



**Ridgeway
Primary Academy**

Leading Parent Partnership Award

'The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment'. (Education Endowment Foundation EEF)

Wednesday 5th July 2023

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... the sky's OUR limit!



Ridgeway Primary Academy

Our Vision

To develop and maintain a positive partnership with parents and carers from all settings.

School recognises that a good partnership with parents is key to children achieving success at school. We have always offered a range of opportunities for parents to come into school to share events and work alongside the children. School closures and the need for social distancing during the pandemic has meant that these opportunities have not been offered in recent years. We are keen to rebuild this partnership and have appointed a senior leader with responsibility for parental engagement.





**Ridgeway
Primary Academy**

Our plan...

Set up a parent council, send questionnaire to parents and create an action plan in line with the LPPA principals.



To involve parents in school changes and build relationships between school and parents (COVID).



To evaluate the impact and improve our parent partnership.

Leading Parent Partnership Award

Started in early 2022 with a questionnaire to parents, analysis and an action plan.

'Communication between teachers and parents needs to be better'.

'Sometimes the messages for upcoming events come too close to the date'.

'We had more of an idea of day to day learning so we can encourage and do extra learning at home'.

.Limited contact, staff behind closed doors, no contact with office staff unless in an emergency, very impersonal, unfriendly and the site is often untidy'.

'More frequent newsletters, especially with regards to dates of events and things which just summarise dates in particular.'

Objective 1

The school demonstrates a commitment to work towards achieving the LPPA.

- Working with key partners...

Burntwood Be a Friend



Lichfield Children Centre's



Local PCSO



Parent Council

- Parent council started in First meeting in January 2022.
- Meeting approximately each half term to discuss positives and areas for development.
- Face on the playground for others to share thoughts to bring back.
- Ruth Broadhead (governor joined in September 2022).

Burntwood Town Council



Objective 1

The school demonstrates a commitment to work towards achieving the LPPA.

- Working with key partners...

Erasmus Darwin Academy

Sunny Days Nursery

Governors meeting



Crown Highways

Local Library service

Groups and Activities at Burntwood Library		
Come Reading Group	1st Monday of each month 2:00pm-3:00pm Ask a member of staff for more information	Free valuations and advice Every Tuesday 2:30pm-4:30pm Free
Craft & Cuppa	2nd Tuesday of each month 9:30am-11:30am Bring your own craft activity and chat	Pop in for a drink and a chat. Every Tuesday 10:00am-12noon Refreshments £1
Crafty Crafters	3rd Tuesday of each month 2:00pm-3:00pm Bring your own craft activity or join in with ours	If you're interested in tracing your family tree, but not sure where to start, or are at a road block in your family history search, why not come along to our new FREE session starting at Burntwood Library
Time for a Story	Every Tuesday 10:00am to 11:15am Reading, Singing, Playing, Learning From birth to pre school	2nd Tuesday of each month 2pm-3pm FREE
Burntwood Library 01545 534444 email: burntwood@staffordshire.gov.uk		Every Wednesday 10:00am-11:00am Free
	Places of Welcome	Everyone Welcome pop in for a cup of tea and a chat
	Knit & Natter	Join us with your knitting and chat. Open to learners or experienced knitters



SPARK

- and implements effective plans to achieve and maintain the LPPA.

Action Plan

- Action plan created and monitored regularly.
- Section in School Improvement Plan.
- Regularly evaluated action plan.

	QUESTION 1	EVIDENCE	ACTION
1.1	The UPEA coordinator and working groups are in place.	UPEA plan - all partners have been consulted all greater faith based/mosque areas have been identified	N/A
1.2	The statement of commitment is signed and stored in the portfolio of evidence	Statement of commitment signed by all faith leaders and UPEA staff	N/A
1.3	A consultation to ascertain UPEA, and information about the extent of participation in activities; teaching and support staff, parents and governors.	All school staff, parents and governors informed via email and letter regarding UPEA Original letter sent to governors, upon approval of the plan they were given an opportunity to sign and return see Appendix letters sent to ESM, City, Local police, IMC, Cambridgeshire Fire and Rescue, primary health visitor/ school nurse team, feeder nurseries	Key partners invited to send newsletters on website
1.4	There is evidence that external partners that work with the school, for example, feeder schools/outlets/Cutter groups, local car providers, health and safety and community organisations, churches and others have been informed about the UPEA and have been encouraged to become involved.	Letter sent to feeder schools	Evidence for each key partner in folder
2	QUESTION 2		
2.1	The school's fully completed action plan is included in the portfolio	school plan / folder, completed	N/A
2.2	Up-to-date information and ongoing involvement keeps all key partners in touch with developments in parent partnership and progress towards achieving the UPEA, teaching and support staff, parents, governors and local partners.	Newsletters on website	Newsletters and meeting agendas on website
2.3	The UPEA is included in the school's improvement plan, detailing strategies for UPEA achievement and for the maintenance of parent partnerships after the award is achieved	UPEA on School Improvement plan	School improvement plan added to folder – check UPEA on SIP
2.4	Evaluation: The school action plan regularly monitored for success the plan is amended or flag-stamped, progress is evaluated and the findings are recorded and acted upon.	Completed School Action Plan Regularly reviewed and checked through 10 review periods	N/A

Staff meeting – May 2023



Ridgeway
Primary Academy

Parent Partnership

'The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment'. (Education Endowment Foundation EEF)

May 2023



Email to update staff

Good afternoon all,

On Friday I had my latest **parents council** meeting, I thought I'd share some of the things we discussed.

- The **parents** shared the wonderful activities happening with the launch of the new OPAH: **Parents**, **Parents** and the children are constantly talking about what is happening at the fun day they are having. ([Widdowson](#), Chloë, Sarah and all of the play team).
- They raised the toys being put away more than before, I explained the 4 minute tidy up!
- Please can all staff ensure coats and jumpers are brought back if you use them and distributed to the correct classrooms or lost property. The **school** have noticed some being lost.
- They love the extra tweets on twitter, more of the exciting things we do are being shared which is great. Please continue to use regularly, if anyone would like to share lunchtimes, clubs, assemblies and needs to log on detail please let me know. The **parents** just want to see what is happening and we have lots to share and be proud of.
- Please can you talk to your own classes about how best to eat their snacks and then dispose of the rubbish, it appears some children are not eating and are taking banana skins, cores and packets **home** in their pockets!!!
- The **parents** are really pleased with the increased notice given for events such as inspire and assemblies.
- They are loving coming into school to share what the children are doing. They have enjoyed the inspire workshops and assemblies so far and liked having other year groups at the assemblies to watch.
- A new **parent** to school shared the lovely activities we have had that they've been invited to, in their old school this was few and far between so they are loving this.
- The dates on newsletters are helping to book time off if needed.

Thank you to everyone for your hard work, it is being noticed and talked about by our **parents**.

I have been working on the website for **parents**, I thought it would be good for everyone to know about. Please have a look at the information and resources page using the link below, if **parents** ask there is more information that they help.

[Information & Resources](#), [Widdowson Primary Academy](#)

If anyone has any other ideas of resources to add, please let me know.

Best x

Mr Beth Springer
EY Assistant
[@bethspringer](#)

LPPA Newsletters

	Issue 4 - March 2023
Winning Local Partnership Award	
Uniform Bank We are in the process of organising a uniform bank for parents to donate pre-loved, good quality school uniform and shoes. We will then allow parents to buy the uniform. *Strink commission raised £137.0 last year, would You to everyone who bought the label to act as drop off points and to be there to store & deliver the uniform. This space, it is nearly empty. We ask for a donation for each item purchased, not set charges.	
<u>Naming clothing and lost property</u> Please can we remind you that all items children bring to school need a name in this. This allows staff to get property back to the right child quickly. Lost property is shared by the breakfast/ after school club door. Use the link to the 'Strink' page for name labels. School earns commission for each order using code - 16800. Use the link on our website. Strinks have offered 5 free labels for 1/4, we are in the process of sending off the information required	<u>Things to note.</u> - Don't forget to sign up to our Twitter page @mymidwayday - See the information and references put on the website for lots of information. Don't forget to send in any payments for OPAL.
<u>Parent Notice board</u> There is a parent noticeboard taking place with lots of information there. It is located just at main entrance on the right. Please contact Mrs Stringer on nursery@strinkstaffs.co.uk with any ideas, suggestions or comments. The parents council meets once a half term on Friday mornings 9 and always welcome new members.	

Objective 3

The school is welcoming, communicative and friendly to parents.

'Limited contact, staff behind closed doors, no contact with office staff unless in an emergency, very impersonal, unfriendly and the site is often untidy'.

'Communication between teachers and parents needs to be better'.

Lots of changes since COVID have improved office availability, staff on doors everyday and improvements to site being made all of the time.

<https://www.ridgeway.staffs.sch.uk/parent-info/information-resources/>

LPPA Newsletters



Curriculum and Year group SWAYS

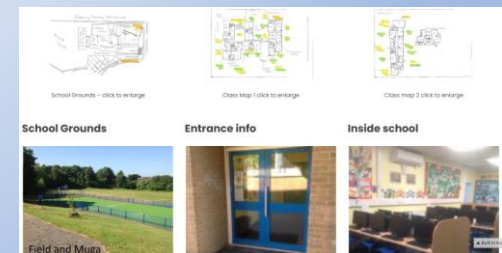
Scroll through our Sway Enrichment booklets below to find out what each class have been learning about during the autumn term



Co-Head coffee mornings



Maps and photos on website



Objective 3

The school is welcoming, communicative and friendly to parents.

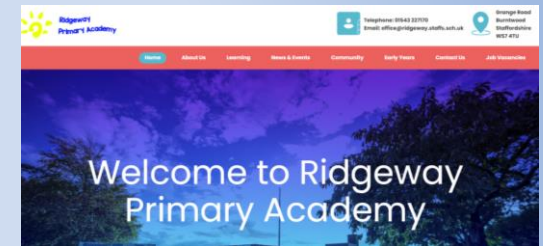


Parent Noticeboard

Monthly Newsletters on SWAY



School Website



Parent lunches – Summer term, Use of Twitter



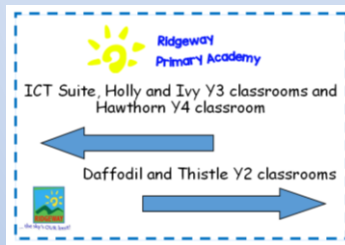
EYFS weekly updates on learning



Uniform Bank



Staff Room
Door
Year 5
entry & exit



Internal and External signs/ signposts for visitors



Objective 3

The school is welcoming, communicative and friendly to parents.

'All staff that I have dealt with have always been polite, respectful, friendly and accommodating'.

'My queries and concerns have always been met with friendliness and genuine helpfulness'.

'School is accommodating for parents and involves you as much as possible'.

'Excellent school receptionist team- they are always kind, helpful and caring to all of us- not just the pupil'.

Objective 4

The school promotes the awareness and participation of all groups of parents in supporting their children's learning and developing their own learning. In addition, the school holds and actively promotes a programme of opportunities and events for joint parent and child participation.

'Some general information regarding reading and phonics would be useful'.

'How to teach your child the right way, as teaching methods have change so much'.

- Inspire workshop x3 per year group, per year
- Jubilee event sharing event
- Jubilee business enterprise/ summer fair — link to D&T curriculum
- Primifest 2022 — Art, music and poetry.
- Year 4 - Harvest Festival at St Anne's Church in Burntwood.
- Rainbow Tots, Nursery, Reception, KSI Christmas performances.
- Y3 and Y6 Carol service at St Anne's Church in Burntwood.
- History sharing event
- French day sharing event — bingo
- Year 5 pantomime at EDA
- Parent lunches in summer term
- Year 1 — Year 6 have held a class assembly



Birch assembly

Inspire Workshop



Jubilee Concert, July 2022



Objective 4

The school promotes the awareness and participation of all groups of parents in supporting their children's learning and developing their own learning. In addition, the school holds and actively promotes a programme of opportunities and events for joint parent and child participation. Celebrating achievements out of school

Y4 Greek day – Greek salad making



Promoting reading with Book Fair



Celebrating achievements out of school



Advertising parent learning



Business Enterprise



Parent lunches



Objective 4

The school promotes the awareness and participation of all groups of parents in supporting their children's learning and developing their own learning. In addition, the school holds and actively promotes a programme of opportunities and events for joint parent and child participation.

'I enjoyed the workshop and found it very useful to see what the children learn and how they learn'.

'Thank you for providing the workshops. It is lovely to be able to see the pupils in their learning environment'.

'It was so lovely to witness a lesson and see how the children are learning. They were all so engaged in the lesson and really well behaved'.

'Really helpful and will definitely be using the methods we used at home when practicing with numbers'.

'I really enjoyed the hour and being part of an actual class environment. It was great to see the children participating whilst sat in their groups at the tables and on the carpet. Also great to hear the different rhymes and the way they say well done to each other in funny little ways'.

'Brilliant lesson! It was really great to see how the learning progressed during the lesson and was linked to SATS papers'.

Objective 5

The school provides a good induction for all new parents

Did you feel the evening gave you enough information about starting with us in Nursery or Reception?

Option	Percentage	Quantity
Strongly agree	53.3%	16
Agree	33.3%	10
Neutral	13.3%	4
Disagree	0%	0
Strongly disagree	0%	0
Total		30

'Very informative, presentation, teachers being present at the front and them being introduced to us, made to feel very welcome and got to try food the students were getting'.



Induction Evening feedback – March 2023

We are committed to continually improving the provision we offer to both parents/ carers and children. As part of the Leading Parent Partnership Award we have adopted a

'We asked, you said, we did'

Did you feel the evening gave you enough information about starting with us in Nursery or Reception?

Strongly agree 53.3%
Agree 33.3%

Did the staff make you feel welcome?

Strongly agree 62.1%
Agree 27.6%

Did the induction evening answer all the questions you had?

Strongly agree 55.6%
Agree 22.2%

Parents/carers said...

'It was really good it was completed before the children started in reception. The PowerPoint and information provided was clear and explained all the arrangements required to make a smooth transition. We were able to have a tour around the class and meet class teachers was really good overall it was so much better transition compared to last year thank you'.

'Very informative, presentation, teachers being present at the front and them being introduced to us, made to feel very welcome and got to try food the students were getting'.

'It was great to go and see the classroom and outside environment before our child joined. Having a chance to talk to the new teacher about the expectations of the children at the beginning of the year was also reassuring'.

'We enjoyed it very much the staff were friendly and welcoming and very knowledgeable. It was great to meet the teaching staff and visit our child's classroom too. We loved discovering what our daughter will be learning in reception and how we can help her; the sample of name labels in the info pack was a fab idea and my husband was delighted the kitchen was open and participated fully! Thank you'.

'A good overview of what is needed in preparation to start nursery. Knowing the power point would/is available via website to refer back to'.

'We asked, you said, we did'

'Perhaps make parents aware there will be a food tasting section as no one really tried the food as I presume many had already eaten?'
I will ensure this is written in the invite so parents are aware of the food tasting.

'You sample menus out (as in the words) or given as part of the pack'.
Sample menus will be added to the induction packs/ evenings.

'I thought the menu tasting was good. Might be good to have a few sample menus out (as in the words) or given as part of the pack so parents can see what is offered and what their child may like'.
As above.

Some intro to play would be nice, especially now there is OPAL, and how this works for reception. An example of a standard day, like RME and learning and playing in the afternoon.
OPAL will be added to the induction power point as will be available from September.
A daily timetable will be added to power point to help understanding of what the children will be doing.

'For forgetful moms and those whose first child maybe offer a checklist of everything needed (e.g. uniforms, PE kits, wellies day etc).
Checklist added at the end of power point.

'I felt if there was a way the parents could get to know each other if you organised a parents coffee or tea for after the induction or before it would have been a great idea between parents'.
The Beach Hut session was organised to support both children and parents with the transition. The parents that attended felt it was a relaxed way to meet new families.

Beach Hut sessions feedback:

'It was a lovely chance to meet other parents, I'm still chatty with the parents I did meet from the beach hut session so it made it easier having someone to recognise on the first day'. .)

'It was a very good ice breaker and a great way of getting to know faces of people who you will be meeting on the playground come term time. We always daunting leaving your child for the 1st time and a bit of moral support goes along way. Not many attended these sessions though unfortunately but my child loved it and we've formed close friendships with the parents and children who did attend'.
If the Beach hut offer this session for next year's cohort I will discuss possible times and give as much notice as possible. I will discuss possible other times and days with them.

'I put no because I wasn't available on the times that this was set up. But I think it would have been better to do on the induction evening to see who would be available and if any parents would have gone'.
Unfortunately, I could only pick the sessions given to us by The Beach Hut and choose the latest slot available.

'Think it's one of those places that if you don't drive you can't get there as there is no bus route also if I remember the other reason as it was more or less straight after a full day of nursery so maybe a weekend or a bit later session'.
This was the first time the Beach Hut had offered this type of session and I was governed by the days and times they gave us as an option.

Thank you to everyone who completed the questionnaire, we value your opinions and ideas. Please email nursery@ridgeway.staffs.sch.uk if you have any suggestions, ideas or issues with regard to future induction evenings for Sunbeams Nursery and Reception.

Kind Regards
Mrs Beth Stringer
Parental Engagement Lead

Objective 5

The school provides a good induction for all new parents

Induction Evening Power Point
on website



Meet the Teacher evenings
Y1-6 PP on website



Mid Year starter Power Point
sent via office on parent mail



Parent workshop

Read Write Inc parent
workshop

Date for the diary...
Wednesday 4th October at 6.15pm.

A parent workshop led by a RWInc trainer.
It aims to give parents/ carers to gain a better
understanding of RWInc.



Parent online course



Beach Hut sessions
for parents



Objective 5

The school provides a good induction for all new parents

I would like to thank all of the wonderful staff at Ridgeway for supporting my boys and making this transition so smooth. George is being tested for autism and change is not something he takes to kindly too yet he has embraced this changed and that is down to the support and kindness the school have shown. Moving the boys to ridgeway is one of the best decisions I've ever made.

Natalie Baggott, Mum to George and Edward, April 2023.

'We enjoyed it very much the staff were friendly and welcoming and very knowledgeable. It was great to meet the teaching staff and visit our child's classroom too. We loved discovering what our daughter will be learning in reception and how we can help her, the sample of name labels in the info pack was a fab idea and my husband was delighted the kitchen was open and participated fully! Thank you'. Alex Taylor, Mum to Rose.

Objective 6

The school provides parents with relevant and use-friendly guidance and information to help support their children's learning.

'Guides on maths and RML'. 'I don't know much about what and how my son is learning other than reading'.

Sharing
achievements on
SWAY newsletter

January Achievers

Well done to Horse Chestnut with 96.9%!
Readers of the week - who gained a token for the vending machine from your class?
Rose - Mia, Summer, Ava, Alfred
Clover - Amber, Elliott, Julia, Rosie, Ted
Thistle - April, Cameron, Bethan, Henry, Eve, Bethan
Daffodil - Kaiden, Isaac, Zara and Thera
Holly - Jamie, Lacey, Lola and Charlie
Joy - Kai, Gobi, Vera, Ellie, Jake G.
Readers of the week who earned a vending machine token

Well done to Holly class!
Readers of the week - who gained a token for the vending machine from your class?
Hawthorn - Joe, Amelia, Leo, Elijah, Lincoln
Laurel - Molly, Kieran, Annabelle, Blake, Annie, Grace, Freya, Kehi
Birch - Mason, Reuben-James, Emily, Blake
Sycamore - Josselyn, Jack and Travis
Horse Chestnut - Charlie A, Lewis, Oscar and Ricky
More readers of the week who earned a vending machine token

Special Mentions
Special Mentions for January

EYFS Overviews sent via
Tapestry/ Parentmail

Under the Sea - Summer Term 2 - Nursery

Week 1 - Commotion in the Ocean
Week 2 - Under the Sea
Week 3 - Commando Jam
Week 4 - What a Waste - Non Fiction
Week 5 - The Pirates Next Door
Week 6 - Captain Flynn & the pirate dinosaurs
Week 7 - Pirates Love underpants

Preparing for Nursery/Reception
You should have a date for the Nursery or Reception induction evenings. This is an opportunity to meet the staff, find out about the setting and see the classrooms. Don't forget there is food samples at the Reception evening.
You can start preparing your children for this change by regularly talking about the move, working on increasing their independence getting dressed, using the toilet, following their nose, talking off jumpers, putting coats on and zipping them up. All of these skills will help their transition.

Moving into Reception
Our Middle Up sessions start after half term. The doors open between the classrooms and the children can explore. Once a week the children in Sunbeams will spend 1 hour in the reception classrooms getting used to the environment. We will encourage all children if they are reluctant.

Vocabulary we are learning this term: Please incorporate these words at home to develop your child's vocabulary
Ocean, sea, creature, live, water, animal, fish, rhyme, word, sound, similar.
Pattern, repeat, meet, colour, sea creature, fish.
Fish, damage, pollution, sea, ocean, dying, litter, plastic, rubbish, paper, cardboard, metal, tin, recycling, reuse, reduce, art.
Pirate, treasure, map, x marks the spot, good, bad, eye spy, telescope, ocean, beach, forest, mountain.
Clare, treasure, instruction, desert island, lost, missing, special.
Float, sink, heavy, light, count, match, number, how many, model.
Ocean, sea, water, animals fish, pollution, damage, recycle, reuse, reduce. Pirate, treasure, map, x marks the spot, good, bad, eye spy, telescope, ocean, beach, forest, mountain.

Reception
The Natural World - Summer 1 Term 2023

Areas we will cover:
- Comparing different outdoor environments
- Look at different habitats
- Learning about insect life
- Food / Insect / Plant facts
- Learn different parts of a plant / flower

We will be learning:
- Children will be learning of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Children share and talking about their experiences using full sentences, including use of past, present and future tense.
- Have a deep understanding of number to 10, including the composition of each number.
- Verbally count beyond 20, recognising the pattern of the counting system.
- Explore and represent patterns within numbers up to 10, including zero and adds.
- Write responsible letters / words / sentences.
- Begin to show accuracy and care when drawing.
- Judge and explore a variety of materials, fibre and technique, experimenting with colour, shape, texture, form and function.
- Use a range of small bits, including scales, paint, glue and collage.
- Explore the natural world around them. Describe what they see, hear and feel about outside.
- Build words into words, so that they can read short words / sentences / stories made up of known letters.

Important Dates
18th April - Special water Natural World Workshop
1st May - Book holiday
18th May - Book holiday

Vocabulary we are learning this term:
Nature, water, sea, live, water, animal, fish, rhyme, word, sound, similar.
Pattern, repeat, meet, colour, sea creature, fish.
Fish, damage, pollution, sea, ocean, dying, litter, plastic, rubbish, paper, cardboard, metal, tin, recycling, reuse, reduce, art.
Pirate, treasure, map, x marks the spot, good, bad, eye spy, telescope, ocean, beach, forest, mountain.
Clare, treasure, instruction, desert island, lost, missing, special.
Float, sink, heavy, light, count, match, number, how many, model.
Ocean, sea, water, animals fish, pollution, damage, recycle, reuse, reduce. Pirate, treasure, map, x marks the spot, good, bad, eye spy, telescope, ocean, beach, forest, mountain.

Click below for Year 2 Common Exception words

Common Exception Words

Click below for Year 2 100 Books

Year 3 Topic Curriculum Overviews

Year 3 English Curriculum Overviews

Maths Mastery Overview
Please click below
M Mathematics Mastery

Curriculum
information on
website

Specific year group
info on website

DFE Phonics information for parents

Year 1 phonics check information
A Guide for Parents
Star One
Phonics Screening Check

Learning to read through phonics
Information for parents

TT Rock Stars information

Click on the link below for TTRS information

Times table check information

Objective 6

The school provides parents with relevant and use-friendly guidance and information to help support their children's learning.

Information on website for RWInc and
Maths Mastery

[Read Write Inc - Ridgeway Primary Academy](#)

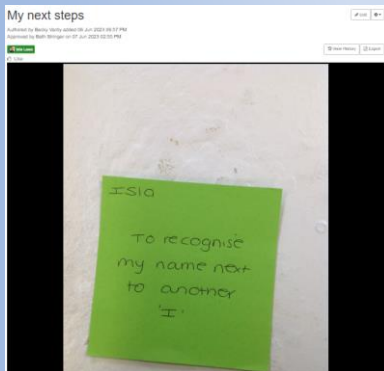
[Maths - Ridgeway Primary Academy](#)

Nursery Home learning packs

Celebration assembly



Tapestry next steps



Home Learning Packs

These are available to hire (see Tapestry Ob for more information). You can hire Friday-Tuesday for £1. Don't forget you can hire a pack by sending in a named envelope with the £1 with your preference for the pack. Thank you to those that have already hired one, we hope you had fun.



New end of year report

Ridgeway Primary Academy
Grange Road, Chatterton, Staffordshire, WS7 4TU
Telephone 01543 227170
Co-Headteachers: Mrs. J. Jervis & Miss. L. Gray

Dear Parent / Carer, End of Year Report 2021 – 2023

Please find, enclosed your child's end of year report.

The purpose of the report is to keep you informed about your child's effort and progress over the course of the year. We will be referring to your child's current level of attainment with regards to whether they are currently working at the expected standard, above this or working below. The report has been adapted this year to update you about their strengths and areas for improvement in all subjects. This will provide time for your child to work on their targets.

Attainment Grades for the Core Subjects

Below	Pupils who require support to achieve objectives within their year group or who are not working on the objectives listed to their end of year group.
Working Towards	Pupils who are working at the age appropriate curriculum but have not yet secured all of the expected learning for their year group.
Expected	Pupils who are working at the expected standard for their year group.
Greater Depth	Pupils working beyond the standard expected for their year group, showing a greater depth of understanding.

Attainment Grades for the Foundation Subjects

Has Not Met (HNM)	Pupils do not have a sound understanding of the objectives for the year group and are still continuing to work towards BAGs .
Met (M)	Pupils have met the required standard and have a secure understanding of the objectives for the year group.

We would expect the large majority of children to be working at the 'Expected standard' by the end of the academic year. Greater Depth allows us to identify pupils who, while still operating at age related expectations, have attained a more thorough and wide ranging grasp of the content and concepts, going 'deeper and wider' and showing real mastery of the skills and knowledge.

Behaviour for Learning
Your child's behaviour for learning is represented using a letter in the 'Effort' column of the report and is explained below.

E: Excellent Behaviour	Excellent behaviour for learning where the child consistently shows a love for learning and is proactive in responding to targets and feedback.
G: Good Behaviour	Good behaviour for learning, where the child demonstrates a desire to do well and is becoming more independent in taking responsibility for their own learning.
S: Satisfactory Behaviour	Satisfactory behaviour for learning, where the child, with guidance, stays on task and completes the work to a standard appropriate to their ability.
N: Needs Improvement	Needs improvement to the next standard to be brought back on task and can often have a negative impact on others.

Attendance
Your child's attendance is also featured on your report, and below you will find a definition of what that means. As a school, our target percentage is 90%.

50% or below	50% - 52%	53% - 55%	56% - 58%
Unsatisfactory attendance. The pupil is closed on having a serious issue with attendance at school. The school will work with parents and carers to support your child and improve attendance.	Satisfactory attendance	Strong attendance	Outstanding Attendance

Please use this report as a basis for a discussion with your child and celebrate the successes they have on their report. Your support in encouraging your child is invaluable.

Kind Regards,
Jasmin Jervis
Laura Gray
Co-Headteacher

Objective 6

The school provides parents with relevant and use-friendly guidance and information to help support their children's learning.

'My child's teacher explains why they teach a certain way in a subject. Good feedback and positive criticism is given during parents evening.'

'Home learning packs are sent home for children in sunbeams also tapestry obs to inform us on anything we can do with our children at home'.

Objective 7

The school produces and implements parent-friendly policies to establish effective home-school links and improve children's attendance, punctuality, progress and positive participation in school.

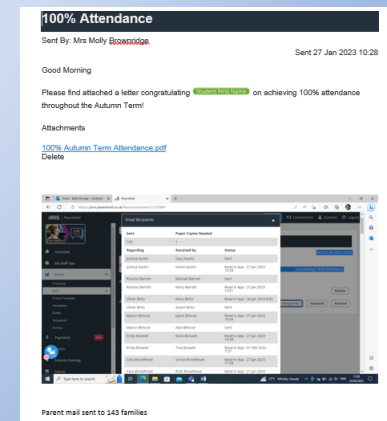
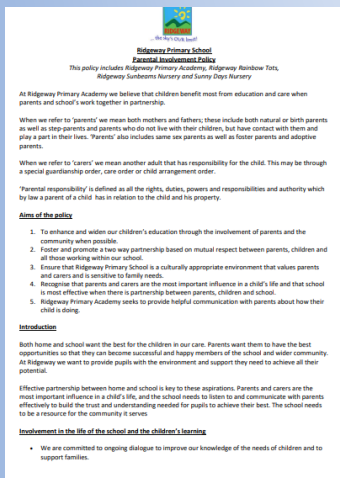
Polices feedback - 'I know they are on the website. But I have maybe glanced through them. They could maybe be sent out more often via parent mail'.
'Sometimes they are can get a bit confusing at times'.

Key Consultations

Easy to read policies

- Relationships/ Relationships and Sex Education (RSE)
- Questionnaire for breakfast and after school provision
- Consultation to join Primitas Learning partnership
- Possibility of France trip 2025
- Consultation on children wearing PE kit to school on PE days

100% attendance



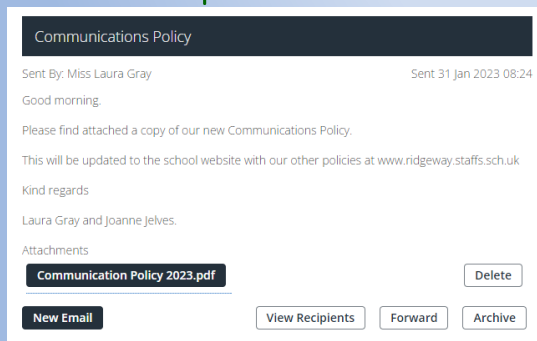
Objective 7

The school produces and implements parent-friendly policies to establish effective home-school links and improve children's attendance, punctuality, progress and positive participation in school.

'Easy to access on the website and any changes communicated via parent mail'.

Pupil Premium - Ridgeway Primary Academy

New policies sent
via parentmail



British Values - Ridgeway Primary Academy

Prevent Duty - Ridgeway Primary Academy

Policies easy to find on website



Objective 8

The school provides good support for all parents as their children move through or leave the school.

'They weren't able to do the usual transitional days and visits because of covid, but the school worked with EDA and did everything covid possibly allowed them to do to make sure the pupils were comfortable with moving'.

Extensive transition for Nursery, Reception and Y1-Y5 moving through school.

Meet the Teacher meetings Y1-6	Y1 – 13 th September at 6pm Y2 – 12 th September at 6pm Y3 – 15 th September at 6pm Y4 – 6 th September at 6pm Y5 – 8 th September at 6pm Y6 – 7 th September at 6pm	No dates set as yet, however these are normally in the first 2 weeks of the school year in September.	Power point available on school website for parents who couldn't attend. Power points emailed to parents via parent mail.
Transition days – All year groups spend 3 days in new classrooms with new class teacher and new TA/ 1:1	Monday 11 th July – Wednesday 13 th July 2022	Monday 17 th July – Wednesday 19 th July 2023	No alternative provision made as all children are already in school at this time.



Meet the Teacher evenings in September

Objective 8

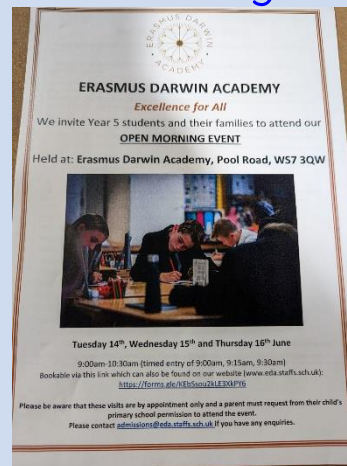
The school provides good support for all parents as their children move through or leave the school.

'I have had 3 children leave from year 6. And all 3 where very supported in there transition to high school'.

'Staff always move through with the children when they are comfortable and move year groups with them so they are familiar with a member of staff ready for their next big adventure'.

Extra meetings for specific pupils

Name of Child:	ElleMay Owen Wakeman
Primary School: (DT NAME)	Ridgeway Primary School
Secondary School: (DT NAME)	Erasmus Darwin Academy.
Meeting Date:	15 th June 2020
Attendees: <u>Inc</u> email address	Laura Gray David Shipman Kiran Grey Chris Bland



EDA invitation

EYFS settings

 Transfer to Ridgeway Primary School EYFS September 2022	<table><tr><td>Medical needs/medication</td></tr><tr><td>Sensory/physical issues</td></tr><tr><td>Resources/equipment required</td></tr><tr><td>Feeding/sleep requirements</td></tr><tr><td>Triggers for any behavioural issues</td></tr><tr><td>Child's self-help/independence skills</td></tr><tr><td>Friendship groups</td></tr><tr><td>Child's likes/dislikes</td></tr></table>	Medical needs/medication	Sensory/physical issues	Resources/equipment required	Feeding/sleep requirements	Triggers for any behavioural issues	Child's self-help/independence skills	Friendship groups	Child's likes/dislikes
Medical needs/medication									
Sensory/physical issues									
Resources/equipment required									
Feeding/sleep requirements									
Triggers for any behavioural issues									
Child's self-help/independence skills									
Friendship groups									
Child's likes/dislikes									
Name of child attending setting: _____	Signed: _____ (nursery practitioner) Date: _____								
Any Safeguarding concerns? _____									
Area of need for SEN (please highlight and expand on if necessary) Cognition & Learning Communication & Interaction Social, Emotional and Mental Health Sensory & Physical None Concerns/discussions had with parents/agencies _____									
Family history _____									
Parental engagement _____									
Development levels _____									
Other agencies involved (please attach any referrals/reports) _____									

Objective 9

The school summarises its achievements against the LPPAS Objectives and outlines its future plans.

- Parent Partnership will continue to be included in the school improvement plan and be a key part of the future at Ridgeway Primary Academy.
- Corridor boards to be removed, walls painted and replaced with large photos and canvases of children's art work. Possible link with EDA staff and children to create art work.
- New building work at the end of year/ next year will mean the internal signs will need changing – monitor to when this needs to be changed.
- Look at when Inspire workshops happen each term so certain days are not always used, Autumn term – Monday, Spring term – Tuesday and Summer term – Thursday for example.
- Timings of Inspire workshops to be looked at to ensure the best time of day for all.
- Feedback on new report pro forma to be sent via parentmail form to gain parents feedback and thoughts.
- PE kit consultation, decision will be made at next governors meeting and be shared with parents prior to the end of term.
- Policies will be sent out via parent mail to make them more parent friendly.
- Meet the teacher PP on website need updating in September.
- Staff photos update on website after transition days.
- Photos of classrooms update over summer holidays.

Plan for the day...

What	Time	Involved
Presentation	9.30-10.15am	Hannah Hall, Beth Stringer, Laura Gray
Tour of school	10.15-10.45am	Hannah Hall, Beth Stringer
Meet with key stakeholders	10.45-11am 11-11.15am 11.15-11.30am 11.30-11.45am	Karen Walden, Ruth Broadhead Sarah Markham, Lucy Wright Helen Woodward, Jake Connolly, Rhianna Brooke, Rebekah Ricketts X4 pupils
Lunch with parents	12-12.30pm	Hall with Daffodil (Y2) parents
Examination of portfolio	12.30-2.45pm	Hannah Hall, Beth Stringer
Reflection and feedback	2.45-3.30pm	Hannah Hall, Beth Stringer, Laura Gray