



We work best, when we work together!

Hopedale offers a holistic, family-oriented, therapeutic approach to bringing children inner-peace and contentment, enabling them to access education, and become positive, valued members of society.

Newsletter (Spring 2014-2015)

Dear Parents/Carers

News

- ❖ We now have a full complement of pupils and staff! Longstanding pupils have made newcomers feel extremely welcome, which is a testament to the beautiful character of each and every child at Hopedale.
- ❖ The 'new build' is working very well indeed; as is the garden. In time for the spring weather, our new play equipment will arrive, which will provide pupils with even more activities! Some of the activities that pupils currently take part in at break and lunch times include scooter riding, football, space-hoppers, chalk drawing, strolling around the garden, tending to the chickens, gardening and reading.
- ❖ The pupils have a reward day each half term. At the end of each term this can include the option of going to an attraction/lunch out etc... There will now also be the opportunity to ride on an electric go-kart around the track in the garden. Please be assured that this has been fully risk-assessed and the safety of all is paramount.
- ❖ Look out for information regarding a Hopedale parent support group that Chris Madden (senior teacher) is in the process of setting up.

General Information

- ❖ Behaviour in school is absolutely superb. Visitors to the school consistently comment on the calm, positive, fun and friendly atmosphere at Hopedale.
- ❖ It was recently brought to my attention that there are frequent spelling mistakes/copy & paste issues with the weekly reports that you receive. Please accept my sincere apologies for this. Poor spelling, grammar and punctuation is a particular 'bug-bear' of mine, and please be assured that the programmes of study in school for pupils in these areas are extremely effective. I'm unable to check the reports, as there are too many, however, I am currently introducing a quality control system. Hopefully, there will be rapid improvement in this area.
- ❖ Thank you for continuing to support home-visits each term. These visits provide an opportunity to work together to review and set targets, and help to resolve any issues or confusion that may exist.
- ❖ The Hopedale Summer Concert is scheduled for the 17th of July, and we hope that everybody comes to join us for a celebration of pupils' considerable achievements. More information regarding the concert will be sent out in due course.

Thank you!

- ❖ We are grateful to parents/carers for ensuring that their child arrives at school each day in the correct uniform and with a sensible hairstyle. The pupils look incredibly smart!
- ❖ The children have raised £124.55 so far during this school year, and this has been forwarded to the following charities (all chosen by the children): WWF (Sponsor a Tiger) & Children in Need.

Curriculum

- ❖ As many parents/carers may be aware, we have a new National Curriculum in England. At Hopedale, our learning and teaching is based on the National Curriculum. Therefore, our curriculum, and the assessment of this, has changed. Pupils study the same subjects as they did before, but the content has changed (to varying degrees).

Clearly, progress must be assessed against what is now being taught, and thus, has no relationship with the progress assessed against the previous curriculum. All pupils have

been assessed against the outcomes prescribed by the new National Curriculum (they have been 're-baselined'), and progress from these starting points will be thoroughly monitored and measured as before.

The National Curriculum no longer categorises outcomes as levels, but instead provides outcomes that are to be expected to be achieved by the majority of pupils at the end of each school year. At Hopedale, we use a comprehensive and thorough assessment system called B-Squared, which allows us to monitor progress using **new** levels. These levels **bear no resemblance** to the levels prescribed by the previous National Curriculum and **should not be compared**. Therefore, the levels that we report in our documentation should be considered as new starting points for each child and will be lower than their previous levels. At Hopedale we will continue to set challenging and appropriate progress targets for pupils, and will express this progress in the form of the **new** levels.

Shortly, I will send out a letter to each parent/carer which will include their child's current level and target level for the end of the school year.

- ❖ The **health and safety** themes that we are exploring this term are cyber-bullying and prejudice. These themes will run throughout the curriculum and will be further explored during a dedicated health and safety day.
- ❖ The **diversity** themes that we are exploring this term are as follows:
 - Whole-school** - Australian culture
 - Key Stage 2** - Judaism
 - Key Stage 3** - Places of worship, the impact of mental illness
 - Key Stage 4** - Spiritual engagement
- ❖ Please remember to have a look at the school website www.hopedale.org.uk for further information about the curriculum for each key stage.

School Improvement (Selection of Key Improvement Tasks)

Please see over the page for a summary of our key school improvement priorities for this school year.

Improvement Task	Aims and Rational	Pupil Outcome and Impact measure
Greater scrutiny of attainment in non-core subjects (build middle leadership)	Through the identification of individual pupil, class, vulnerable groups, subject specific and teaching strengths and weaknesses, resources can be directed swiftly and appropriately.	Improved academic outcomes. A clear view of pupil progression benchmarked against pupil progression in similar and mainstream settings. Ensure From each different starting point, the proportions of pupils making expected progress and the proportions exceeding expected progress are high compared with national figures.
Improve moderation process	Rigorous moderation arrangements within school and with other schools will assure the accuracy of the progress data being used.	This will highlight any areas of 'overly positive-assessment' thus allowing swifter identification of areas of pupil weakness. Pupil weakness will be identified sooner, allowing targeted support to enable them to make further academic progress.
Re-gain momentum on termly health/safety events focusing on exercise, dietary advice, health checks, dangers of substance misuse, e-safety, cyber bullying and prejudice-based bullying	Raise awareness of healthy lifestyles and support pupils in making good choices. Pupils to be aware of all types of bullying	Positive, alternative strategies used to reduce stress/anger Improved diet Increased concentration Reduction in obesity and associated health conditions Safety of all pupils Pupils actively try to prevent bullying
Introduce Numicon for use in maths learning and teaching across the school	To add further practical elements to learning in maths and ensure that vulnerable groups make at least the same progress as their peers.	Improved attainment across the school in maths (including all vulnerable groups)
Fully implement system to ensure that pupils are assessing their own progress (and that of their peers) throughout lessons	Pupils to be clear about the progress they are making and thus take ownership of their learning.	Improved attainment across the school in all subject areas
Ensure that new curriculum implementation is successful and fully resourced	The school's curriculum aims to promote and sustain a thirst for knowledge and a love of learning. It must ensure clear and rapid progress in the activities planned for all year groups in all subjects. It must cover a wide range of subjects and provide opportunities for academic, technical and sporting excellence.	From each different starting point, the proportions of pupils making expected progress and the proportions exceeding expected progress in all subjects are high compared with national figures. Positive impact on pupil behaviour Positive impact on SMSC development
Refresh, renew and further develop voluntary external advisors/critical friends to meet termly	To further develop supportive but constructively critical environment to discuss school development and ensure that Hopedale is not isolated.	Termly meetings to take place This has the potential to raise all outcomes for pupils
Maximise use of new outdoor classrooms and outdoor space	To ensure that outdoor learning opportunities are not missed.	Greater enjoyment of learning Increased attainment Improved health