

CAGE GREEN NEWSLETTER

"FOR EVERY CHILD TO REACH THEIR POTENTIAL"

April 2018



Dear Parents/Carers and Children,

Welcome to the April edition of the Cage Green Newsletter. I hope you all had an enjoyable break.

I would like to begin this month's newsletter by informing parents of the outcome of our latest Her Majesty Inspectors monitoring visit which took place on 12 March 2018. The letter that Mrs Philips addressed to me is included below:

Main Findings (full report can be found at <https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/118574>) or on the Cage Green website: http://www.cage-green.kent.sch.uk/Ofsted_-_School_Improvement_Plans_-_Parent_Information_Presentations.htm.

You continue to provide strong leadership of the school. You have a clear vision for the high standards expected at the school. You are ably supported by the head of the Phoenix Centre and the four assistant headteachers. Leaders share a clear determination to enable every pupil in the school to thrive and achieve well. Leaders' actions are successfully tackling the areas for improvement identified at the last inspection. A very large majority of parents I spoke to or who provided feedback through Ofsted's online survey, Parent View, were positive about the school.

During my visits to classrooms, the atmosphere was purposeful and pupils were enjoying a range of learning activities. The learning environment and teaching strategies were consistent across all classes. Pupils were confidently and independently using resources and classroom displays to help their thinking. You were able to demonstrate the steps taken to improve teaching through bespoke coaching of individuals alongside whole-staff training, as well as identifying where further development is needed. Strong relationships were evident, particularly in the Phoenix Centre. Teaching assistants were supporting pupils' learning effectively throughout the school.

Pupils' outcomes in 2017 show higher attainment in reading, writing and mathematics at the end of both key stages 1 and 2 than in 2016. The school's published performance information includes pupils who attend the school's specialist provision for pupils who have special educational needs (SEN) and/or disabilities. The school's own analysis shows that, in 2017, the attainment and progress scores of Year 6 and Year 2 pupils who attend the main school were broadly in line with national averages. Leaders rightly identified that standards in mathematics need to improve further, particularly at the higher levels.

The assistant headteachers have increased the leadership capacity for further improvement considerably. Working as an effective team, they have improved the systems for monitoring the quality of teaching and the rates of pupils' progress. Their systematic quality assurance quickly identifies where teaching needs strengthening, leading to useful coaching and training. A review of some pupils' work showed how the actions taken by the assistant headteachers to improve the quality of teaching have had a positive impact. For example, books showed an increase in problem solving in mathematics and higher standards of writing by the most able pupils. Detailed and helpful feedback to pupils by teachers, in line with the school's policy, is consistent across all years. High expectations are evident in pupils' work in both English and mathematics. However, the standard of work in pupils' books from other subjects was generally lower. Leaders have already identified that tracking and improving pupils' progress in subjects other than English and mathematics is a priority for improvement. Bright displays of art work in corridors and 'topic' boards in classrooms indicate the breadth of the curriculum, but assessing pupils' progression through a range of subjects needs further development.

The head of the Phoenix Centre provides significant expertise to the oversight of pupils who have SEN and/or disabilities throughout the school. Together with the special educational needs coordinator, they deploy staff trained in speech and language development to screen all pupils on entry to the school. Leaders ensure that pupils' diverse needs and starting points are accurately identified, drawing on advice from other agencies where needed. This precise identification forms the basis of personalised plans to support all pupils who have SEN and/or disabilities, both in the main school and the Phoenix Centre. The school also provides a pastoral team to offer further support for vulnerable

This team works with parents and outside agencies to provide the right support for pupils, alongside high expectations. Leaders are checking that this support and intervention is helping pupils who have SEN and/or disabilities to make strong progress.

The assistant headteacher with oversight of disadvantaged pupils shows the same detailed level of attention to the needs of this group of pupils. There is careful monitoring of their attendance and behaviour, and extra learning or pastoral support is also provided. Leaders now check the progress made by disadvantaged pupils more carefully. The evidence indicates that the leaders' generally positive evaluations of the interventions used are justified. Governors are aware of the level of care shown for individual pupils and the effective steps taken to support those in danger of falling behind. However, governors do not yet have clarity about the overall impact of pupil premium expenditure on the progress of disadvantaged pupils, compared with other pupils nationally with the same starting points. There is also more to do to identify the most able disadvantaged pupils and ensure that they make accelerated progress.

Since the previous inspection, governors raised their expectations further and sought guidance from an external consultant. Governors show effective support and challenge to school leaders and are rightly proud of the improvements that have taken place at the school. However, school leaders, including governors, are still prioritising actions based on the areas for improvement recommended in the previous inspection report. This was well over a year ago; since then, outcomes for 2017 have been published, and there is a great deal of performance information about current pupils. It is time for leaders to complete a robust self-evaluation to identify current strengths and weaknesses. Your judgements can then be used to update the school's improvement plan, including setting targets and milestones for the achievement of groups in the school, such as disadvantaged and the most able pupils. This would make it easier for leaders and governors to evaluate the success of actions taken to improve the performance of these groups.

As you can see it was a very positive visit and I am looking forward to the next one - we don't know the exact date but estimate it will be around October/November time. It will also take the form of a standard Ofsted Inspection and will be held over two days. All the staff (and I'm sure many parents/ carers also) feel very passionate about the school and dedicate a lot of time and expertise in ensuring your children receive the best possible education and ready them for the next stage in their education. We've had our disappointments during the last five years but I do feel the school is a strong place and ready for the next inspection. Please keep supporting your children's learning at home through reading, completion of homework and attending school promptly and regularly. We also need support in ensuring your child understands and follows the core values such as honesty, integrity, respect, resilience and responsibility. Together we can continue to move the school forward.

World Autism Day

On the last day of last term Cage Green School and the Phoenix Centre did us all proud with their wonderful 'Hat About Me' creations for World Autism Awareness Week. During the last week of term the children had been doing activities in class and had an assembly linked to World Autism Awareness Week where we spoke about how everyone is different and that we need to be understanding of others. Thank you to everyone who wore their 'Hat About Me' with pride and helped to raise £116.75 which will be divided between to the National Autism Society and Kent Autistic Trust.

Staff Changes

To end my newsletter this month, I would just like to thank Mrs Gordon for all her hard work and dedication she has shown throughout the last three years. It is her last day today and I wish her well for the future.

With that in mind, we have appointed a new member of the Office Team, Mrs Smith, who many of you may have seen already this week. Please make her feel welcome whilst she settles in to the role.

The next newsletter will be published on Friday 25 May 2018.

Yours sincerely

G Garthwaite

Headteacher



Upcoming Events and News



UNDERSTANDING AND MANAGING FEEDING AND EATING ON THE AUTISM SPECTRUM

WEDNESDAY

16TH MAY 7.00PM

Understanding and supporting 'fussy eaters' and how to move forward.

Mrs. Judi Beggs and Miss Belinda Walton will be sharing information, ideas and strategies from a course they attended by Dr. Gillian Harris and Dr. Elizabeth Shea on children with restricted diets and/or food 'phobias'.



Cage Green School
Hall

Information, strategies and ideas on managing children with limited diets

Information on the ARFID diagnosis

All parents/carers welcome – you do not need to have a child with an ASD diagnosis.

Refreshments served by PACT

RSVP to book a place:

School Office on:
01732 354325 or
headteacher@cage-green.kent.sch.uk

Must Read: Measles - PHE

19 April 2018

Public reminded to check they are up-to-date with MMR vaccine following measles cases in Kent and Medway.

Public Health England (PHE) South East is urging people in Kent and Medway to check they are up-to-date with two doses of MMR vaccine. The call comes following 5 confirmed cases of measles since mid-March 2018 in the Medway and Swale areas.

PHE is working closely with NHS and local authority partners to raise awareness of how the public can play their part in protecting themselves and their families, and prevent further cases.

Measles is a highly infectious viral illness that can be very unpleasant and lead to serious complications, especially in people with immune problems, pregnant women, and in babies younger than one year.

Symptoms of measles typically include:

- high fever (temperature of 39°C or higher)
- sore, red, watery eyes
- coughing
- aching and feeling generally unwell
- a blotchy red brown rash, which usually appears 2-4 days after the initial symptoms.

For more information about measles, see [NHS Choices](#)

Click on picture above for full article

BINGO

BINGO NIGHT

FRIDAY 18 MAY

7.00PM

Mrs Taylor and her daughter Katie will be holding a bingo night on Friday 18 May at 7pm. They will be raising money for West Kent Mind. Further details of the work West Kent Mind do can be found at:

<https://westkentmind.org.uk/>

Tickets cost £6 each which includes a fish and chip supper. If anyone is interested please speak to Mrs Taylor who can be found at the end of the day in one of the Reception classes.