



24th May 2024

Dear Parent/Carer,

As we approach our Whit half term I would really like to share with you some of the many things that I am proud about over the past term at Cloverlea.

School improvement continues at pace and the school continues to engage with leadership and external advisors to swiftly action initiatives aiding and building continuous improvement. We have had several curriculum subject reviews and audits and have been encouraged by the progress made.



Early Years

In our **Early years** we have had some positive feedback from Kelly Butler in a recent review saying that: Learning zones are **purposeful** and support much more **open-ended learning opportunities**. The team have utilised what they have in a **very creative way**. Pupils are **engaged** and can **sustain good attention** and concentration.

It was also recognised that the indoor environment for the reception classroom has **continue to evolve with the needs of the children**. The provision has been adapted and tweaked to ensure that there is **progression of skills**. For example, **lots of writing opportunities, numbers to 10 and independence using the iPads**.

The **use of the school grounds** has encouraged the children to talk about the life cycle of a frog. The introduction to frogspawn and newts in the Reception class has sparked great vocabulary and conversation.

Subject leaders from across the key stages have also been able to articulate how their subject is **linked to the early years curriculum** and how children are introduced to some concepts whether they be in history or science or computing.



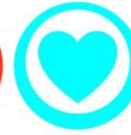
Cloverlea Primary School



Learning



Caring



Believing



Achieving

Early Reading

In our recent early reading audit with our external consultant Vanessa MacDonald it was identified that **fluency is also a priority** and **additional support is given for identified pupils** to enable them to become more fluent readers.

Reading is an ongoing priority, and the school has invested in the library. There has been an **increase in the range of quality texts**, including non-fiction. The organisation of the library means that pupils can be **directed to books which are accessible to them** at their level of reading ability.



Love of reading

Pupils spoken to by leadership enjoy reading and are able to talk about a **range of different authors**. They read regularly across the school, using books from the scheme and the associated levels. Pupils are also **encouraged to read for pleasure**. In the early years children take home a book to share with adults, Key Stage 1 pupils take home a reading book which is at an appropriate level and at Key Stage 2 pupils will continue with the levelled books, but many also read other books which **interest** them.



Effective use is made of the library to encourage reading for pleasure and older pupils are **reading buddies with younger pupils**. Pupils who write their own books have them placed in the library which shows pupils that their **work is valued**. Some pupils at both Key Stage 1 and 2 talked about their enjoyment of writing stories.

In the past year the reading lead has **introduced a poetry focus** to encourage staff and pupils to learn more about this genre and to **encourage an interest in reading poetry books** or books with verse.

Programme and progress

The school uses Little Wandle to teach phonics from Reception. This is **taught with fidelity** to the scheme. Pupils are familiar with the scheme and also showed that their knowledge of the **phase sounds was secure**.

Inspiring children to care, learn and achieve

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There is a **clear plan** of what sounds are being taught and when and staff are following this closely so that teachers and leaders know what sounds, words and texts children should be able to read by the end of each term.

The scheme **builds progressively on prior learning** in the teaching of phonics so that pupils learn how to **decode words effectively** before moving on to more complex skills.

In the summer term children in Nursery enjoy some activities which introduce them to sounds. These are also part of the Little Wandle scheme.



Catch up quickly

Leaders **use assessment information** to identify pupils who are in danger of falling behind with the phonics programme on a regular basis. The scheme breaks this down into different aspects such as initial letter sounds, blending etc. This means that teachers and leaders can see from the start where pupils may need additional support and intervention.

SATs

I would also like to take this opportunity to **thank all our Year 6 parents** for their support over the past few weeks. Our children arrived to school refreshed and raring to go despite some being a little overwhelmed at first at the prospect of a SATs week. Our Y6 teacher Mrs Brogan put together a brilliant plan of action which required a lot of thought and essential logistics. So many members of staff contributed which made the week run extremely smoothly for the Y6 children. **Y6 pupils were fantastic** throughout which is in no small part owed to the preparation and planning from Mrs Brogan - providing clarity and guidance.

Parental questionnaire

Please see attached a link for our school questionnaire. We would love to have your feedback.

Have a lovely rest over half term.

Take care,

C McConnell

Headteacher

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