

Daubeney Primary School

Autumn School Development Newsletter

What's this all about?

Welcome to the first of our School Development Newsletters for the year.

The purpose of this newsletter is to keep you, our parents and the wider community, informed of our progress against our School Development Priorities (SDP's) and other successes that we enjoy as a school community.

We hope that you find this newsletter informative. However, if you have any questions about our SDP's or our school improvement journey, please feel free to strike up a conversation with SLT, you know where to find us every morning and afternoon at the gates, or email your query to admin@daubeney.hackney.sch.uk

Our School Development Priorities (SDP's)



1. Continue to improve outcomes for the lowest attaining pupils (30%) across all core subjects.

2. Establish a library/learning resource centre to further enhance curriculum development.

3. Continue the development of leadership at all levels.

4. To develop the oracy skills of pupils to enhance their critical thinking, justification and explanation of ideas across the curriculum.

5. To further improve writing outcomes.

Leadership and Management

The Autumn term began (which feels like a long time ago!) with our usual wave of Daubeney positivity and optimism as we were excited to see our planned initiatives come to life as part of our continual school improvement journey. We had the first of our three School Improvement Partner (SIP) visits for the year from Hackney Education on 2nd October. Our SIP advisor this year continues to be Laleh Laverick. The agenda for our SIP visit included: School context; Quality of Education (impact and priorities for this year); Leadership and Management; Equalities, Diversity and Inclusion (challenges and priorities); Well-Being and development of pupils; Well-Being and development of staff; the school's Self-evaluation; the school's implementation of Hackney's Religious Education syllabus and agreed the focus areas for the next two rounds of SIP visits for this year. The agreed areas of focus will be: Consistency of the teaching of our writing model, tracking the progress and attainment of pupils in Y3&4 and develop all leaders so they can demonstrate and articulate their impact

We also hosted a One Day Review (akin to a mini-Ofsted inspection) on 13th November from the local authority as part of our post-Ofsted plan to develop upon our strengths and address areas for development based on our Ofsted inspection 2023 and our own self-evaluation.

The three focus areas for the One Day Review visit (ODR) were:

- 1.) Writing – Systematic embedding of the writing approach including phonics, early writing and end of KS2.
- 2.) Adaptive teaching strategies
- 3.) Impact of Anthropology leadership

The visit was a very successful one from our perspective with many strengths being identified related to the focus areas above such as:

- Engagement and Early Writing in EYFS: The introduction of Blossom Phonics and Drawing Club activities in Early Years has led to increased pupil engagement in mark making and early writing.
- Target Setting and Monitoring in Writing: Writing targets are now included at the front of each pupil's writing book, promoting ownership of their learning. This system is consistently applied for all pupils, including those with SEND.
- Effective Support and Professional Development: The use of teaching assistants (TAs) and phonics intervention groups demonstrates effective support for pupils.
- Effective strategic leadership of SEND led by the SENCo centered around a clear vision, high expectations, and accurate self-evaluation
- Consistency in the application of agreed whole school adaptive teaching approaches
- A genuine inclusive ethos that results in high quality care and support
- High quality and effective teacher/teaching assistant partnership
- Regular leadership time is used to support teachers' teaching in Anthropology and RE.
- The anthropology lead has a clear action plan and has allocated staff meetings to improving practice



Needless to say, that we also have areas for development to focus on which align with our SDPs, namely:

- Continue monitoring the impact of the updated writing approach and initiatives on both teacher workload and pupil learning outcomes
- Focus on Handwriting and Spelling: Implement a more concerted effort to improve pupils' legibility and handwriting as part of teaching writing skills.
- Develop a sustainable training model for teaching assistants so that the school is able to respond to the growing level of complex needs
- Fully implement the new SEND assessment tracking system so that all leaders are able to measure SEND progress more accurately and further refine the quality of pupil progress meetings
- Regularly review and adjust the anthropology curriculum to ensure it builds sequentially from nursery through to year 6, providing a solid foundation for all pupils.

It was agreed with Laleh Laverick that we are overall a 'Good' school with outstanding features, namely the behaviour and attitudes of our pupils as well as the personal development opportunities which are 'Outstanding' at Daubeney.

It's very pleasing for me to inform you that, aligning with our SDP 3 (continue the development of leadership at all levels), that all of our senior leaders are engaging in a variety of National Qualifications, including NPQH, NPQL, and HTSA's middle leaders' programme.

Personally, I'm also very happy to share with you that I am now formally a trained coach and will be coaching a fellow head teacher here in the borough of Hackney who is new to post.

We now look forward to our SIP 2 visit in the Spring term and continuing with our school improvement journey with our focus on our SDP's (see above) and the focus areas agreed in our SIP and ODR reports.

Maths

What a busy time for maths it's been! I started leading on maths at the beginning of the summer term last academic year and as things usually are at that time of year, my job consisted of keeping the ship afloat till we were ready to sail off for the summer holidays. Now that the new academic year has begun, I have continued with the success that Mr. Swarbrick left behind and implemented a few of my own initiatives.

In late September, Mr. Logan and I went to the Primary Sustaining Teaching for Mastery Launch at Elmhurst Primary School as part of our relationship with the London North East Maths Hub where guest speakers Debbie Morgan (consultant for CBeebies' Numberblocks) and Julian Grenier (Education Endowment Foundation) spoke on topics such as the use of evidence-based research in schools and the importance of teaching structures of mathematics. It was truly an enlightening day where we were able to think about how we might begin to tackle our maths priorities this academic year.



Speaking of maths priorities, one of the key priorities identified is the maths CPD offer we provide for our EYFS teachers. Over the past few years, extra CPD has been offered to teachers in Year 1-6 to help them grow in their maths subject knowledge as well as leadership. This year, we will continue to work with London North East Maths Hub to extend this opportunity to the teachers of our youngest pupils. I look forward to sharing key takeaways from the sessions in future newsletters.

Pivoting to maths learning at Daubeney, there has been a significant focus on times tables as this was an area for development from last academic year. We have continued a wide variety of initiatives that will motivate pupils to learn and remember their times tables, from in-class activities to school-wide games.

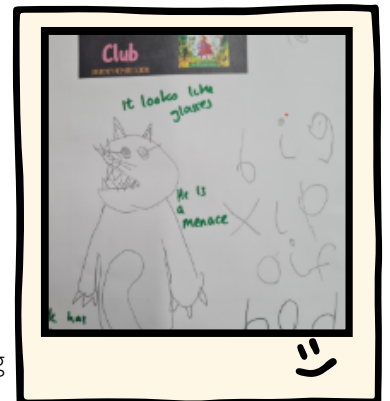
This year, we have chosen to continue with our weekly times table test but only in Years 2-5 as the Year 6 team are working hard on ensuring their pupils have a balanced focus on all areas of arithmetic, in preparation for the KS2 SATS in May. Children are proud of their times tables knowledge and are always eager and motivated to do well so they can move onto the next test. It is always a pleasure to see the excitement on Fridays when children find out that they have received full marks on their test. Times Tables Rockstars (TTRS) is another way that children have been motivated to improve their times tables. The weekly battles between classes have developed a friendly competition mindset throughout the school. I have also been using my brand-new Junior Maths Team to promote and encourage their peers to take part every week.

I'm thrilled to see the enthusiasm for maths there is at Daubeney, and I can't wait to see where the year takes us.

Literacy

It has been an exciting term for Literacy at Daubeney as we launched our brand-new library/Learning Resource Centre which links to SDP 2. It is well-stocked with a wide variety of fiction, poetry, and picture books, as well as non-fiction topics such as science, history, geography, and RE. Teachers will be able to timetable sessions for their class during reading lessons or to do research for science/CC topics. Every class have had their first session, and the children are eager to use the space and start signing out books.

Writing is a focus for Daubeney this year. We started the term by introducing Drawing Club in Reception, a new initiative that immerses children into the world of stories whilst enriching their language and developing their fine motor skills. This is happening across the federation, meaning Mr Warren can oversee practise.

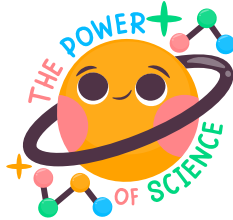


Further up the school, we have continued to embed the Writing Process with the addition of having writing targets in the front of books so that children can take ownership of their learning and articulate what they need to do to improve their writing. Years 2-6 have also started using skills sheets for each genre in writing. These will aid teachers in planning and assessment, making it clear what features, grammar and punctuation need to be taught for each genre. They will also be a scaffold for children providing them with vocabulary and prompts for their writing. Teachers have already started to see the impact of these new initiatives and we will continue to embed them throughout this academic year.

Science

Welcome to our very first science newsletter of this academic year 2024-25. It has been a term of fantastic learning as science continues to develop pupils' curiosity and scientific enquiry skills. As always, we follow a broad and balanced science curriculum that includes practical lessons and educational trips, to promote: academic success, student reflection, growth and the development of their scientific enquiry skills. Our autumn term learning focused on biology and physics, which has been all about living things.

Year 2 enjoyed a visit to Hackney City Farm, they had a lot of fun exploring habitats for these farm animals! The children also explored animal habitats in their local area of Daubeney Fields, they looked at nest in tree branches and burrow down under trees and dens. The children also looked at the stages of human life – baby, toddler, child, teenager, adult and elderly.



Year 3 investigated what plants need to grow by planting seeds and observing over time. Children discussed what plants needed to grow, through discussion they identified that plants need sunlight, water, nutrients, space and air to thrive. To consolidate their hypothesis, children planted seeds and then monitored it over time.



Last half term, Year 4 have visited Natural History Museum. Year 4 are currently learning about the digestive system, a topic which has sparked curiosity amongst the children about the stages and process of digestion and why our stomachs make noise (growl) even when we do not feel hungry.



Year 5 have been busy too, learning about life cycle while addressing the misconception of why frogs lay eggs and butterflies become moths, caterpillar. In Autumn 2, students have been exploring different materials and compare their properties. They have been learning about soluble and insoluble, filtering and decantation. The year 5 children will be ending this autumn term by taking a trip to The British Museum.



Last half-term, Year 6 concluded their biology topic looking at micro-organisms, investigating what causes mould to grow on bread. They discussed the hypothesis and prediction. Using their scientific skills, they determined dependent and independent variables. Their task was to investigate if butter, milk, soil or salt affect how rapidly mould would grow on slices of bread in one week.



RE

This term, we have started a brand new RE and World Views curriculum at Daubeney. In response to the census, Hackney Education has changed the RE curriculum to suit the local community. A new addition that Years 4 and 5 will be looking at in this year is Alevism and Humanitarianism.

Each year group has an overarching question that they will look at throughout the year. They are:

Nursery - What is special to me?

Reception - What is special to me and others?

Year 1 - What does it mean to belong?

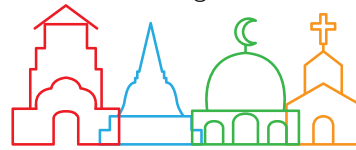
Year 2 - What can we learn from special stories?

Year 3 - What can we learn from special stories?

Year 4 - What is important to people in my local community?

Year 5 - What impact do beliefs have on actions?

Year 6 - How important are the similarities and differences between and within religions and non-religious worldviews?



At different points in the year, year groups will be going on trips to various places of worship. So far, Year 4 visited BAPS Shri Swaminarayan Mandir in Neasdon. They had a wonderful time learning about the temple and its importance to Hindus. Year 1 also visited St Barnabas Church to learn about the importance of Churches to Christians and Reception will soon be visiting as well to give them a more practical explanation of the Nativity story.

Anthropology

We started Autumn term with our geography topic, Intrepid Explorers. Each year group had a different focus:

Year 1 – Me and my world – The local area

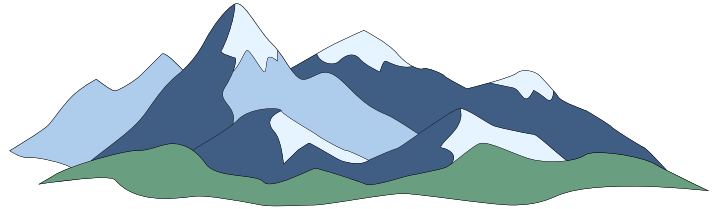
Year 2 – Hot and Cold

Year 3 – Rainforest

Year 4 – Earthquakes

Year 5 – Mountains

Year 6 – The UK.



As always, we started the topic with Mapping Skills Day. This is a chance for children to learn the practicalities of geography with exciting hands-on activities. Wow day at the conclusion of the topic was an opportunity to complete activities that bring learning to life.

Autumn two is now concluding with our history topic, Time Travellers.

Year 1 – Me and my local history

Year 2 – Explorers

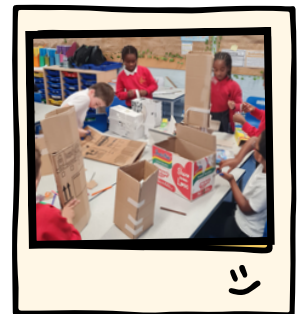
Year 3 – Stone Age to Iron Age

Year 4 – Ancient Egyptians

Year 5 – Ancient Greeks

Year 6 – World War 2

Children in their year groups will be learning all about these different topics with lots of fun activities planned.



In other areas of anthropology, the focus will be on promoting the use of oracy during lessons, with a focus on the use of key vocabulary. This is to support children with retention of the learning and encouraging talk and explanations, fitting in with SDP 1 and SDP 4.

Running alongside SDP 3, to promote leadership at all levels, our junior anthropology team meets regularly to discuss how they can impact the school and promote our subject throughout the school.

Hopefully by now you will have seen our floor books which show the class learning for each topic, each half term. These are a point of pride amongst our pupils, with them enjoying looking at and talking about what they have learnt. Although embedded, the focus for us will be making sure they are consistent across the school and that marking, and feedback is relevant to the children. This will support SDP 5, to further improve writing outcomes.

Music

At Daubeney, the festive season is in full swing! We're gearing up for six fantastic Christmas shows, and our talented choir has two exciting outings planned. The Christmas spirit is spreading throughout the school, filling the air with joy and anticipation.

In addition to our holiday preparations, our collaboration with the London Symphony Orchestra is progressing wonderfully. Recently, the Year 6 Eagles had a memorable outing to the Barbican Theatre, where they were captivated by a performance of Holst's The Planets Suite. It was a truly inspiring experience that brought music to life in an unforgettable way.



Each class have at least one weekly music session. We have a wonderful music room full of fantastic instruments where we learn about rhythm, tempo and the organisation of music. Our music curriculum is a perfect way for our children to explore their creativity and gives them an opportunity to create unique and special pieces of music.

Here's a breakdown of the positive changes in music teaching at Daubeney due to our new collaboration with the LSO:

- Moving from traditional classroom-based teaching to group-centered, collaborative learning in a big hall.
- Encouraging children to take an active role in their musical education through composition and creative exploration.
- Small group work promotes team collaboration and ensures that all students can contribute, regardless of their musical abilities.
- Many lessons now culminate in shared performances or showcases of the children's creations.



PE

It has been an amazing term for KS1 and KS2 for P.E! Our Reception pupils completed their first autumn term of gymnastics which has been a new experience for many of them, and all the children did amazingly well.

HaThis term, we have formed or first JPET (Junior Physical Education Team). Having meetings, discussing other sporting activities that can be held at break and at lunch times, in addition to what could improve P.E lessons even further.



There ave been many sporting trips at Daubeney this term, such as cycling races sponsored by Young Hackney and cross country, which two of our KS2 children placed 2nd for girls and boys.

There was also a federation sports match between all three schools. Football, held at Haggerston Park hosted by Sebright, and Basketball at Daubeney. This was the first time experiencing playing against other schools for certain KS2 pupils.

After School Sport Club for the autumn term were; gymnastics, hockey and dodgeball.



Creative Arts

At Daubeney, we are working hard on our Artsmark journey to hopefully have been awarded Platinum level in 2 years from now. Keep an eye out for a survey coming soon about our creative opportunities that are provided at Daubeney. It will be useful in helping us to identify our next steps in our journey.

Many children have worked hard on their pictures for our annual advent competition. You have been able to view the winners on the school website throughout December. Prizes will be awarded.

We are eagerly anticipating Spring 1 when it is our Design and Technology half term. We will be using our skills to work on projects personal to our classes and we look forward to seeing how these turn out.

This term has been my last at Daubeney. I have been Creative lead since 2021 and I have thoroughly enjoyed my time in the role and the progress that Creativity has made at the school during this time. I now hand over to Miss Payne who will also be continuing our Artsmark journey over the next few years. Thank you for all of your support.



PSHCE

This term our topic of learning has been "Being me in my world" and "Celebrating differences". Our Mental Health School Practitioner (MHST) Tobi, has been working with a group of 6 children from years 3 & 4. During our autumn one half-term, children celebrated Mental Health Month. During autumn two, children celebrated Anti-Bullying Week. The whole school wore odd socks to celebrate we are all different. Money raised will be used to top up the mindful boxes in the classes.

Mindful boxes are available in every class. These boxes are full of items that engage all the senses, helping children to relax and regulate themselves. This helps to alleviate symptoms of anxiety or low mood.



EYFS

As we draw this term to a close, we want to thank all our lovely parents, who have signed up to support with Daily Supported Reading (DSR) in Reception. We are only able to do this because of the support offered by parents. This year Nursery have welcomed 10 two-year-olds to our nursery family and they have settled really well. In Year 1, each morning, the children look forward to participating in their daily phonics sessions and reading in a small group with an adult. Many of our Year 1 children take part in the "Gift of Reading", reading with additional adults around school. Year 1 children are continuing with the integrated learning model.

The classrooms are looking amazing, with stimulating, child-centred displays and the integrated learning model supports our children to learn through play. The children have had the opportunity to participate in teacher-led activities and have been able to apply their learning in planned independent activities.



OPAL

It has been an interesting half term regarding Outdoor Play and Learning (OPAL), we have facilitated - the first whole school Stay & Play sessions of the year, where parents were invited to stay for an hour after school to experience their children's current play time and to talk to staff about plans for the playground.

The Stay & Play was well attended and it was wonderful to be able to welcome parents into the playgrounds. This autumn we recruited 20 new members for the Junior OPAL Team. They have been supporting children to access the hop garden during lunch time.

Our next Stay & Play session will be held on **Wednesday 29th January 2025**. We are always looking for donations to make our play-times even greater! These donations could be old storage, furniture, small world toys, dress up costumes or anything similar.



Inclusion

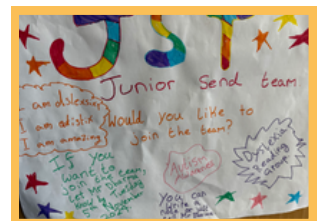
An absolutely racing start to SEND and Inclusion this term. Before the details, may we start by thanking all our parents and carers for their inspiring feedback and endless support in growing our SEND provision at Daubeney.

We are delighted to have started the year with a focus on all things Dyslexia. All staff have had access to training during INSET and have supported in creating engaging and purposeful displays around the school, highlighting key aspects of Dyslexia. Our KS2 SEND assemblies have been very well received by children, who have been wonderful in coming to the assemblies very well prepared to share facts around Dyslexia. Dyslexia training will continue through the year for staff and our next SEND parent forum will feature Dyslexia as a focus. This is expected to take place on **Wednesday 12th February 2025; 5-6pm.**

We have finalised pupils who will make up our Junior SEND Team. It was a difficult process of selection with an overwhelming response to the call for expressions of interest. The Junior SEND team will be instrumental in sharing news and developments around SEND and Inclusion across the school as well as launching competitions, supporting with events such as raising awareness around special SEND days such as Developmental Language, Autism Awareness; Dyslexia etc.

Do also look out for information on your child's SEND pupil teacher meetings and review meetings – all of which have been scheduled for the entire academic year, giving you the notice and time to arrange your diaries around these particularly important meetings. We will continue to run our successful SEND Parent Forum each term and send out our termly newsletter – SENDfriend.

Finally, the SEND Team looks forward to meeting with parents and carers of children with SEND to discuss adaptations to the curriculum provision and individualised targets to ensure your child has a happy, healthy, safe, and motivating experience at Daubeney.



Community

This year our Daubeney Village Parents, Children and Teachers Association (PCTA) has adopted a new model with various individuals taking the lead on the multitude of community events and community projects that run over the school year. In a more formal capacity we have several members of our Daubeney Village as governors of the Daubeney Local School Committee (LSC) namely: Annwen Johnson BEM (Chair); Pandora Giles; Tom Smith and Julika Niehaus. The LSC met on 24th October to review Mr Logan's Head of School report as well as other agenda items such as: governor training and school visits; the Play Commission's National Strategy for play and the school's use of social media. The LSC will convene on two more occasions for the year, with the next meeting scheduled for 6th February 2025 where the agenda will include: a presentation from the school council; our Pupil Premium Report and Sports premium Strategy; staff appraisal and quality of teaching; our preparation for statutory assessments; staff attendance; our school Self-Evaluation Form (SEF) and our Ofsted plans.

In a less formal capacity but by no means no less importantly we have Daubeney Village PCTA reps for each class to promote and support with the various events and projects. Projects most notably such as the opening of Da Café which was supported by Miles Kirby in acquiring the coffee machine and being staffed by parent volunteers such as Lavia Stanley, Stephanie Smith, Sabiha Afgann and Tamesha Reid. Our library was also a project very well supported by many parents, but I must give Candida Benson a special mention not only for helping with placing books on shelves in the library but for her unwavering support with reading alongside children over the last few years, as have others! We enjoyed a wonderful Festival of Light event that was driven by Jo Findburgh; the annual Quiz Night, this year organised by Hannah Thompson. It Takes A Village... that was promoted heavily by Annwen Johnson BEM and we are currently enjoying a myriad of initiatives for the festive season led by various members of the village, but a special mention must be given to Lizzie McQuade for leading on the Winter Fair and the Christmas Tree sales.



Another special mention must also go to Kari Stewart for supporting our choir over the years, all the more so now as both of her children are now at secondary school! As we all know, many hands make light work! If you would like to lead on a special event speak with your Daubeney Village class rep and let's turn your thoughts into reality, or you could become a volunteer here. We look forward to many more events in the New Year too such as our Eid Party, School Disco, and many more, and we hope that many more of our parents will contribute to the Daubeney Village in anyway they can! Sincere apologies to any individual that has not been included!

