | 46% | 46% | **92%** | 🡫 | 95% |
| My child is well taught at Parkfield | 3% | 4% | 46% | 47% | **93%** |  | 93% |
| My child receives appropriate homework for their age | 2% | 15% | 50% | 33% | **83%** | 🡫 | 88% |
| Parkfield makes sure its pupils are well behaved | 2% | 8% | 54% | 35% | **89%** | 🡩 | 86% |
| Parkfield deals well with bullying | 1% | 8% | 56% | 26% | **82%** |  | 82% |
| Parkfield is well led and managed | 2% | 9% | 48% | 39% | **87%** | 🡩 | 75% |
| Parkfield responds well to any concerns I have | 1% | 8% | 53% | 35% | **88%** | 🡩 | 86% |
| I receive valuable information about my child’s progress | 1% | 22% | 45% | 31% | **76%** | 🡩 | 73% |
| Would you recommend Parkfield to another parent? | 3% | 6% | 39% | 51% | **90%** | 🡩 | 83% |

Please note: percentages shown sometimes do not add up to 100, this is because some parents do not answer the questions. The overall percentage is calculated on the numbers completing the survey not the individual question.

Broadly speaking, this is a very positive survey. The question that considers bullying gives an agree/strongly agree score of 82% and yet the disagree/strongly disagree data accounts for 9% in total. The missing 9% is likely to be because parents have not answered the question, probably because they do not feel able to because they have not had to deal with this situation.

Two question do however require further investigation. 23% of you have said that you don’t get enough information about your child’s progress. The second question for me is related to the amount of homework that is set, 17% of you said that you don’t think that your child receives appropriate homework for their age. Both questions need further investigation. I will be posting out two additional short questionnaires soon, your feedback is very welcome.

**Working with the airport:**

Here at Parkfield, we are always finding new ways of building connections with the local community. Most recently, Parkfield were involved in the Wave FM ‘Mission Xmas’ project, we collaborated with TUI and Bournemouth Airport in this fundraising event. Parkfield collected a large amount of Christmas gifts for local, under privileged children. As a result of this work, Parkfield have formed some very positive relationships with Bournemouth airport and have some very exciting projects for the new year.

**Staffing news**

I am sure that some parents are aware of some of the difficult staffing issues we have dealt with this term. Mrs Taylor joined in September as our Head of History. Soon after joining us, she found out that her husband had been re-located to Plymouth, the family are now re-locating to the south-west. We wish her well and hope she is feeling better after a period of ill health. Mr Eden has also been struggling with his health and has taken the decision to resign from his post with immediate effect to concentrate on getting better. We are very grateful for all that Mr Eden has done for us and wish him good health in the future.

In January we will be joined by Mrs Brown as our Head of History. I know Mrs Brown well and I am delighted that she is joining the team, she is a wonderful teacher, highly experienced and very much looking forward to a new challenge.

We are putting plans in place to appoint a Head of English, as soon as we have more news, we will let parents know. I can tell you that we have managed to secure the services of Mr Salmon, an inspirational English teacher who will work with the Year 11 as they move towards their GCSE examinations.

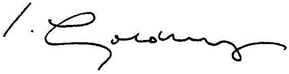
**A new vision, aims and curriculum intentions**

In education, nothing ever stands still for more than a couple of years. We are always looking to improve every aspect of our work and continually welcome feedback from parents. We have recently been reviewing our vision, aims and curriculum intentions and thought you would like to see what we have done to date. I have attached this information at the end of the newsletter, this work is still in its development stage – so feedback is welcome.

**And finally…**

I want to say a special thank you to the PFA, we are so grateful for the way that you support us. Huge thanks to all involved in the Christmas Fair – it was wonderful.

Best wishes



Ian Golding

Principal

**Our vision**

At Parkfield School we will nurture, inspire and enable our students, giving them the skills, knowledge and understanding to flourish in a complex and multi-cultural world. We are committed to the development of the whole child and believe that this is built upon relationships in a small school setting.

We will provide a broad and rich curriculum that actively looks to promote STEAM (Science, Technology, Engineering, Arts & Maths) education and through experiential learning provide young people with the skills and emotional resilience to succeed in the modern world. We will provide opportunities that build character, confidence and compassion, whilst developing the important skill of learning to learn.

We have high expectations of ourselves and will work collaboratively with each other, with schools in Reach South, with local Schools and with the wider education system so that we might better serve our students, their families and the local community. We are committed to using research findings to guide our staff training and our approach to learning. We believe that that brilliant outcomes can only be built on brilliant teaching, delivered by brilliant teachers.

**Our Aims**

At Parkfield school our aims are directly driven by our vision and the vision of Reach South Multi Academy Trust. These aims describe who we want to be, how we will approach our work and what we seek to offer to our students, their families and the wider community.

Our Aims are described under three key themes: Nurture, Inspire and Enable. When we talk about ‘nurturing’, we are explicitly referring to the environment within the school and our approach to ensuring the well-being of everyone at the school. We believe that our curriculum should be ‘inspiring’ in every sense and when this is combined with high expectations, we will achieve success. We believe that schooling should be about ‘enabling’ students through the development of key skills and we understand that this can only be achieved through collaboration.

Our aims are described in the chart below:

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| **Nurture** | **Our environment** | 1. Create a stimulating, safe and supportive learning environment that is characterised by kindness, generosity and strong relationships. 2. Enable our students to become emotionally intelligent, resilient and able to cope with a complex modern world. 3. Always endeavour to promote the wellbeing of students and staff. 4. Develop a holistic and supportive school, nurturing the whole child to enable them to reach their full potential. |
| **Well-being** |
| **Inspire** | **Curriculum** | 1. Provide a broad and balanced curriculum that is rich, inclusive, engaging, relevant and experiential. 2. Provide stimulating and inspiring opportunities for students to deepen their understanding of the world, including a focus on STEAM. 3. Have high expectations of our students, inspiring them to learn from their mistakes and reach for the stars. 4. Have high expectations of ourselves, providing excellent teaching that leads to high quality outcomes. |
| **High expectations** |
| **Enable** | **Skills** | 1. Provide opportunities for students to develop the skills and attributes needed in the modern world. 2. Focus on the development of character, independent learning, critical thinking, meta-cognition and intellectual curiosity. 3. Work collaboratively with each other, with parents and the local community for the betterment of our students. 4. Enable our students to understand themselves as global citizens, celebrating diversity and respecting cultural differences. |
| **Collaboration** |
| **Citizenship** |

**Our Curriculum Goals**

Our curriculum goals emerge from our vision and aims as a school. They are organised under five themes:

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| * communication * exploration * creative expression | * physical development * managing the self |

Each theme is further organised around significant features of learning. For example, in ‘communication’, the learning goals are organised under the headings: speaking, reading, writing and listening.

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| **Communication** | |
| **Speaking** | 1. Speak clearly and concisely showing an awareness of audience. |
| **Reading** | 1. Read fluently, decode precisely showing a clear comprehension of differing texts. |
| 1. Read widely, accessing different text styles and writing from different cultures. |
| 1. Read for meaning, identifying key ideas in a text. |
| 1. Develop a life-long love of reading. |
| **Writing** | 1. Write fluently, expressing their ideas accurately, particularly when responding to questions. |
| 1. Develop high quality handwriting and presentation skills. |
| **Listening** | 1. Listen attentively to adults and peers, responding appropriately when required. |
| **Vocabulary** | 1. Develop a wide and rich vocabulary, including subject specific and technical vocabulary. |

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| **Exploration** | |
| **The World** | 1. Gain knowledge and understanding of our community, locality, nation and the wider world. |
| 1. Gain knowledge and understanding of the history of peoples, communities and countries across the world. |
| 1. Apply historical and geographic knowledge to connections to contemporary situations. |
| 1. Gain expertise in communicating with languages from other countries. |
| **Science & Technology** | 1. Develop a clear understanding of the scientific principles that are the heart of all life. |
| 1. Use knowledge to challenge misconceptions and question assumptions about our world. |
| 1. Develop the practical skills needed conduct accurate scientific investigations. |
| 1. Develop a responsible and safe approach for using technology |
| **Maths** | 1. Develop secure numeracy and reasoning skills that can be used for problem solving across the curriculum. |
| 1. Enjoy using mathematical concepts fluently in investigations and real-life scenarios. |
| 1. Understand the role that maths plays in modern life. |
| **Solve Problems** | 1. Be confident when faced with complex and unfamiliar problems, applying knowledge and critical thinking skills to explore possible solutions. |
| 1. Relish the challenge of solving problems |

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| **Creative Expression** | |
| **Art** | 1. Develop a range of skills and expertise that enables the confident artistic expression. |
| 1. Gain an understanding of the art of other cultures, showing appreciation for the diversity of human artistic expression. |
| **Perform** | 1. Develop the skills and expertise needed to perform confidently in front of others. |
| 1. Understand the importance of practice, resilience and critical evaluation in performing at a high level |
| 1. Watch others perform, show appreciation and critically evaluate what is seen. |
| **Make** | 1. Develop, practise and refine a wide range of skills that are useful for making items. |
| 1. Gain knowledge and understanding of the diverse ways that humans have interacted in the world through making objects |

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| **Physical Development** | |
| **Motor skill and**  **co-ordination** | 1. Develop fine and gross motor skills that enable full participation in learning. |
| 1. Develop the ability to safely navigate spaces during practical activities. |
| 1. Develop the ability to use tools and equipment with care, safety and success. |
| **Health** | 1. To gain knowledge and understanding of how their body will change over time. |
| 1. Gain a clear understanding of how to have a healthy lifestyle. |
| 1. Understand how to cultivate the skills needed for a healthy mental wellbeing |
| **Safety** | 1. Recognise the risks (including those in the digital world) that affect young people and take actions to minimise their impact. |

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| **Managing the self** | |
| **Personal development** | 1. Develop a distinct personal identity, understand the benefits of conforming along with the importance of ‘daring to be different’. |
| 1. Gain a range of practical skills that will enable students to be successful in life, including an understanding of how we can participate in society as citizens. |
| 1. Develop aspects of character that support learning and personal wellbeing. |
| 1. Gain an understanding of further education opportunities and the world of work. |
| **Social development** | 1. Develop the skills necessary for maintaining healthy relationships, recognising the importance of collaboration, team-work and friendship. |
| 1. Develop an awareness and understanding of the importance of tolerance for the diversity of ideas, behaviours and cultures that exist within society |
| 1. Understand the importance of understanding our responsibilities in a global community, taking responsibility for the decisions that affect others. |
| **Emotional development** | 1. Develop a range of skills, competencies and attributes that help to build a healthy emotional life, including: self-esteem, self-belief, compassion and resilience. |
| 1. Know how to get help when needed. |