



Frequently asked questions for our school from our visits:

1. What is the school's ethos?

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Our ethos is 'Every child, Every chance, Every day. There is lots information on our school website around our vision and values for our children and our curriculum.'

2. What percentage pupil premium do you get and how is it spent?

For 2021 we have 14%

3.How do you communicate with parents?

We have an open door policy where you can ask to make an appointment with anyone within the school. We communicate what the children are learning once a week for English and Maths through our Marvellous Me app. We have two parent's evenings a year and a final written report is received in the Summer term detailing your child's achievements. We have weekly communication that goes out every Friday to explain what is happening in school and the community.

4.What extra curricular activities do you offer?

After the Autumn Term Year R are able to participate in after school clubs. These are run by external providers. There is a vast range from ninja warriors, gymnastic, lego, football, multiskills, high 5's, Karate and many more.

5.How are the reception lessons structured?

This will be explained on the visit

6.How often are the pupils outdoors?

Year R free flow between the inside classroom and outside classroom thought out the day

7.How do you personalise the curriculum?

In Year R we look at the children's interests and embed them into our continuous provision. Many of our topics come from current interests of our children and link to their community too.

8.How and how often do you report on child's progress/activity?

You have a parents evening in the Autumn and Spring term, targets are shared with here. Then there is a written report in the summer term.

9.How can parents be involved in school life?

We have a very active Friends of Shirley Infant School and we love and treasure the support they give us. We love to have parents in school to do cooking and help with school visits.

10.How is low level behaviour dealt with? Do you use time out?

We have an embedded behaviour policy which we are just reviewing

11.How is bullying dealt with in school?

Please see Anti bullying policy on the website under key information and policies.

12.What measures are put in place to help with the transition of pupils into reception? Do they have a part time timetable to begin with for example?

This is covered in our welcome video and the welcome booklet that is on website. Please go to the home page and then go down to the bottom and click on starting school

13.Are year groups ever mixed for teaching?

This is sometimes a strategy that we use but this is not common practice. It depends on what the charts need.

14.What's the best thing about your school?

We have the best staff that work so hard for our children. We have the most supportive community and as stated in our last Ofsted report a parent stated "at Shirley infant it is like being part of a family"

15.What's something you are working on getting better at?

Our current school development plan for 21/22 is:

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| To successfully implement the new framework through a high quality enabling environment both indoors and outside. |
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| Background |
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| The Early Years provision has been good over the past 3 years. The attainment has been above local and national data compared to the last published data in July 2019. The indoor and outdoor environments have been good however the continuous provision has been a focus. With the rise in expectations from the new government focus on the Early |
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Years curriculum from September 2021 the provision needs to move in line with the September 2021 chosen curriculum of the Development Matters using child development knowledge from the birth to five.

To improve attainment in writing at the end of KS1 so combined is 80%

Background:

- Over the past three years the end of KS1 outcomes in writing have dropped to around low 70%
- Reading and Maths outcomes are around 10% higher
- Combined RWM at end of KS1 is therefore lower
- Letter formation was a target from Ofsted 2019
- Spelling and handwriting is a weakness across the school from monitoring over the past 3 years
- Fine motor presents a problem for some children across the school

To develop children's emotional literacy and teach children skills to self-regulate through developing a whole school approach to improve children's readiness to learn.

Background:

- Increasing knowledge about attachment and observations of children in classrooms has led to the reflection that our behaviour policy is not helping children to self regulate.
- Evidence that the behaviour policies in both schools are not always consistently used and strategies used does not always positively promote skills pupils should be developing
- Evidence that some low level behaviour can interpret learning which highlights the need to increase staff subject knowledge in unpicking pupils behaviours & choose appropriate strategies

16.What school trip do pupils go on?

We have least 3 trips a year in Year 1 and Year 2. We bring experiences in for Year R and they go out on one school trip in the summer term.