



## Lowick and Holy Island CE First Schools Headteacher Report to Governors Autumn Term 2022

### School Characteristics

- School population**

Cohort	Nursery	Reception	Y1	Y2	Y3	Y4	Overall
Gender (girls / boys)	8 / 4	0 / 2	1 / 4	5/2	1 / 1	1 / 2	<b>16 / 15</b>
Lowick / Holy Island	11 / 1*	2 / 0	4 / 1	6/1	2 / 0	2 / 1	<b>4 / 27</b>
Total	12	2	5	7	2	3	<b>31</b>

*\*Please note that Holy Island children attending nursery are officially counted as Lowick children until they start school and they move to the Holy Island SIMs system. This is because our nursery operates under Lowick school community powers. I include them under Holy Island numbers above so we can see the trend over time for Holy Island school.*

#### Since the previous report:

Our numbers are slightly lower than at the end of last year – we lost 5 children in year 4 up into year 5 and our reception cohort is smaller this year. We also lost another child due to a house move. However, we have gained two children this week – one in nursery and one into year 2 so our overall numbers are reasonably stable. Our nursery numbers have increased for the time of year (this time last year we had 7 in nursery and we currently have 12 with two on the waiting list to start once they are old enough). Our stay and play continues to be popular and attracts babies and toddlers to help keep growing our nursery and hopefully our main school.

- Pupil characteristics (Special Educational Needs / Disability (SEND) / Pupil Premium (PP))**

Five children in Lowick are identified at having additional needs (SEND) at the level of ‘school support’. One child is identified as SEND with an Education and Healthcare Plan (EHCP). We anticipate that we will be applying for EHCPs for two of the children currently at school support. No Holy Island children are identified as SEND.

We currently do not have any children in school who are Looked After (LAC) or who have previously been LAC. We have one child in receipt of free school meals (FSM). This child’s family has continued to receive support over the holidays through the online groceries voucher scheme funded by county. No children are currently identified as Ever 6 (receiving free school meals in the previous 6 years). No Holy Island children are identified as Pupil Premium.

- **Current staffing**

- Headteacher: Rebecca Simpson
- Class 1 teacher: Carolyn Strangeways
- Class teacher (based on Holy Island and sharing Class 2 in Lowick): Heather Stiansen
- Nursery teacher: Kayleigh Adams
- Teaching assistants: Steph Hay, Becca Armstrong (in nursery, newly appointed this term), Sara Morgan (for SEND support), Steph Hay and Karen Ward on Holy Island (also our caretaker there).
- Support staff: Becki Telfer is our Administrator. Lesley Bradbury and Karen Ward are our caretakers for Lowick and Holy Island respectively. Rachel Easton, Lyndsey Langley and Joanne Marshall are our lunchtime supervisors.
- Our school cook is Olive Fortune.
- Zoe Turner delivers active learning sessions across the school on Tuesdays.
- Susie Cochrane delivers music and French (to class 2) on Wednesday mornings

We are looking to employ an apprentice nursery practitioner / teaching assistant to help cover our numbers of two year olds in nursery as they require a 1:4 ratio for staffing.

- **Safeguarding overview**

Since my previous Headteacher Report for the summer term:

Concern raised for school file.	Children’s services referrals	Early Help referrals	Child protection plan	Child in need	Referral to LADO (Local Authority Designated Officer)	Operation Encompass	Operation Endeavour
1	0	0	0	0	0	0	0

We continue to use the CPOMS online system to record safeguarding concerns as well as tracking SEND pupils and parent / school communication. This was begun in January and staff are using it well. New staff have had an induction which included safeguarding information.

As Designated Safeguarding Lead (DSL) I have undertaken multiagency safeguarding training and training on Signs of Safety in the autumn 1 half term. This helps me to stay up to date on safeguarding. All staff have had an annual update led by NCC safeguarding team in the September teacher training day.

Keeping Children Safe in Education 2022 (KCSiE) has been updated and all staff and governors have received a copy. Governors have had the opportunity to receive safeguarding training through NCC tailored towards their role. Please see the safeguarding appendix to this report for a summary of the changes to Keeping Children Safe in Education 2022.

Our curriculum continues to ensure that children learn about how to keep themselves safe in a variety of ways, including online, and also teaches children about consent in an age appropriate way. This is reinforced in school during pastoral time as well as with special assemblies. We sometimes use external resources and assemblies to help us deliver this message, including by NSPCC. Posters are up in both schools so that the children know that they can contact help any time (through Childline for example) even if they are not in school.

The staff are aware that we need to be very vigilant and assume that abuse is happening here and act accordingly. We do not assume that as small schools we are exempt or that it couldn't be on our own doorstep or setting.

- **Premises**

Sadly, after consulting with the tree inspector from NCC both ash trees at the front of the school have ash 'die back' and we will need to have them removed. Unfortunately, there is no cure for the disease. We will investigate what trees we can replace them with – we will not be able to put in more ash trees in that area. The ash trees to the side of the school building are currently healthy and we hope they remain that way.

Work has been done to the Lowick site over the summer holiday – the external walls on both the nursery building and the main school building have been painted and the crumbling brickwork on the nursery building walls sealed and painted. We have also had a new surface put down in the Early Years outdoor area which is softer and springier than tarmac. The children have enjoyed riding their vehicles on it so far.

We are consulting with a local gardener about revamping our Remembrance Garden area – digging out the bed and planting in the tyres once they have been painted. We have painted four of them to test out different paints / primers to see which will work best.

Work still needs doing at Holy Island on removal of the pellet stove and putting in cupboard and storage space in the second classroom. This needs discussion at our next Resources Committee meeting.

## **Leadership and Management**

We start this year with our curriculum refreshed or in the latter stages of being refreshed across the board. We are pleased to start seeing the results of our planning and resourcing with a joined up and challenging curriculum which the children are enjoying.

Mrs Cochrane has begun coming in to teach music and French one hour a week to class 2. The children look forward to her lessons and are making great progress due to her specialist knowledge, skill and enthusiasm. She is kindly going to teach the whole school the songs for the Christmas performance. She already did this for the Harvest Festival service which was greatly appreciated.

We have gone ahead with our planned staff re-organisation mentioned in my previous report. We are developing middle leadership in our teaching staff. Kayleigh Adams, our nursery teacher, is now leading and delivering computing and PSHE in the main school and Heather Stiansen and Carolyn Strangeways are gaining time in nursery to refresh their early years' skills and understand the progression through nursery and into the main school. This is helpful for Mrs Strangeways as the class 1 teacher and PE lead and for Mrs Stiansen as she will teach Reception on Holy Island as well as part of her role as English and science lead. In this way we are supporting the professional development of all staff and enabling a fresh pair of eyes in different parts of the school. As a small staff, we regularly collaborate so that this kind of working can be done in a supported and consistent way.

We are also making other connections regarding very small schools. Firstly, with Ofsted as I took part in a joint meeting to have open discussion with senior HMI in York (together with other small schools in the diocese as well as the Leeds and York dioceses) about the challenges in very small schools and how that works for inspection. This discussion was useful and I am hopeful that this will begin an ongoing dialogue about how to inspect schools which are more unusual due to their size or situation. I am also part of a small school working

group led by NCC with links to the Newcastle Research School and the Education Endowment Fund (the EEF) – we will be developing models of good practice around leadership and curriculum design for very small schools with mixed age classes and a single leader or a very limited senior leadership team.

As well as that, I have been invited to contribute to a blog about leading / working in very small schools as I am part of a national group of small school leaders who share expertise and advice – this includes a leader of a very small school on the Sicily Islands who probably has the closest experience to the school on Holy Island, although they commute by boat. My feeling is that momentum is growing in terms of awareness of the strengths as well as the challenges of very small school and their value and importance within the larger educational system.

#### Staff training since the previous Headteacher Report:

Date	Training focus	Who	Outcome	Impact
9 <sup>th</sup> June	Maths at the Great North Maths Hub Conference.	RS	Once I delivered my own workshop I was able to attend other ones on challenge in maths and maths mastery.	Refreshed my understanding and planning in maths to ensure greater opportunities for problem solving and how maths mastery in number works.
June 2022	Elklan level 3 practitioner course	RS	I have passed this course.	I have greater understanding and toolkit to support SLCN issues for children in school, working with TAs to enable targeted intervention work.
21 <sup>st</sup> June	NCC Inequalities meeting	RS	Opportunity to feedback and consider of inequality in our local area and how this affects our community.	Greater understanding of other agencies working the Berwick area and how we can work more closely with them.
27 <sup>th</sup> June	How Pupils Learn Maths – metacognition	CS	Embedding practice based on course run so far during year 2021 /22	Stem sentences, work in maths and approaches to teaching to break down problems into small steps implemented in school.
28 <sup>th</sup> June	MiDAS minibus driving training	CS, HS & RS	All three staff now have licence or have renewed minibus licence.	Makes going on trips with smaller groups easier and more cost efficient.
5 <sup>th</sup> July	Northumberland Early Years conference.	AE	As well as delivering a workshop on sustainability AE was able to access workshops around best EY practice.	Feedback around diversity of book characters led to review of our books in nursery and early years. Early years good practice cascaded in Sept teacher training day..
7 <sup>th</sup> July	Newcastle Diocese Headteacher Conference.	RS	Inspiring day considering leadership and updates about inspections from Ofsted and SIAMs.	Greater sense of preparedness and review of leadership mechanisms.

<b>Date</b>	<b>Training focus</b>	<b>Who</b>	<b>Outcome</b>	<b>Impact</b>
Ongoing this year 2022 2023	Mastering Number (through the Great North Maths Hub)	CS & KA	Reception and year 1 and some children in year 2 are receiving extra intervention time focused on understanding number.	Children develop secure number knowledge and flexibility around number with clear progression from Reception upwards.
Ongoing all year	NPQEYL (National Professional Qualification in Early Years leadership)	KA	Increased understanding of leadership in Early Years and developing leadership skills.	So far, reviewed school development plan for Early Years linked to NPQ targets.
Ongoing all year	CLPE English subject leadership training	HS	Increased understanding of leadership in English including reading and early reading.	English leadership is strengthened and developed to support the subject across the school.
Ongoing all year	TA training level 2	KW	To improve skills as TA and to make connections beyond Holy Island about good practice.	Staff are more able to support learning and understand about progression and questioning to support learning.
5 <sup>th</sup> September	NCC led safeguarding update	All staff	All staff are up to date with safeguarding including KCSiE 2022.	Staff are vigilant and up to date to ensure a safe environment and culture of safeguarding.
6 <sup>th</sup> September	ETHUSE computing launch	KA	KA aware of our partnership working with ENTHUSE on computing.	Planned approaches around KS2 programming agreed. Support for subject knowledge planned.
	EYFS training	SM, SH, HS & CS	Update on good practice in Early Years	Practice in early years is consistent and of a high standard.
14 <sup>th</sup> September	SIAMs training by Diocese	RS & MC	Understanding of expectations of leadership and governance for SIAMs.	Review of school vision and being able to express it. Review of spiritual capacities.
20 <sup>th</sup> September	Artsmark training	RS	Beginning journey towards attaining Artsmark to recognise creative curriculum in school.	Able to draft statement of commitment and review curriculum planning on key areas including diversity.
22 <sup>nd</sup> September	Computing lead network meeting	KA	Local schools working together to improve skills and offer in computing	Initial contact made, BMS offer to support Computing acknowledged. School to ensure mouse use and logging onto laptops is supported for transitions to middle school.

Date	Training focus	Who	Outcome	Impact
27 <sup>th</sup> September	Adobe Express training through NCC	RS	Learned how to use Adobe Express tools including for publishing and webpages	Created webpages to support planning in art. Will be able to develop skills of KS2 children with a greater variety of software.
4 <sup>th</sup> October	Headteacher briefing by NCC	RS	RS kept up to date with latest information from NCC including expectations, deadlines and support.	RS up to date.
11 <sup>th</sup> October	Safeguarding Signs of Safety DSL training.	RS	Increased understanding of signs of safety and safeguarding work with multi agencies.	RS able to use Signs of safety if required.
10 – 12 <sup>th</sup> October	Understanding the writing journey <ul style="list-style-type: none"> <li>• EYFS</li> <li>• Years 1 &amp; 2</li> <li>• Years 3 &amp; 4</li> </ul> Follow up collaboration across ages.	HS, CS & KA	Staff have clear understanding of the learning journey of writing from early years up to year 4.	Planning is more cohesive. Writing is kept as a focus for improvement
14 <sup>th</sup> October	ADHD and ASD awareness	KW	Increased understanding of ADHD and ASD	
19 <sup>th</sup> October	SLCN – making sounds accurately	AE, SM, KA	Staff learned how to support a child to make correct sounds and focus on target sounds.	Regular practice is leading to some improvement in clarity of speech for the child.
1 <sup>st</sup> November	Planning and progression in Early Years by the Diocese team.	KA	Practical training on planning and progression in Early Years.	Improved planning across early years ages.
2 <sup>nd</sup> November	Dyscalculia training	CS	Greater awareness of dyscalculia, how it presents and some strategies to use.	To consider a pupil in school who may have dyscalculia and adapt teaching strategies.
2 <sup>nd</sup> November	RE Network meeting led by Diocese	RS	Updates on RE curriculum, making links with world faiths and diversity in Christianity.	Revised collective worship to reflect diversity as well as planning RE Day on world faiths.
3 <sup>rd</sup> November	SIAMs update	RS	Informed about changes to SIAMs inspections planned for next year.	To consider when and how to update SIAMs documentation. To consider our personal theology and the theology of our school.
4 <sup>th</sup> November	RWI in house training	CS, KA, SH, SM	1:1 sessions to update RWI knowledge and delivery	More consistent use of RWI sessions across the school to support and embed good progress for all.

Date	Training focus	Who	Outcome	Impact
9 <sup>th</sup> November	Personal development Ofsted training by Diocese	RS	Refresher on key areas of Ofsted inspection of personal development.	Review of SEF for personal development and actions planned for school to support.

#### Planned staff training during this term:

Date	Training focus	Who	Outcome	Planned Impact
30 <sup>th</sup> Nov	Talk Boost for Key Stage 1	SM	To train a member of staff to deliver Talk Boost intervention to pupils who require it.	Talk Boost sessions help children to develop their understanding of vocabulary, grammar and sentences.
17 <sup>th</sup> Nov	SENDCo – writing COSAs workshop	RS	To help SENDCo to write effective COSA application	To be able to apply successfully for EHCPs for children who require them.
23 <sup>rd</sup> Nov	Pupil Premium Network meeting by NCC	RS	To write an effective pupil premium strategy for school.	To ensure school practice is inclusive and effective for children in receipt of pupil premium.
29 <sup>th</sup> Nov	PSHE leadership training	KA	To develop KA's role as lead of PSHE RSE.	Effective leadership of PSHE RSE across the school.
29 <sup>th</sup> Nov	Anxiety training	CS	To support pupil mental wellbeing through increased understanding of anxiety, how it manifests, and strategies to help manage it.	Pupil wellbeing is supported more effectively for children suffering from anxiety.
2 <sup>nd</sup> Dec	Sensory processing and integration training	RS	To understand how children struggle with sensory processing and develop strategies to help them manage.	Key children are supported more effectively with their sensory processing in school.

## Quality of Education

We continue to champion our joined up, creative curriculum. The children are working on quality texts in English – with class 1 having done work around Patti's Pumpkin in Autumn 1 and are now doing work around the book Winter's Sleep. In Class 2 there are doing work around Fantastic Mr Fox.

Our Read Write Inc phonics sessions are continuing successfully every morning. All but two of our year 2s are now off the RWI programme and half of our year 1s are ahead of where they should be at this point. We continue to support children at or working towards their age related expectations for phonics and reading. Reading remains a high priority with early morning reading sessions, phonics, guided reading with Mrs Stiansen and stories read by staff all in addition to our English lessons. The children have benefited from extra attention to English, including marking National Poetry Day this term by looking at and making their own collage poems.

Staff are working to create new story sacks for nursery / reception children with each member of staff taking on a different book to update and refresh the offer.

In maths, we are using White Rose resources to support our planning and taking into account the ready to progress information through the NCETM (national centre for excellence in teaching maths). Mastering number sessions are supporting our younger children (Reception, year 1 and some year 2s) to ensure they have a strong foundation in understanding and working with number. The remaining year 2s and older children are also doing a reasoning intervention (through Oxford University materials) to help them manipulate and reason with number.

We have introduced new homework booklets for the children in year 1 to year 4. The younger children have one booklet around spelling, grammar and punctuation as well as reading. The older children have that and a booklet on times tables. We also encourage parents to make use of the 1-minute maths app and our Sumdog subscription to support maths practice online.

To supplement and deepen our curriculum we plan a number of days through the year which allow children to immerse themselves in learning about specific topics or subjects. For example, we plan STEM days for each term. This term our STEM day was all about forensic science and we had a fantastic day with Mr Bates from Sci-High who came in and set up a crime scene and whodunit in school. The children applied a lot of interesting science all day – from CSI (crime scene investigation) – dusting for and collecting fingerprints, swabbing bloody samples, comparing DNA (barcodes), using chromatography to compare ink from a threatening letter, going through clothing to find clues (grease marks and a telephone number), looking at mobile phone records, putting together a broken car brake light and so on. The children enjoyed every minute and in the end we had a little mock trial with suspects and a judge.

Future STEM Day plans are for creating a giant cause and effect machine (Rube Goldberg) around school to make use of different forces (building on learning from this half term) and also to find out more about our bodies and our brains. We have also joined the local Ogden trust partnership to support physics in schools. Through this we should access resources and training.

We had a great music workshop day with professional musicians – The Ushaw Ensemble – who came to Holy Island and taught the children about different instruments (double bass, piano, snare drum) and helped the children create their own piece of music about the scribes who wrote the Lindisfarne Gospels. We then attended a performance by the full ensemble at St Mary's church about St Cuthbert. It was an opportunity to see a professional musical performance and also connect with prior knowledge about St Cuthbert.

We have also had an RE Day with a focus on festivals of light in world faiths. We had a carousel of workshops around Diwali (Hinduism), Bandi Chhor Divas (Sikhism) and Hanukkah (Judaism). The children were very receptive to the stories and important features of the different festivals and through the day we had arts, crafts, drama and storytelling. Further RE days planned are about Christianity as a global faith and one about places of worship which will include world faiths.

- **Pupil outcomes**

**Phonics checker from June 2022:**

100% of Holy Island children in year 1 at the end of last year passed the phonics check (1/1)

80% of Lowick children in year 1 at the end of last year passed the phonics check (4/5)

## **Key Stage 1 results (year 2) from May 2022**

One child in year 2 was disapplied as they were working below the key stage standard. The remaining three children took the SAT papers in reading and maths and their writing work was moderated by county led moderation meetings. All four children were Lowick children. There were no Holy Island children in year 2 last year.

- Reading: 67% (2/3) meeting expected standard
- Writing: 67% (2/3) meeting expected standard
- Maths: 100% (3/3) meeting expected standard and 33% (1/3) attained greater depth standard.

## **Behaviour and attitudes**

The school has high expectations of pupils' behaviour. We have very few minor incidents –we have had no major incidents, no exclusions or prejudicial / racist incidents or bullying incidents since the previous report or during the previous year.

In PSHE in the second summer half term we taught the children about first aid in an age appropriate manner. In PSHE this term we have been thinking about relationships – healthy friendships and different kinds of families. The older children have also thought about equality and the Equality Act and the younger children have been thinking about what is fair and learning a little bit about what racism is and why we need to be against racism in any form.

The schools continue to use Thrive approach techniques across the school and targeted ELSA (emotional literacy support) for groups and individuals as needed each week. We have introduced self-soothing / fidget toy baskets into each classroom with things to squeeze, pop or rotate along with a stock of ear defenders. These are being used by children as they need them. We have continued with our pupil surveys about different subjects and school generally and one of the suggestions coming out of these was to have ear defenders available in the classroom for some children. The surveys are very positive about school and different subjects.

### **• Attendance**

#### **Lowick**

For last academic year 2021/22 the overall attendance for Lowick was 95.2%. For the four pupil premium people (all four were not in school all year) the overall attendance was 94%, for SEND: 98.4% attendance for the child with an EHCP and 99% for children on SEND support.

In the first half term of this year Lowick's overall attendance is at 98.8%.

#### **Holy Island**

Overall attendance for the last academic year 2021/22 was 92.2%. There are no pupil premium or SEND groups on Holy Island.

In the first half term of this year Holy Island's overall attendance is at 99% with two out of the three pupils at 100%.

It is difficult to find national attendance data for comparison purposes at this point but the gov.uk website indicates that: "*The absence rate across autumn and spring terms combined was 7.4%.*" This would indicate a national attendance rate of 92.6%. This would suggest that Lowick is slightly above average and Holy Island is

in line with average. We note though the consistent years of 100% at Holy Island previously and that this drop is directly due to Covid, illness and isolation last academic year. Both school show significant improvement this term so far.

## Personal Development

We are relentless in ensuring that our curriculum extends beyond the academic and provides for children's broader development. We continue to have Commando Joe's in school on Thursday afternoons which supports our work on developing strength of character as well as helping children become more confident and resilient. Our PSHE sessions are planned to help children think about their relationships, plans for the future, safety and wellbeing, learn about tolerance and the wider society. We search out suitable enrichment to complement and extend our curriculum and we are ensuring our curriculum includes a diverse range of artists, scientists, inventors, writers and people of note as well as learning about different places, cultures and beliefs.

After our Jubilee celebrations last term, this term we also were saddened by the death of Queen Elizabeth II. As a school we talked about grief and loss, using the Invisible Strings book to help us think about how we are connected to people even when they are no longer with us. The children responded by creating a memorial book which we copied and shared to our local churches and also sent a copy to Buckingham Palace.

We have continued to seek out a range of additional activities linked to physical fitness and well-being, as we know that being active has a positive effect on mental health as well as physical health. We enjoyed shared cricket activities with other schools at both Etal and on Holy Island (beach cricket). We continue to have Mrs Turner lead active learning in school on Tuesday and she is also providing us with a run club, open to family members as well as the children in school, which is well attended.

### Clubs we offer after school:

Monday: eco-school club about the environment

Tuesday: run club (open to families)

Wednesday: sports club (led by a sports coach) – last half term it was gymnastics; this half term it is dance.

Thursday: Commando Joe's club

Friday: art club (led by Olive who is also a professional artist).

All our after school clubs are free for all children. Morning club led by Mrs Simpson is focused on computing skills this term – typing and mouse skills in autumn 1 and basic programming using scratch in autumn 2.

### Enrichment opportunities since our last report

Date	Activity	Who	Outcomes
27 <sup>th</sup> May	Jubilee event – picnic and 'monument building' with parents outside.	Whole school (main school and nursery) and families	Children understood about the importance of the Jubilee celebrations. Families and children worked together to create a variety of den, monuments, castle and other buildings to mark the event. An opportunity for coming together as a community, celebration and teamwork.
7 <sup>th</sup> and 10 <sup>th</sup> June	What Lives in our Rivers?	Main school	Children learned about life in our local rivers, went into the river to catch invertebrates and examine what we found. Compared our findings with clean river charts.

Date	Activity	Who	Outcomes
	Initial workshop and then all day visit to Wooler Water / River Till for hands on activities.		Also, identified a range of live fish by their features, thought about their life cycles and food chains. Hands on science – learning in a practical way to help create memories which link into lessons in school. Learning about conservation – link to eco-schools and careers in biology.
17 <sup>th</sup> June	STEAM Day on Holy Island (science, engineering and art)	Main school and nursery	Children had the opportunity to create and photograph their art for the Fleischmann art competition about spirals and helices. Nursery children created beach art about faces. Work on looking after the environment – planting wild flowers for insects (making seed bombs) and taking part in a windmill challenge to design the most effective blades for a windmill. Hands on problem solving / engineering.
20 <sup>th</sup> June	Curling workshop	Main school	The children had the opportunity to learn about curling and have a go. Developing new / applying existing sporting skills. Celebrating teamwork and thinking about strategy.
24 <sup>th</sup> June	Tillside cricket festival at Etal	Local first schools	Our children joined with other local first schools for a cricket festival. Developing sporting skills and teamwork as well as an opportunity to meet and make friends with a wider group of children – especially for year 4 transition.
29 <sup>th</sup> June – 1 <sup>st</sup> July	Hawkhurst residential at Kielder Water	Year 4s	Year 4s joined with other year 4s from local first schools for an outdoor adventure residential. The opportunity to challenge themselves on outdoor challenges including Jacobs ladder, abseiling, crate challenge as well as going on boats, visiting a bird of prey centre and campfires in the evening.
4 <sup>th</sup> July	Sports Day and summer fair	Whole school	Year 4s led on the summer fair stalls – each child being responsible for a stall. All children (including nursery children) took part in the sports afternoon with a series of races and events.
11 <sup>th</sup> July	Farne Islands boat trip	Whole school	Excellent trip on the boat out of Seahouses to the Inner Farne islands. We saw lots of wildlife including dolphins very close up. This linked to work on the Lindisfarne Gospels and St Cuthbert seeking refuge on the Farne islands as well as work on animals and habitats.
15 <sup>th</sup> July	Beach cricket on Holy Island	Whole school and 2 other first schools	The chance to play cricket on the beach after clearing it first. Teamwork, making new connections with other children and fitness.
18 <sup>th</sup> July	Skipping festival	Class 2	Opportunity to demonstrate skills and routines practiced beforehand and enter into competition along with other local first schools in Berwick.
20 <sup>th</sup> July	Northumbria Day	Whole school	A chance to celebrate our local area. Finding out about local dialect and poetry, Border Tartan and weaving as well as visiting professional musicians with traditional instruments, songs and dances.

<b>Date</b>	<b>Activity</b>	<b>Who</b>	<b>Outcomes</b>
20 <sup>th</sup> September	Podcasting	Main school	Mr Archer came to school to help with creating a school podcast – we did this on the theme of the sad passing of Queen Elizabeth. It was an opportunity for children to share ideas and reflect in a mature manner on a serious subject.
21 <sup>st</sup> September	Trip to Jarrow Hall Anglo Saxon village and farm together with Bede's World.	Main school	Link to topic of Food and Farming and making connections with Anglo Saxons work previous term. Bede's world link to history, work in Forest school on inks and natural materials.
30 <sup>th</sup> September	Lindisfarne Gospels music workshop in the morning and St Cuthbert suite performance in the afternoon.	Main school	Link to work on Lindisfarne Gospels and opportunity to work with and watch professional musicians. Our children performed their piece from the morning workshop at St Mary's in front of children from other schools before the professional performance. We invited other partnership schools to join us for the performance so that it was shared with 10 other local schools including the local special school, middles and high school.
6 <sup>th</sup> October	National Poetry Day	Main school	Created collage poetry on the theme of the evangelists based on Lindisfarne Gospel artwork and imagery.
13 <sup>th</sup> October	Berwick Literary Festival – children's performance of Arty-Fact climate calamity	Years 3 and 4	Children got to see a puppet performance about climate change and the environment.
14 <sup>th</sup> October	Germ busters visit	Main school	Children took part in a workshop around keeping clean and the importance of properly washing hands, learning about hygiene and germs.
20 <sup>th</sup> October	Illuminated Sheep art project – the children were challenged to create a pen for the illuminated sheep at Lowick	Main school	Children created 'fence posts' in the style of the Lindisfarne Gospels on the theme of light, sheep, and shepherds. They used glow in the dark paint, neon pens and tape to create effective pieces suitable to go outdoors around the Illuminated Sheep displayed in Lowick through November.
2 <sup>nd</sup> November	Ogden Trust for Physics in education 20 years celebration – ask big questions	Main school	The children were challenged to ask Big Questions about the universe and produce artwork around their questions and ideas. Their questions and artwork has been uploaded to the Ogden Trust to be combined into a large digital artwork to celebrate 20 years of the Ogden trust.
4 <sup>th</sup> November	CSI Lowick – forensic science STEM Day	Main school	Children took part in a forensic science day based about CSI and investigating a 'crime scene' in school, using a range of scientific techniques and thinking.
8 <sup>th</sup> November	Farm visit to Kypie Farm	Whole school	Children made links to learning about farming and got to see how a farm works, learn more about livestock – especially sheep – on the farm. Also a chance to investigate wildlife on the farm, how the farm helps the environment and also to see sheepdog at work rounding up sheep.

Date	Activity	Who	Outcomes
11 <sup>th</sup> November	Remembrance collective worship	Whole school	Children learned about the different poppies linked to remembrance and created a special wreath with red, white, black and purple poppies as well as writing thoughts, prayers and information about the different groups which some of the children read out at the collective worship in Lowick village and at St Mary's church on Holy Island.
14 <sup>th</sup> November	RE Day – world faith festivals of light	Main school	The children learned about Diwali, Bandi Chhor Divas and Hanukkah through the day – making connections about festivals of light. Also, making connections to light as metaphor for hope, joy and love as well as divine presence.
<b>Further planned enrichment this term</b>			
15 <sup>th</sup> November	Trip to Laing Gallery and St Nicholas Cathedral in Newcastle	Whole school	Opportunity for all children to visit a city. Links made to Lindisfarne Gospels, workshop at the library as well as workshops about the history and significance of artwork and craft at the cathedral.
17 <sup>th</sup> November	Lindisfarne Gospels art workshop on Holy Island	Main school	Visitors from the Laing Gallery to work with our children on an art project linked to art from the Lindisfarne Gospels.
18 <sup>th</sup> November	Children in Need	Whole school	Opportunity to consider and contribute to the charity work done by Children in Need for children elsewhere.
18 <sup>th</sup> November	Road safety assembly by NCC team	Whole school	Children to know how to keep themselves safe on the roads.
15 <sup>th</sup> December	Trip to the Maltings to see pantomime.	Whole school	Opportunity for children to see a live performance in a theatre.
16 <sup>th</sup> and 19 <sup>th</sup> December	Our Christmas performance in the Village Hall at Lowick	Whole school	Opportunity for children to take part in drama, singing and movement in front of a live audience.

- **Collective Worship**

We had a lovely leavers service in church in the summer term which allowed us to say farewell to our year 4s. The children created butterflies looking to the future and these decorated the church after we left. We celebrated Harvest Festival at St Mary's on Holy Island and the children read their prayers and performed two songs.

We also had a very successful Remembrance Collective Worship at the War Memorial in Lowick and the children were very well behaved, shared their prayers and laid their special poppy wreath. The Holy Island children went on to visit St Mary's that afternoon and were able to add their prayers to the Fisherman's altar.

We continue to welcome Charlotte, Sarah and Sam into school on Wednesdays to lead our collective worship. We have collective worship every day and our focus for the first half term has been on British Values. This half term we are moving towards advent and will be using advent materials from the Archbishop of York Youth Trust.

To help develop our links with our churches we have created display materials for both St Mary's and St John the Baptist. We have put our Lindisfarne Gospel evangelist collage poetry pieces in St Mary's and we have a display about Creation and saving endangered animals ready to go up in St John's.

- **Developing spiritual capacities**

Margaret and I attended a very interesting training day about SIAMs and about developing spirituality in school as well as being able to articulate our school vision. Our School vision is based around 'Journeying Together' – 'be encouraged of heart and united in love' (Col 2). The children often articulate it as our Golden Rule – 'treat others as you would like to be treated'.

We have been making links to 'Journeying Together' to Paul writing letters to far flung churches in early Christianity to encourage and help them. We also want to make clearer links to pilgrimage and our local area – walking the sands to Holy Island and knowing about St Cuthbert's journey and so on.

During our RE Day we challenged the children to think about how they could make our school shine and they came up with friendship, being kind, being loving, caring and inquisitive. A very good list and we are very proud of them.

To help us think about spiritual capacity I attach as a second appendix a list of capacities from Shahne Vickery, who also wrote our collective worship book – Roots and Fruits. I think this helps de-mystify the concept and help us think about what we do in school already to develop the children and how successful this has been so far.

## Safeguarding Appendix

### KCSIE 2022: CHANGES AND UPDATES TO THE GUIDANCE

On the 1st of September 2022, the new Keeping Children Safe in Education guidance will come into effect. Here we list all the important relevant updates and changes that are applicable to all staff, safeguarding leads and school governors.

This is a summary of all updates and changes in Keeping Children Safe in Education 2022 it is important that you also read the full document or at least the parts that relate to your role in school.

### A SUMMARY OF KCSIE 2022

Relevant parts of the Human Rights Act 1998 (HRA), the Equality Act 2010 and the Public Sector Equality Duty have been outlined and explicitly linked to safeguarding, particularly in regard to diversity inclusion, prejudicial and discriminatory bullying and sexual violence & harassment.

Throughout the document, specific safeguarding topics such as criminal exploitation and forced marriage have been replaced with the terminology “all forms of abuse”.

### CHANGES TO PART 1: SAFEGUARDING CHANGES FOR ALL STAFF

- **Disclosure**

Staff are reminded that children are not always ready or able to talk about their experiences of abuse and/or may not always recognise that they are being abused.

- **Domestic Abuse**

New information has been added to explain the impact of domestic abuse including the potential short-term and long-term detrimental impact on children’s health, wellbeing, and ability to learn if they are experiencing domestic abuse at home or within their own intimate relationships.

### CHANGES TO PART 2: THE MANAGEMENT OF SAFEGUARDING

- **Supporting the DSL**

The importance that governors and proprietors properly support the DSL role has been given prominence by adding it to the main body of the guidance and includes an expectation that they should read the full DSL job description in Annex C.

- **Safeguarding Training**

There is a new requirement for governors and trustees to receive safeguarding training at the point of induction to ensure their understanding of their important strategic role, as well as their legislative responsibilities, and those set out by their local multi-agency safeguarding arrangements, and that this is regularly updated.

- **Online Safety**

In relation to online safety, there is an expectation that the governors hold this as a central theme in their whole setting approach to safeguarding.

- **Effective Safeguarding Curriculum**

A focus on preventative education has been added, with a new paragraph about the importance of the setting's role in delivering an effective safeguarding curriculum.

- **LGBTQ+ Children and Young People**

There is a greater emphasis on risks for LGBTQ+ children and/or those that are perceived to be. Staff are reminded that LGBTQ+ inclusion is part of the statutory relationships education/relationships and sex education curriculum.

### **CHANGES TO PART 3: SAFER RECRUITMENT**

- **Curriculum Vitae and Full Application Forms**

Regarding safer recruitment, the guidance clarifies that a curriculum vitae (CV) should only be accepted alongside a full application form. CVs on their own will not contain all the information required to support safer recruitment.

- **Online Searches during the Recruitment Process**

The guidance now states that education settings should consider conducting online searches as part of their due diligence during the recruitment process. The stated aim of this is that it "may help identify any incidents or issues that have happened, and are publicly available online, which the school or college might want to explore with the applicant at the interview.

### **CHANGES TO PART 4: ALLEGATIONS AND SAFEGUARDING CONCERNS MADE AGAINST STAFF AND CONTRACTORS**

- **Lessons Learned from all Allegations**

Learning from all allegations against staff investigations should be incorporated by schools and colleges, not just from those that are concluded and substantiated.

- **Low-Level Concerns**

The guidance now makes clear that schools and colleges can choose to whom low-level concerns about staff are reported to, so long as it is clear in their policies. All staff should be aware of how to handle low-level concerns, allegations against staff and whistleblowing, with KCSIE 2022 being clear that this information should be contained in the staff behaviour policy (also known as the code of conduct)

### **CHANGES TO PART 5 : CHILD-ON-CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT**

- **DfE Sexual Violence and Sexual Harassment Guidance**

On our initial reading, whilst not explicitly stated, it appears that the DfE Sexual Violence and Sexual Harassment guidance has been incorporated into KCSIE 2022, and therefore will be withdrawn in September 2022. It is helpful that the information is all in one place, and therefore easier for staff to access, although it does mean that there has been a substantial increase to the length of the KCSIE guidance. This also means that what was non-statutory guidance becomes statutory.

- **Child-on-Child Abuse**

Terminology throughout KCSIE 2022 has changed from peer-on-peer abuse to child-on-child abuse. This is a welcome change as the term peer-on-peer abuse suggests the abuse is between children of a similar age which is not always the case.

- **Preventative Education**

Senior leaders are reminded of the crucial part education settings play in preventative education within the context of a whole-school or college approach that creates a culture that does not tolerate any form of prejudice or discrimination, including sexism and misogyny/misandry. The expectation is that schools' /colleges' values and standards in this area will be underpinned by their behaviour policy, pastoral support system, as well as a planned programme of evidence-based RSHE. The guidance spells out key areas to be included in the latter

## **CHANGES TO ANNEXES**

### **Annex B**

In annex B there is increased emphasis on staff being able to identify the indicators of serious youth violence including reducing attendance, changes in friendship groups and performance concerns. Education settings are encouraged to reach out to their local violence reduction unit.

### **Annex C**

A key change is in Annex C, where a statement has been added which requires the DSL to be aware of the role of the appropriate adult. The DSL must liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019.

The role of the DSL has been moved entirely into Annex C to provide clarity and reinforce the responsibility of the role. It is expected that Governors read this in full. The guidance also states that sole proprietors cannot be the DSL in their setting.

*From thesafeguardingcompany.com*

## **Spiritual Capacities appendix**

**Be self-aware and learn to empathise with the experience of others as relationships deepen and an understanding of interdependence grows.**

**Be guided by their beliefs and values and be willing to take a stand to defend them.**

**Love themselves, care for themselves, believe in their potential to achieve and find inner strength and resilience when facing challenges.**

**Exercise imagination and creativity, appreciate beauty in the world and be alive to experiences of awe and wonder.**

**Be intrigued by mystery and be open to an awareness of the transcendent in the whole of life.**

**Be comfortable with stillness and silence and be open to engage in reflection, meditation and/or prayer.**

**Be ready to say sorry when mistakes are made, to forgive themselves and to forgive others.**

**Be willing to take risks and to reflect, learn and grow following experiences of failure as well as success.**

**Demonstrate curiosity and open mindedness when exploring life's big questions.**

**Appreciate and be thankful for what is good in their lives and show generosity towards others.**