

Self-Evaluation 2023-24 Summary

School Context

- Jubilee Primary School, is situated in Stoke Newington in the North of Hackney, East London, in a unique and diverse community.
- There is a diverse social and economic mix, with the number of pupils eligible for free school meals higher than the national average.
- A majority (67%) of pupils attending the school are from minority ethnic groups and significant proportion of the pupils (38%) speak English as an additional language.
- The percentage of pupils with SEND (15%) and the percentage of EHCP children (5%) is higher than both Hackney and national averages.
- Special educational needs in the school are mainly due to difficulties with speech, language and communication and autistic spectrum disorder. The number of children on the SEN register with ASD (21%) is well above Hackney average (10%).
- Teaching staff, support staff and leadership are all stable, with some highly experienced teachers and SLEs working across the borough.
- The school's provision for the Early Years consists of one Nursery class and two Reception classes.
- The school's outdoor environment in a crowded urban area is used by all children and incorporated into the curriculum. Early Years and Year 1 children take part in Forest School sessions.

Pupils on roll	431	
PPG	100	23%
FSM	103	24%
EAL	163	38%
SEN	60	14%
EHCP / SSP	25/35	6%/8%

The Quality of Education

Curriculum design, coverage & appropriateness

- The school has developed three curriculum principles: 'Big Ideas', 'Focus' and 'Space & Pace'. These have been used to ensure that the broad, balanced and engaging curriculum mapping developed both by the school and from commercial schemes of work provide coherent progression in both semantic and procedural knowledge across all age groups. (*curriculum statement, curriculum maps, subject overviews*)
- A topic-based approach links subjects across the curriculum when relevant, creating opportunities for purposeful writing and stimulating creative projects. This is achieved whilst still maintaining and promoting subject distinctiveness. (*Curriculum statement, curriculum maps*)
- Plans are well-structured and set out in a way which builds on prior learning in different contexts, ensures high expectations and supports teacher workload. Opportunities to develop cultural capital and cultural self-esteem are well-integrated into the curriculum. (*trips, wider curriculum events, planning documents, knowledge organisers*)
- A range of content focused on 'diversity, race and racism', covering history, citizenship and PSHE themes is embedded in the curriculum. This has been done in conjunction with comprehensive staff training on unconscious bias, systemic racism and approaches to teaching the material in a sensitive and age appropriate way, to ensure the school community is united in being anti-racist. (*staff meetings, flipcharts, letters to parents, knowledge organisers*)

Curriculum delivery

- A uniform set of learning conditions and routines are introduced and embedded in every year group at the start of the year. This ensures excellent behaviour for learning from pupils, efficient systems in each classroom and alignment across the school. (*Jubilee Way, Jubilee Pedagogy & monitoring*)
- The general pedagogical approach is of clear direct instruction. Teaching observations show that throughout the school, staff provide concise modelling against success criteria. A consistent approach supports children to become more independent learners. Children in reception are introduced to these principles gradually. (*T&L policy, Jubilee Pedagogy monitoring*)
- Monitoring of teaching and learning shows teachers consistently have high expectations for all pupils including those with SEND, who are included in classroom learning the majority of the time. Learning is made accessible through differentiated teaching and resources where required. (*pupil progress meetings, PM, monitoring*)
- There are consistent high expectations for pupils, with the majority of children are expected to complete the work set for the whole class, with challenge provided through well-planned extension tasks, 'Red Hot challenges' and 'Super Red Hot Challenges'. (*pupil books, flipcharts*)
- Oracy has been developed systematically across the school; partner talk is conducted according to consistent principles and with sentence stems to scaffold; this ensures all children are able to take part in structured conversations. (*CPD records, flipcharts, monitoring*)
- Vocabulary is taught explicitly using the principles of the Word Aware programme at the start of lessons and revisited throughout the day and week. In English lessons children rehearse vocabulary and sentence types orally before writing and opportunities for performing finished work are built into lessons. (*lesson flipcharts, displays*)
- A large number of automated learning systems are used in the school to support fluency in core subjects, allowing personalised learning, instant feedback and boosting motivation and time efficiency (*timetables, certificates*)
- These programmes are also effective tools for completing homework (*homework protocols, online records*)
- The school is working towards retaining its Artsmark Gold in recognition of the creative offer at the school, delivered through specialist music and art programmes and facilities, as well as performing opportunities through LAMDA and Disney Musicals in Schools and peripatetic instrumental lessons. (*Artsmark feedback*)
- In addition to a carefully planned and sequenced curriculum, children are taught P.E. by an experienced specialist teacher, and all available facilities are exploited: the indoor hall, 'multi-use games area' (MUGA) outside, and local park for cross country and orienteering. Children in Year 1 also learn tennis weekly, and Year 3 and Year 5 complete a course in swimming. In addition children in Year 6 go sailing on a local reservoir. Pupils also have the opportunity to take part in borough-wide competitions in orienteering, cycling, football, cross country, and 'Personal Bests'. In

The following areas are a focus to sustain high quality provision:

- 1) Implement subject specific curriculum progression in Early Years, grouped around 'Big Ideas' in each subject
- 2) Raise attainment in writing, through consistent curriculum planning and delivery in line with school expectations
- 3) Ensure sufficient challenge for pupils across the curriculum, particularly in foundation subjects
- 4) Embed all strategies and routines in 'Jubilee Pedagogy' guidance to ensure consistently exemplary quality first teaching

summer term there is a 'Sports Week', where all KS2 pupils have the opportunity to try a new sport, with options ranging from BMX biking to ten-pin bowling. (*Sports Premium report, newsletter*)

Reading

- Phonics using Read Write Inc is taught rigorously from Reception until children have completed the programme in Year 1 or 2. Half-termly assessments track progress and allow for regular movement of groups to ensure children are always being challenged and enabled to move on. The lowest 20% receive high quality 1:1 tutoring daily to support them to make accelerated progress. (*Evaluated School Priorities, RWI action plans*)
- Phonics is complemented with high quality texts in story times and by using a text-based approach to writing throughout the school, where children are exposed to a range of high quality, usually topic-linked texts. (*curriculum map, planning, monitoring*)
- When children complete the phonics programme they move on to whole class reading. This builds fluency, stamina and comprehension skills with all children reading the same book together, supported by partners and the class teacher. (*flipcharts, pupil books*)
- A love of reading is promoted in the school through whole class reading, timetabled story times in every year group, 'reading challenge' book sets in each KS2 year group, book clubs in KS2 and celebrations of 'Word Millionaires' from the Accelerated Reader programme. (*timetables, displays, assemblies*)

Writing

- Oracy is developed explicitly throughout the school with structured discussions and to support writing. Talk for Writing is used in Early Years and Key Stage 1, sentence stems support in Key Stage 2, Years 3 and 4 work with a LAMDA coach, and Word Aware is used throughout the school for explicit vocabulary development (*planning, observations*)
- Quality texts, linked to topics where appropriate, provide rich and stimulating writing opportunities. (*curriculum map, monitoring, books*)
- Children's writing is developed and scaffolded with the use of 'Alan Peat Sentence types', which are codified, linked carefully to a range of text types, modelled with precision and revisited as children move through the school (*planning, books*)

Maths

- The school follows the White Rose Schemes of Learning, supported by high quality CPD, additional resources and close monitoring. This has created a consistent approach to number and calculation from Early Years onwards. Securing number sense and calculation fluency are part of daily practice, in lessons and through automated learning. (*calculation policy, flipcharts, pupil books*)
- Observations and monitoring show teachers make good use of blocking topics, creating opportunities for consolidation of key procedural knowledge and allowing for carefully sequenced progression and well-planned extension challenges to support children to achieve mastery.
- Outcomes at the end of each key stage demonstrate strong progress and achievement at the end of KS2 is significantly above national averages. (*monitoring, assessment data*)

Feedback and Assessment

- The school has a live feedback and marking policy. Children understand what they need to do to improve, with teachers using simple marking codes and highlighter pens for pupils to make improvements in the moment. (*pupil books, pupil conferencing*)
- Regular assessment for learning is built into lesson structures, with teachers performing checks for understanding using a range of strategies after modelling and guided practice. (*planning, observations*)
- Three data points and the use of online assessment trackers feed into pupil progress meetings where current and future provision for pupils is discussed between phase leaders, class teachers and SENCo where appropriate. Additional catch-up support for pupils who need it is put in place and reviewed. (*pupil progress meeting forms*)

Results

- In the most recent statutory assessments, the school exceeded national averages in nearly all areas.

Progress KS1-KS2	2019	2022	2023
Average = 0			
Reading	4.8	1.9	3.3
Writing	1.8	1.6	2.2
Maths	3.2	1.3	2.8

Standards	2019 (% achieving)	2022 (% achieving)	2023 (% achieving)
EYFS	70	72	73
Phonics	88	93	90
KS1 EXS R-W-M	74 – 70 – 75	76 – 72 – 83	79 – 70 – 77
KS1 GDS R-W-M	26 – 19 – 28	28 – 22 – 28	34 – 29 – 27
KS1 RWM EXS - GDS	67 – 13	71 – 12	66 – 23
KS2 EXS R-W-M-GSP	84 – 91 – 91 – 89	91 – 85 – 85 – 89	72 – 79 – 85 – 77
KS2 GDS R-W-M-GSP	58 – 26 – 49 – 67	51 – 20 – 25 – 49	51 – 19 – 32 – 47
KS2 RWM EXS – GDS	84 – 19	82 – 16	72 – 17
EYFS R W M RWM GSP EXS GDS	Achieving a Good Level of Development at the end of Reception Reading Writing Maths Reading, Writing and Maths combined Grammar, Spelling & Punctuation Expected Standard Greater Depth within the Expected Standard		

Behaviour and Attitudes

- Jubilee's school values of 'Respect', 'Excellence' and 'Friendship' weave through every aspect of the school life. They underpin the school's positive culture and children are able to explain the values and give examples of how they contribute to daily life in school. (*displays, certificates, assemblies*)
- The school's excellent behaviour for learning and high academic achievement spring from our values. The school's positive behaviour policy has a heavy focus on praise and positive reinforcement. High expectations and clear boundaries ensure excellent behaviour- if a child does have a consequence there will always be a conversation about which value(s) were not adhered to and how to improve. The school has a trauma-informed approach, with careful adjustments made for pupils where required and a focus on emotional regulation for all. (*behaviour policy, parent leaflets, behaviour records*)
- For pupils who require additional support with their behaviour, clear systems are in place to ensure they get the provision they need. Individual Behaviour Plans are created by class teachers and phase leaders and reviewed to track the impact of personalised targets. There is a learning mentor available for additional pastoral support. (*behaviour records*)
- Breakfast club and after school clubs are run by staff who know the children well. Places are provided for PPG families, which helps with morning transitions and readiness for learning. (*club records*)
- There are strong communication channels between home and school and where appropriate, the school helps families to access external support. These methods of support have enabled individual children to make excellent improvements in their behaviour over time. (*pupil records*)
- The school has a robust anti-bullying and behaviour policy, and children have a good understanding of what bullying is and how they can help by reporting if they see it happening. Learning about it is embedded into the PSHE curriculum in every year group and it has also been addressed in assemblies which have been rated as highly effective by teachers. (*behaviour policy, assembly records*)
- Behaviour logs show incidents of bullying are unusual and are dealt with robustly- the school has set procedures as part of the behaviour policy which are followed closely if an incidence of bullying occurs. (*behaviour policy, serious incident log*)
- Many opportunities have been created to regularly celebrate and reinforce children exemplifying the school values. Principally through awarding dojos in class using the 'dojo' web platform which children are highly motivated by. As they move through the school, staff foster more intrinsic motivation and rewards. (*behaviour policy, school dojo profile*)
- Safeguarding procedures are robust with effective action taken where needed to ensure all pupils are safe. Pupils have a good understanding of how to keep safe and they report that they feel safe in the school. (*safeguarding policy, pupil survey*)
- Regular certificates are awarded to celebrate pupils' positive efforts in their learning in weekly assemblies. Certificates are also presented for reaching significant milestones on automated learning platforms set as homework. (*assemblies*)
- In addition, at the end of the year, two children in each year group are nominated for the 'Spirit of Jubilee Award', presented in a special ceremony with parents, for being a model pupil who lights up their class. (*SoJ records*)
- Effective systems for monitoring, reporting and addressing pupil absences are embedded, including consultation with the attendance team for the local authority. This includes regular meetings between the Inclusion Manager and Headteacher, and proactive direct engagement with families. This is complemented by an award in weekly assemblies to the class with the highest attendance. (*pupil monitoring meetings, assemblies*)
- There are well-embedded systems of pastoral support. Vulnerable pupils are tracked closely and strategies for support are planned collectively through regular communication between safeguarding leads, learning mentor and SLT in fortnightly pupil monitoring meetings. (*pupil monitoring minutes*)
- A full-time learning mentor supports pupils with a range of pastoral needs, with any staff member able to make a referral. Cases are picked up and responded to rapidly. (*learning mentor caseload records*)

The following areas are a focus to sustain high quality provision:

- 1) Embed 'Jubilee Way' behaviour curriculum effectively, with teachers and leaders teaching content explicitly in class and assemblies
- 2) Maintain systems to support high attendance, monitoring and picking up on persistent poor attendance

Personal development

- The school prioritises PSHE in the curriculum, and uses a mindful approach to the subject, adapting the Jigsaw scheme of work to the needs of pupils. (*books, curriculum maps*)
- RHSE is embedded throughout KS1 and KS2 using adapted materials from the Jigsaw scheme. The school's policy was put together following consultation with parents and a programme of engagement and review takes place each year. (*PSHE policy, pupil books*)
- Healthy Lifestyles are promoted in the Science curriculum, during PE sessions and in the Jigsaw PHSE scheme of work. (*Curriculum overviews and medium-term plans*)
- Mental health and wellbeing are supported with the local WAHMS team, who run consultations for staff and parents, as well as sessions on self-care for pupils. (*WAHMS records*)
- Children are encouraged to become responsible citizens in many ways. Fundamental British values are embedded in the curriculum and develop pupils' understanding of respect and tolerance. (*displays, PSHE curriculum, SMSC assemblies*)
- Children are encouraged to take responsibility and represent themselves and others. There are a range of opportunities including school council and Year 6 prefects. Through the school council, the school has been awarded and retained the Eco Schools Green Flag award for its work on sustainability (*school council minutes, Eco Schools application*)
- Every child enjoys regular gardening sessions in the school vegetable garden, learning more about food and sustainability issues while there. (*annual PTA gardening report*)
- Regular cookery sessions have been introduced across the school, provided by 'Boil & Bubble', who have worked with whole classes and focus groups of PPG pupils. There is holistic focus, with a connection to the school garden, and results being shared with staff and families in a café format.
- The school organises trips which aim to broaden pupils' experience and develop their independence. For example, children in Year 5 travel to Kench Hill for a residential experience, and children in Year 6 go camping before they leave. Pupil and parent feedback on these experiences has been universally positive. (*surveys, photos*)
- Opportunities for pupils to develop resilience and become collaborative team players are provided through many structured group activities and games, sports and creative projects. In the Year 5 Disney project, the whole year group works together, supporting each other in teams with distinct roles, to put together each element of the production with a tight deadline, from set design to choreography. (*programme, photos, recording*)

The following areas are a focus to sustain high quality provision:

- 1) Maintain and expand programme of trips, visitors, and workshops, including enrichment activities to retaining Artsmark Gold

- The school achieves highly in sports competitions in the borough every year, and Sports Week gives pupils the opportunity to try sports they have never had a go at before, including parkour and rock-climbing. (*sports premium report*)
- A wide range of extra-curricular enrichment activities are offered such as musical instrument lessons, several choirs, karate, fencing, tennis, art, puppet making, drama and STEM. (*extended schools planning*)
- A police cadet programme was introduced for Year 6 pupils to ensure they are well prepared for the transition to secondary school.
- The school continues to work with the highly successful mentoring programme 'Reach Out', supporting pupils' understanding of anti-social behaviour and how best to avoid potentially harmful and damaging situations. Over many years Jubilee has worked in partnership with this programme as it has expanded across London and provided valuable feedback to help it become even more impactful. (*evaluations*)
- The school has well established systems of pastoral support including onsite learning mentor and links with external agencies such as children's social care, WAMHS and CAMHS. (*learning mentor caseload, wellbeing action plan*)

Leadership and management

- The Head teacher and Senior Leadership Team have a clear vision for the school and its pupils which is shared with staff and the wider community and linked to in annual school development priorities. (*Vision, Priorities*)
- Comprehensive action planning linked to school priorities ensures a strategic approach to school development and improving outcomes for all pupils. Both senior and middle leaders are actively engaged in school improvement and have a sense of collective responsibility. (*priorities action plans*)
- An experienced and passionate group of curriculum leaders have been well-supported to develop and implement a knowledge-rich curriculum. Joint action planning with the SLT curriculum lead, shared development of best practice around monitoring and informal networking on pedagogy all combine to produce effective subject leadership. (*overviews, action plans, monitoring*)
- Staff are encouraged and enabled to share good practice, with middle leaders regularly running CPD sessions in a range of areas and providing bespoke mentoring and coaching where required. Formal and informal support networks have been fostered in the development of high-quality phonics provision through the school. Two teachers are Mastery Specialists with the local Maths Hub. (*CPD schedule*)
- A programme of purposeful CPD is mapped out each year, linked to the school's priorities for development. Time and support is planned in to ensure new initiatives are embedded successfully. Additional CPD is also provided for individuals where appropriate for development in their own role. (*CPD schedule + records*)
- Staff are consulted regularly, using feedback forms, email surveys and a formal annual staff survey. The results of these surveys have helped to shape various aspects of the school's CPD offer, improvements around workload management and some curriculum redesign. In addition, formal working parties have been used to help review the school's marking and feedback and behaviour policies. (*staff survey, WP notes*)
- Performance management systems are supportive but rigorous, with specific, nuanced targets set in collaboration with teachers who are then actively engaged in their own development and achievement of the targets. Progress on targets is evaluated formally in review meetings but also referred to when relevant in observation and work scrutiny feedback. (*PM proformas, observations*)
- The school provides bespoke support for teachers at all stages of their career to improve their practice. The 'Walkthrus' programme has been used as a basis for identifying evidence-based teaching strategies which teachers are coached to embed and refine. Coaches are made up of middle and senior leaders as appropriate. (*WalkThrus records*)
- The wellbeing of staff is considered in many different ways. Workload is always a consideration, evidenced by the review of the marking policy, giving teachers additional time out of class to complete coordinator roles, and using high quality schemes of work to reduce unnecessary creation of resources. Unnecessary meetings are minimised, with parents' meetings, pupil progress meetings, performance management meetings and similar taking place during directed time. (*timetables, CPD schedule*)
- There are high levels of staff retention in both teaching and support staff, with staff reporting that they feel happy to come to work, have positive relationships with their colleagues and feel trusted to do their jobs. (*staff survey*)
- The school has arranged regular visits from a clinical psychologist who offers confidential support to any staff member with a professional or personal wellbeing issue through the WAMHS project. They have also run general training sessions on reflective practice, stress and wellbeing for pupils and for teachers, and on mindfulness. Content has been tailored according to suggestions from staff and feedback has been positive. (*staff survey*)
- There are positive and respectful relationships between pupils and staff, and between staff and the parent and carer community. Regular and open communication between home and school ensures effective support for pupils' learning and family wellbeing. Use of more electronic communication (virtual meetings, texts, emails) in addition to face to face meetings has been retained following the pandemic, with staff and parents reporting positively the convenience of this. (*surveys, ParentMail records*)
- Jubilee has a strong governing board led by a dedicated and enthusiastic Chair. Each governor has a link role focusing on a particular area of the school so that they are well informed about the current school context, meet with relevant coordinators and leaders, and challenge when necessary. The board has high expectations for outcomes and provision for pupils. Governors have undertaken regular skills audits and self-evaluations; their combined experience reflects a diverse range of skills. Systems of governance hold the school to account highly effectively and have sustained high quality outcomes for pupils over many years. (*governing board minutes, link reports*)
- Safeguarding procedures are robust with effective action taken where needed to ensure all pupils are safe. There are regular external audits of the school's safeguarding and health and safety systems and an annual safeguarding report to governors. Fortnightly pupil monitoring meetings focused on vulnerable pupils also allow for ongoing safeguarding concerns to be regularly reviewed and updated. (*safeguarding report, pupil monitoring minutes*)

The following areas are a focus to sustain high quality provision:

- 1) Ensure subject leaders are given time and mentoring to carry out their roles effectively, including implementing of curriculum progression from early years upwards
- 2) Continue to support opportunities for middle leaders to engage externally e.g. LA Moderation, Maths hub, EHCP panels
- 3) Ensure the school is well prepared for continued financial constraints with sustainable staffing structure

The Effectiveness of Early Years Provision

Early Years Curriculum

- A topic-based approach is used, with a core collection of high quality, diverse texts for 'Book of the Week' format, used as a starting point for learning across curriculum. (*curriculum maps*)
- Knowledge-rich curriculum detailed in knowledge organisers and weekly news sheets, to support parents to continue and consolidate learning at home. (*parent communications*)

- In Reception, P.E. and music specialist teachers lay foundations of subject curricula which pupils develop as they move into KS1. (*subject overviews*)
- The Jigsaw scheme of learning is used to support the teaching of PSED and ensure a sequenced approach to the direct teaching in this area, supporting pupils by creating the foundations to extend this learning into KS1. (*planning, observations*)
- Children's vocabulary is developed explicitly through the Word Aware programme. (*planning, observations*)
- Trips are planned to support learning and develop pupil understanding of the topics (theatre, London Zoo), which also help them feel part of the community both locally and in London as a whole.

English including phonics

- The Read, Write, Inc. scheme is followed closely. 'Sound of the Week' is used in Nursery from Spring and all children in Reception start precise and systematic RWI groups with regular assessment ensuring rapid progression and tailored support. (*Reading lead monitoring*)
- One to one phonics tutoring is provided for target children as identified in assessments.
- Books are valued highly in the classrooms: defined attractive book areas, book displays and time given to reading books to individuals and small groups during the continuous provision. (*learning environments*)
- All children take a new picture book home daily, to help them create the routine and habits of reading for pleasure. (*observations*)

Maths

- The White Rose scheme is taught systematically and results in children building solid foundations of number sense through concrete and oral activities. (*observations*)
- The Maths lead has worked with teachers in Reception to support their planning, knowledge and understanding, which has resulted in improved teaching and provision as evidenced by our observations, assessments and outcomes for children. (*planning, monitoring, observations*)

Targeted Support for lowest 20%

- Children's progress is tracked using a variety of tools (observations, phonics RWI assessments, language assessments, maths assessments), and a range of targeted interventions provide timely support. (*assessment data*)

Environment and wider provision

- Daily timetables provide a balance of direct teaching, teacher-led guided groups, and child-led continuous provision both inside and out. In Reception, the balance of teaching and play changes over the shape of the year, beginning with an emphasis on child-led, free flow play, and culminating in a daily timetable that will support children to transition successfully to Year 1. In Nursery, the introduction of direct teaching times are introduced slowly and adapted to the needs of the cohort. (*timetables, observations*)
- Children have weekly Forest School sessions on site, with plans in progress to run off-site visits to settings in the woods. (*Forest School progression document, observations*)
- One teacher is currently a trained Forest School practitioner and runs sessions with children in Reception and Year 1.

Parent and Carer engagement

- Families are actively engaged in supporting their children's learning from an early stage, with virtual support workshops provided on phonics and maths. (*phonics meeting*)
- Weekly communication is sent to parents and carers detailing the learning each week, which encourages learning to be reinforced at home. (*news sheets*)

The following areas are a focus to sustain high quality provision:

1) Embed objectives linked to subject-specific 'Big Ideas' in the EYFS curriculum, ensuring knowledge taught lays effective foundation for children's learning in Y1 and beyond

2) Maintain continued focus on the lowest 20%, planning strategies to support them in all areas of the

Events:

Spring 23

- Year 6 Shakespeare trip to Globe Theatre
- Year 5 Disney production: Aladdin
- Year 3 graffiti collaboration with 'Angry Dan'
- World Book Day celebrations including breakfast event
- Reception trip to London Zoo
- Science Week including breakfast events

Summer 23

- Trips to support 'Nature All Around Us' topics, including Dalston Curve Garden and Woodberry Wetlands
- Sports Days- all KS2 children hosted at Pickett's Lock indoor arena
- Year 6 camping trip to Epping Forest
- Year 6 end of year performance
- Careers Week for Years 1-6
- Personal Bests festival
- Hackney Summer music festivals- singing and instrumentals
- 'Make, Bake, Create' Creativity Celebration including Art Showcase
- Summer Fair
- Eid Celebration
- Year 6 Arts and Music festivals

Autumn 23

- International dress up day to represent home cultures
- All year groups engaged in local trips to support 'Where We Live' Geography topics
- Prefects dodgeball competition
- All year groups engaged in museum trips to support Autumn 2 History topics
- Year 4 project with The Tower Theatre around production of 'The Little Prince'
- Workshops from the Energy Garden to support school's solar panels bid
- Bonfire night event
- Year 4 trip to Billie Jean King Cup tennis tournament
- Carols in the meadow
- Nursery and Reception Christmas Performances
- Staff Pantomime