

Head's Review 2018-19

As a reflective school with ambition for all, we engage annually in reviewing our performance and making adjustments based on what we find. There are many ways that enable us to determine how well we are doing. We get great feedback from the pupils and the parents. We have been innovative in our curriculum changes and bold in our new homework policy. At the end of 2018-19 we look forward to a year with the largest number of pupils in the school yet and double the numbers staying on into Y7. Significant investment in facilities has improved the experience for all. It makes us proud. We do not sit still or stop reflecting and we invite you to enjoy the variety of this summary and help us to grow even more in the coming year.

The second year of our new homework policy has seen a continuing growth in the standards achieved by pupils and a continuing explosion of creativity and independence. Particular highlights for me have been the growth in high quality film and board game making, the pervading sense of fun in many offerings, some which I can capture on my Twitter feed (@StMichaelsHead), the assuredness of the presentations of some children who find written work challenging, the extraordinary research and man hours of some exceptional projects, notably, Louisa's work on her explorer relative and Eve's suffragette facsimile scrapbook and her extraordinary "Stop It Now" climate change song with science presentation and stop motion illustration animation. We are privileged to share these pieces.

Senior School Successes.

In a small Y8 group of 14 we were delighted by the percentage of scholarships won. (33%) of pupils!

S Benjamin	Academic Scholarship	Caterham School
J Crossley	All-Rounder Scholarship	Millfield School
G Schooley	Sports Scholarship	Ardingly
I Sinclair	Sports & Art Scholarships	Sutton Valence

In Y6, for the first time in my Headship, the majority of pupils are staying into Y7 and what a talented bunch they are. 17 scholarships into Y7. 2021 Y8 exit data promises to be a most exciting prospect!

Year 7

E. Powell	Sports Scholarship	St Michael's Prep School
-----------	--------------------	--------------------------

Year 6

O Crawford	Creative Arts Scholarship	Sackville
M Blincoe	All-Rounder Scholarship	St Michael's Prep School
E Collings	Drama & Sports Exhibitions	St Michael's Prep School
W Deacon	Sports Exhibition	St Michael's Prep School

E Jones	Drama Scholarship	St Michael's Prep School
R Landgrebe	All-Rounder, Music & Drama Scholarships	St Michael's Prep School
J Maloney	Sports Scholarship	St Michael's Prep School
O Maltarp	All-Rounder Scholarship	St Michael's Prep School
A Moore	Drama Scholarship	St Michael's Prep School
H Owen	Art Scholarship	St Michael's Prep School
T Petersen	Sports Exhibition	St Michael's Prep School
T Porter	All-Rounder Scholarship	St Michael's Prep School
X Prongué	All-Rounder Scholarship	St Michael's Prep School
H Smith	Sports Exhibition	St Michael's Prep School
N Staples	Art Exhibition	St Michael's Prep School
E Ward	Academic, Music & All-Rounder Scholarships	St Michael's Prep School
L Watson	Art Exhibition	St Michael's Prep School

On a day to day basis, the Housepoint system is the vehicle for recognizing effort and achievement, creativity, kindness and sportsmanship. A total of 39,768 housepoints were won this year. (1,501 more than last year) 197 children have worn one of our 100 HP badges, (34 more than last year) 57 have 200 HP badges. (7 fewer than last year) We have awarded 12 300HP badge this year (There were 2 more last year) and 2 children (4 last year) won the coveted smiley star 400 Housepoint badge. Congratulations to 139 (15 fewer than last year) children have produced work fantastic enough to be awarded a Headteacher's star worth 10 housepoints. I must be getting stricter!

Tom Bulley gained a place in the National Youth Boys' Choir and Eve Ward a place in the National Children's Orchestra. Ishwar Sharma again competed internationally and came home with gold medals for yoga. He continues to meet politicians and dignitaries and give TV interviews and is also doing very well at school. The community is proud of these exceptional pupils.

Curriculum Successes

The first year of our St Michael's Diploma saw great levels of engagement by staff and pupils in the newly designed Y7 curriculum. The assessment criteria reflect a move away from "learn and churn" to "direct and reflect" where pupils take more ownership of the direction of their learning and collaborate to be creative, critical, ambitious, to commit and to persevere. Interestingly, although very little time was spent focussing on exams, the cohort performed very strongly in their end of year assessments and are developing interesting e-portfolios which we hope will impress their senior schools.

Assessment Successes

Progress Tests in English and Maths

This May we conducted our fifth round of Progress Tests in English and maths. These tests are set, marked and standardised by GL Assessment.

English: Progress over time looks good or better.

Maths: Progress over time demonstrates that children are generally performing well in relation to their suggested potential (from CAT testing).

The results tables include some colour coding:

Blue Performance lower than previous or lower than comparative group or expected score (based on CAT scores)

Yellow Performance indicates that expected progress has been made (not significantly higher or lower)

Green Performance has exceeded previous performance or higher than comparative group (or CAT data)

Headline

Results from both English and maths show expected or good performance in comparison to CAT scores, this is the measure that the Independent Schools Inspectorate (ISI) use, in Years 3-5. Results in Year 6 are disappointing although we understand that this particular test does not capture the best outcomes for our pupils at this stage in a busy year of assessments.

English Department

Progress Test in English (PTE)

Current Year Group	CAT Verbal SAS Average 2018	PTE Average SAS 2018	PTE Average SAS 2019	Value Added from CAT Verbal	Progress Differential from previous PTE *same cohort
3		109.5	114.0		+4.5
4	109.6	112.9	115.8	+6.2	+ 2.9
5	114.3	117.5	116.3	+2	- 1.2
6	114.7	111.4	109.7	-5	- 1.7

Our cohort is stronger than the national average across all year groups. These results are pleasing with general progress being expected or higher than expected. Again, there has been a slight dip in the overall score in the current Year 6 English cohort (although within the confidence band of expected progress). Discussions with staff revealed possible reasons:

- The Year 6 children have less English curriculum time and a wider variety of academic subjects, more homework and other external academic testing (senior school entrance tests).

Curriculum Content in English

Our children are achieving well above national scores in all areas of the English curriculum, in all year groups. There is a noticeable increase in Grammar and Punctuation scores in Year 4 and we will continue sharing some of the teaching approach from the Y4 curriculum to enhance the work covered in other year groups.

Curriculum Content	Year 3	Year 4	Year 5	Year 6
	Difference to National			
Spelling	10%	14%	30%	13%
Grammar and Punctuation	16%	32%	16%	7%
Comprehension: Narrative	16%	17%	18%	14%
Comprehension: Non Narrative	21%	19%	14%	19%

Actions for the English department next year:

- Focus on creative writing. We have some expertise in the teaching team and we will be arranging departmental training on the strategies used to maximise the creative and expressive potential of the children in their writing. The aim is to build these opportunities into our Tuesday twilight sessions.
- Increase engagement in Years 3 – 6 English through re-introducing the Big Write and author visits. We have already provisionally booked Matt Dickinson to visit St Michael's and will be planning a big write following a separate visit by an explorer.

Maths Department

Progress Test in Maths (PTM)

Current Year Group	CAT Quantitative SAS Average 2018	PTM Average SAS 2018	PTM Average SAS 2019	Value added from CAT Quantitative	Progress differential from previous PTM *same cohort
3		112.7	115.7		+3
4	112.2	118.7	113.8	+1.7	- 4.9
5	114.1	119.8	116.0	+1.9	- 3.8
6	111.1	113.9	108.3	- 2.8	- 5.6

- Our cohort is stronger than the national average across year groups
- The results in Years 3 are good. Year 3 demonstrate excellent progress against their previous test score. In Years 4&5, the children are achieving higher than their CAT quantitative scores so the ISI data will be positive.
- There is a noticeable drop from last year's PTM in Years 4, 5 and 6. Although the progress against CAT scores is expected, we must ask ourselves why.
- All cohorts have made expected or better than expected progress over time (scores over 3 years have increased, e.g. Y3 to Y6).
- The main area of concern from these results is that in **Year 6** the children have performed below their CAT quantitative average score. Suggested reasons for this and potential solutions are listed below:

Possible reason for dip in Y6 data	Potential solution	Action
The Year 6 curriculum is very disrupted by the amount of external exams and tests that the pupils undertake	This is tricky one and is part of the Prep School way of life due to the variety and range of exams / assessments for the various schools that we feed to. We need to ensure that our curriculum is structured to support the external tests but also allows for a logical and steady progression through the end of KS2 content.	Investigate absence levels in Year 6 in comparison to other year groups and establish whether this could be a key contributing factor Organise a weekly Year 6 maths clinic for pupils who do miss curriculum coverage to provide them with the opportunity to catch up
This academic year saw the introduction of our new 'White Rose' scheme of work. This required a different style of teaching that demands an adjustment in teaching style / technique.	We are keen to stick with White Rose as it works with our curriculum structure. The focus will be on teacher support to ensure that they all have the knowledge and develop the skills required to teach the curriculum effectively.	Investigate training for the maths team to further their knowledge and awareness of how best to deliver the content of the scheme Ensure that the medium term planning provides enough structure for the teaching team

Curriculum Content in Maths

As in English, our children are achieving well above national scores in all areas of the maths curriculum, in all year groups.

Curriculum Content	Year 3	Year 4	Year 5	Year 6
	Difference to National			
Number	23%	18%	22%	11%
Measurement	24%	7%	21%	10%
Geometry	14%	26%	32%	10%
Statistics	25%	16%	12%	14%
Ratio and proportion				20%
Algebra				21%

The advanced areas that we cover for senior school exams (e.g. algebra) demonstrate performance well above the national average in that curriculum area. We aim for all curriculum areas to be 20% above the national performance.

Performance in number questions seems to decrease as the children progress through the Prep School. As part of the curriculum review, this will be looked at. The data indicates that we need to re-visit this topic more frequently in Year 5 and 6.

Actions for the maths department next year:

- Conduct a full maths department review looking at the quality and effectiveness of Teaching and Learning. This will be a focus for governors.
- Undertake an in-depth analysis of the curriculum and how it is delivered across Years 4, 5 & 6
- Visit four high achieving maths departments in similar Prep school settings and look at curriculum content, delivery and pupil work
- Ensure that the planning for homework will support and consolidate pupil progress through the curriculum. As the topics are taught in chunks, should we re-visit old topics in homework tasks?
- Plan time for further departmental meetings to discuss teaching and learning strategies
- Provide further training for the department on effective planning and delivery

Performance in Year 7 Exams

This year we introduced our new 'St Michael's Diploma' Year 7 curriculum. The children have worked hard and our sense is that they are happy, motivated and performing well. They have tackled the curiosity curriculum with greater levels of independence and curiosity than we have seen before.

Their end of year exams would suggest that, in relation to their ability (CAT scores), they are performing better than previous cohorts:

Year	Average CAT score of the cohort	Summer exams average score
2019	113	61%
2018	111	55%
2017	117	65%
2016	116	58%
2015	112	54%

PTE / PTM Group analysis

Gender Analysis 2019:

This year we have indicated good, expected or lower than expected progress of groups in relation to their CAT scores (using verbal in relation to PTE and quantitative in relation to PTM). The results demonstrate that we have seen a **positive move** towards addressing the gender imbalance that we noted in 2017. The Year 4 maths results for girls are noticeably higher than their CAT quantitative scores. We have planned two parallel top sets for Year 5 to provide a more even split of boys and girls in the more able groups.

ENGLISH	Year Group	Mean SAS	Male SAS (no. of children)	Male CAT Verbal	Female SAS (no. of children)	Female CAT Verbal
	3	114.0	113.4 (15)		114.4 (25)	
	4	115.8	113.7 (22)	109.9	117.6 (27)	110.1
	5	116.3	115.5 (31)	113.1	117.4 (25)	116.3
	6	109.7	108.8 (32)	116.0	110.8 (26)	113.9

MATHS	Year Group	Mean SAS	Male SAS (no. of children)	Male CAT Quantitative	Female SAS (no. of children)	Female CAT Quantitative
	3	115.7	116.9 (15)		115.0 (25)	
	4	113.8	118.4 (22)	115.2	109.8 (27)	110.9
	5	116.0	117.5 (31)	115.8	114.2 (25)	112.3
	6	108.3	108.6 (32)	111.7	107.9 (26)	111.4

Again, we see a dip in Year 6, for both groups in both English and maths. This highlights to need address the action points mentioned earlier in the report.

Progress against actions from 2018:

English

Action	Progress
Y4 team to share strategies / ideas for grammar and punctuation development, especially with the Year 5 team.	We continued the use of the Punctuation and Grammar booklets from Year 4 into Year 5 and ensured that these were used consistently for homework. The weekly team meetings allowed for strategies and ideas to be discussed and implemented, with input from experience Year 4 teachers.
Address the small dip that has occurred in Year 5 English for two consecutive years with different year groups by introducing an extra set (4 instead of 3) into both Year 5 and Year 6	The additional set was very beneficial in both Year 5 and 6, especially as the cohorts had 56 and 59 children respectively. Work has been tailored and differentiated for the group as a result of the weekly year team meetings. Last year's Year 5 had a higher CAT average score but this year's Year 5 group scored better in the PTE by almost 5 points : 116.3 this year compared to 111.4 last year.
Share good practice where strengths lie (e.g. grammar and punctuation teaching in Year 4 and Non-Narrative comprehension from Year 6)	The movement of teachers across year groups has supported this. The introduction of a whole school Twinkl account has given us access to a wider range of differentiated resources.
More frequent departmental meeting time as whole team would be beneficial (on Tuesday twilights)	We achieved two rounds of additional departmental meetings in the Tuesday twilight sessions. The department scheduled year team meetings weekly and these have had a great impact on the departmental planning, including the schedule for homework.

Maths

Undertake some comparative curriculum analysis. What can we learn from our excellent performance in algebra and ratio / proportion that we could transfer to their skills in answering number-based questions?	Through the introduction of the White Rose scheme of work, we adjusted the time spent on each topic to ensure more balance and more opportunity to re-visit concepts. We now need to ensure that some of the more basic topics are re-visited more frequently in higher years to maintain the strong foundations that are built in Years 3 & 4.
What can we do to ensure that the most and least able are challenged and supported to match their CAT scores in their end of year scores?	2018-19 saw the introduction of some exciting new maths interventions with Easi-maths becoming a very popular session to support many of our pupils. Planning meetings focussed on adapting teaching for the

	needs of different groups and this will continue to be an action for the next academic year.
--	--

Mary Bridges

Pre-Prep Head's Review 2018-2019

Pre-Prep have had an exciting year as we introduced a third class to Reception. This entailed recruiting an extra teacher and teaching assistant and integrating many more new children into the Pre-Prep. These additions have given rise to exciting new challenges. For the first time Reception had their own prize giving at the end of the year which could be tailored more specifically for this age group. From September we will be running Forest Friday school for Reception children enabling far more outdoor learning to take place. I am pleased to say that the three Reception classes for next year are completely full.

With the optimisation of Pre-Prep to match the class sizes in Prep school, we have been refurbishing our old school building, Stable Court. This will house the Year 2 children from September and will have three classrooms ready for the three classes that will complete our development in 2020. The work on Stable Court has been considerable and with the addition of a glass cloister, we have managed to turn once draughty stables suitable for the horses into a high-end learning hub for your children.

Academic Report of Years 1 & 2 – June 2019

In years one and two we assess the children in a number of ways, with Progress Through Maths (PTM) and Progress Through English (PTE) being just two of the assessments we use. We use a Read Write Inc. phonics programme from Kindergarten to Year 2 and every child from Reception to Year 2 has daily phonics sessions with children of a similar ability. 80% of Year 2 had completed the phonics programme by Easter and we have seen an improvement with those children that have moved onto the spelling programme, as is evident in the Year 2 spelling results in their PTE tests.

Progress tests in Maths and English

In the Trinity term we administer 'Progress in Maths' and 'Progress in English' to the Year 1 and 2 children. These assessments are set, marked and standardised by GL Assessment. The tests are administered at the start of Year 1 to obtain a benchmark score, then at the end of Year 1 and 2 to show progress within the year group. As with all standardised score, the national average score is 100.

The data is compared both year on year for each year group and is used to track the progress of each cohort.

The results tables include some colour coding:

Blue Performance lower than previous or lower than comparative group.

Yellow Performance indicates that expected progress has been made (not significantly higher or lower)

Green Performance has exceeded previous performance or higher than comparative group

Progress Test in English (PTE)

Year on year comparison

Year Group	PTE Average SAS 2016	PTE Average SAS 2017	PTE Average SAS 2018	PTE Average SAS 2019	Progress Differential
1	114.2	108.4	108.9	104.8	-4.1
2	108.1	112.2	108.8	116.6	+7.8

There has been a dip in the Year 1 PTE average this year; this was expected due to the comparative lower average ability of the cohort to previous years. A large number of interventions have been put in place in Year 1 this year to bring the children more in line with previous cohorts. The Year 2 average is the highest it has been since starting the progress assessments.

Cohort comparison

Current Year Group	Year 1 Autumn	Year 1 Summer	Progress Differential	Year 2 Summer	Progress Differential
1	92.2	104.8	+12.6		
2	102.0	108.7	+6.7	116.6	+7.9

The data shows that both cohorts have made very good progress this year, with Year 2 making positive gains two years running. The average progress of each child is 7.3 points, with 87% of pupils scoring higher than the previous year across the two year groups.

In Year 1, 33 of the 37 children scored within the average range or higher, with 22% of children having above average scores.

In Year 2, 35 of the 40 children scored within the average range or higher, with 70% of children having above average scores.

Curriculum content in English

Year 1

2018		St Michael's Correct %	National Correct %	Difference from National %
	Phonics knowledge	78	64	14
	Spelling	51	48	3
	Grammar and punctuation	73	65	8
	Comprehension	65	51	14
	Average difference			9.8

2019		St Michael's Correct %	National Correct %	Difference from National %
	Phonics knowledge	66	64	2
	Spelling	47	48	-1
	Grammar and punctuation	77	65	12
	Comprehension	62	51	11
	Average difference			6.2

Although still above the national average, phonics knowledge has dipped by 12% in Year 1 this year. The children are in lower phonics groupings compared to the previous cohort for this time last year, so this was expected. Spelling is below the national average; although this is only by 1%, it has been the lowest score for two years running so will need to be addressed with additional work on spelling within the English lessons.

Year 2

2018		St Michael's Correct %	National Correct %	Difference from National %
	Phonics knowledge	77	66	11
	Spelling	64	53	11
	Grammar and punctuation	79	63	16
	Comprehension	68	57	11

		Average difference		12.3
2019		St Michael's Correct %	National Correct %	Difference from National %
	Phonics knowledge	83	66	17
	Spelling	74	53	21
	Grammar and punctuation	82	63	19
	Comprehension	76	57	19
	Average difference across year groups			19

This year, the children have shown to be consistently above the national average in all areas and every area has an increase on last year. More children in this cohort than previous years are in the RWI Spelling programme and this, combined with class teaching of key spelling words has led to a positive increase in spelling.

Comparing the two subjects, the standard age score (SAS) is stronger in Maths than English, despite an increased focus on English this year. It is important to note that the children's writing ability is not assessed in this – in Year 2 this year, teacher assessments showed that 93% of children were writing securely or exceeding National expectations.

Actions that will be taken in English 2019-2020

- Continue intervention groups and quality teaching to current Year 1 pupils as they enter Year 2 to continue their accelerated progress.
- Examine in more detail how spelling is being taught in Year 1 to ensure better scores next year – discrete lessons on spelling will need to be taught, possibly integrated with handwriting as it is in Year 2.
- Ensure Year 2 children next year progress through the phonics programme and onto the spelling programme at the earliest possible opportunity.
- Continue with interventions in Year 1, not just for the lowest ability children but to boost the middle ability children that, with support, should be able to reach 'above average' results.
- Make sure that explicit teaching of grammar is happening regularly to both year groups.

Progress Test in Maths (PTM)

Cohort comparison

Current Year Group	PTM Average SAS 2016	PTM Average SAS 2017	PTM Average SAS 2018	PTM Average SAS 2019	Progress Differential
1	117.7	115.3	113.4	110.8	-2.6
2	105.5	113.5	112.7	120.1	+7.4

As with English, both cohorts are stronger than the national average by a significant amount. Again, the negative progress differential in Year 1 was expected and interventions have been in place to raise the attainment of this cohort.

Progress Comparison

Current Year Group	Year 1 Autumn	Year 1 Summer	Progress Differential	Year 2 Summer	Progress Differential
1	88.0	110.8	22.8		
2	99.9	112.8	12.9	120.1	7.3

Children in Year 1 have made exceptional progress since the start of the year, with a progress differential of 22.8. Year 2 have also made excellent progress with their average SAS being 20.1 points above the national average.

Curriculum Content in Maths

As in English, our children are achieving above national scores in all areas of the Maths curriculum, in each year group.

Year 1

2018		St Michael's Correct %	National Correct %	Difference from National %
	Number	77	64	13
	Measurement	55	33	22
	Geometry	84	82	2
	Statistics			
	Average difference across year groups			

2019		St Michael's Correct %	National Correct %	Difference from National %
	Number	74	64	10
	Measurement	50	33	17
	Geometry	84	82	2
	Statistics			
	Average difference across year groups			9.7

The difference from the national picture in Year 1 is positive, with all areas being above average. Geometry has the smallest difference against the national correct. However, this area is only three questions and the percentage correct is already high (84%) so this is not a concern.

Year 2

2018		St Michael's Correct %	National Correct %	Difference from National %
	Number	73	55	18
	Measurement	76	63	13
	Geometry	69	49	20
	Statistics	71	62	9
	Average difference			15

2019		St Michael's Correct %	National Correct %	Difference from National %
	Number	79	55	24
	Measurement	80	63	17
	Geometry	82	49	33
	Statistics	82	62	20
	Average difference			23.5

The results across Maths in Year 2 this year are excellent and show a large margin above national correct. An increased focus on problem solving and reasoning in Year 2 this year

has made a difference to the results, although this year group is also very able and the results are a reflection of this.

Actions that will be taken in Maths 2019-2020

- Focus more on measurement in Year 1 each year and in Year 2 this year to fill any gaps there may be.
- Continue interventions and quality teaching to current Year 1 pupils as they enter Year 2 to continue accelerated progress and additional support for identified pupils.
- Review how geometry is taught in Year 1 Maths curriculum to improve scores, as this was our weakest area in both 2018 and 2019 PTM assessments
- Examine the reasons for the low scores achieved in Year 1 PTM 5, which is administered at the beginning of the academic year, look at Reception Maths curriculum particularly in shape and space.
- Continue with intervention Maths groups, not only for the lowest ability children, but also to boost the middle ability children that, with additional support, would be able to reach 'above average results'.
- Having looked into alternative Maths schemes of work this year we haven't found an ideal programme. This year we will continue to use Abacus but will be supplementing it with White Rose Maths and other additional greater depth material.

Reception Profile Analysis

The National level for the grades for 2019 will be published in November.

	Emerging %		Expected %		Exceeding %	
	2019	2018	2019	2018	2019	2018
Early Learning Goals						
Listening and attention	7	6	66	81	27	13
Understanding	4	6	63	81	22	13
Speaking	6	11	63	78	31	13
Moving and handling	2	6	69	81	29	13
Health and self-care	2	3	69	76	29	21
Self-confidence and self-awareness	0	3	73	91	27	6
Managing feeling and behaviour	2	11	83	81	15	8
Making relationships	2	13	72	78	25	9
Reading	4	8	65	88	29	14
Writing	8	21	82	66	10	13
Numbers	8	8	61	76	31	16
Shape, space and measure	10	8	65	69	25	23
People and communities	2	8	60	81	38	11
The world	2	6	65	80	33	14
Technology	0	0	37	97	63	3

Exploring and using media and materials	0	8	75	76	25	16
Being imaginative	0	8	87	79	13	13

There is an overall increase in children reaching at least Expected level across the curriculum.

There has been a significant increase in children achieving the Exceeding level across the curriculum this year.

Compared to last year there has been an increase in both the reading and writing scores for boys.

Our successful Moderation visit led to a number of our own judgements being positively altered by the borough's moderator, leading to 100% attainment in some areas.

100% of children were given at least Expected in Self Confidence and Self Awareness, Technology, Exploring and Using Media and Materials and Being Imaginative.

87.5 % of children made a Good Level of Development (At least Expected in PSED, English, Maths, Communication & Language and Physical Development)

Actions that will be taken in Reception 2019-2020

- Continue to ensure that Speaking and Listening opportunities are maximised, such as Show and Tell, as they have clearly had a positive impact on the children's speaking skills.
- Ensure that all children are developing positive listening skills and that the curriculum on offer encourages good listening and attention.
- Continue Dough Disco across all classes.
- Continue with fine motor activities every morning in all classes
- Continue to work on letter formation in small groups or 1:1 where needed.
- Continue with Guided Reading sessions and consider starting earlier in the year if appropriate.
- Maximize opportunities for writing.
- Continue to base themes on a class book. The children's writing has really seen the benefit, especially with boys' writing.
- Consider how Shape, Space & Measure can be incorporated more into the general curriculum.
- Continue regular 'outdoor' maths sessions throughout the year.
- Work on the homework following last year's suggestions of more 'practical' homework that requires children to apply their knowledge and demonstrate understanding.
- Continue to ensure a good coverage of world festivals and issues.
- Ensure that new ICT resources are utilised and shared.
- Encourage parents' interaction via Tapestry to provide evidence of technology and religious festivals and family celebrations.

- All children in all classes have thoroughly enjoyed Junk Modelling this year and this has had a huge impact on this area. They have shared ideas and developed alongside one another. This should be continued this year.

Naomi Rose and Rachel Jeffery

Staffing

At the end of this year we said goodbye to Tamara Spierenburg and three very long-standing members of staff. Karen David, Joss Barton and Sally Beesley who retired with 78 years of St Michael's experience between them. We wish them all well.

We have several new members of staff joining us in September. A new Music teacher Louise Ravayah, a full time Year 1 teacher Geraldine Palmer, a part-time Year 1 teacher Sarah Gorton and teaching assistants Rochelle Courtney, Estelle Sanfourche and Vikki Pinnock who joins us for 2 days per week from Prep school. Toni Grist will be joining the Nursery team as a Nursery Key Worker. In addition, we have Wendy Beautridge who will be providing learning support (a new position), Hannah Collier (a new position) who will help with Nursery and Kindergarten lunches and Deborah Buttery who will be teaching Year 1 & 2 French as well as some French in Prep.

Zerrin Leech

Prep Department Reviews

Maths: 2018-19 has been an exciting and productive year for the maths department at St Michael's. Two years of hard work in the senior department culminated in a set of very pleasing CE results, including a number of A* grades in maths. Once again, November saw all pupils in Years 5 and 6 taking part in the Primary Maths Challenge, competing against pupils from all over the country in a very puzzling multiple choice maths quiz set by the Mathematical Association. All pupils made an excellent effort and we were very proud that two of our pupils (S. Newton and E. Ward) were invited to take part in the finals in March. Eve's second attempt at this level afforded her a bronze award, alongside Sam who also achieved a bronze award.

Years 2 and 3 enjoyed taking part in a maths challenge day at Prep School in the Lent term where the pupils worked together to solve some interesting maths puzzles and got to know each other a bit better. This year also saw the inaugural St. Michael's Year 4 and 5 Maths Race during Trinity term trips week. The event was a group challenge set against the clock to navigate the school site whilst answering tricky maths puzzles and demonstrating excellent team work in mixed age and ability groupings. Pupils displayed wonderful cooperation and perseverance and a lovely time was had by all, which was topped off by glorious sunshine to reward our efforts.

The maths department has also been making the most of the recent sunshine and we have enjoyed a number of practical outdoor lessons; Y5 enjoyed estimating and measuring the

capacity of a variety of containers, Y6 were put to the test in using a variety of tools to find the area, perimeter and volume of the school sports pitches (rounders pitch, cricket nets, long jump pit, running track) and Y7 have used their coding skills to solve a murder mystery treasure hunt. Y8 have even tried their hand at mathematical sewing! Huge thanks to the maths team for their enduring motivation and positive approach to making maths fun!

Rebecca Small

English: The English department has introduced many new schemes of work this year. Year 3 have read 'The Moon Man' and used it to inspire their writing; Year 5 have looked at schools in literature and have even designed their own; Year 6 have read and written poetry of the senses and read and performed scenes from 'A Midsummer Night's Dream; and Year 7 studied gothic literature, the main focus being 'The Woman in Black'. We are looking forward to more curriculum innovation next year.

The centenary of the end of WW1 was marked in several important ways by the English department. Our work in both Year 3 and Year 7 was centred around war poetry: Year 3 wrote poems about the significance of the poppy and Year 7 used the school's war memorial 'There But Not There' to inspire their own poetry.

Curriculum study has been enhanced by the usual array of extra-curricular events. We welcomed the author Gary Northfield to school in the Michaelmas term. He entertained Years 3 and 4 with stories from his 'Julius Zebra' series of books. We saw the second staging of the St Michael's 'Poetry Live' competition for Years 5 and 6, with the winners and runners-up in each category progressing to the external final at Caterham School. Two of our children achieved runner-up places here. To support their study of autobiographies, Year 6 visited the Roald Dahl Museum and Story Centre.

This year saw the inaugural St Michael's spelling bee, which will definitely become a regular fixture in the calendar. We also ran the very successful annual story-writing competition, which attracted entries of a very high standard.

Mrs Davies has continued to make the library a vibrant and welcoming place: we have invested in lots of non-fiction stock, in particular and have opened the library after school on Wednesday afternoons so that parents can visit with their children. There have been reading challenges, reading buddies and paired reading sessions to continue to enthuse children about reading.

Laura Andrade

Science: Scientific enquiry continues to be at the heart of our lessons in science. The pupils are inherently curious about the world around them and enjoy every opportunity to investigate their ideas. From testing the strength of Christmas paper chains to finding out about friction using jelly and chopsticks, there is always plenty to keep them wondering. Our busy science week always has enquiry as its underlying theme and this year was no exception. Year 3 rose to the challenge of keeping helium balloons afloat even with a cargo of eggs in baskets. Meanwhile, Year 4 investigated how many marbles their handcrafted paper rafts could hold before sinking. Year 5 visited Herstmonceux Observatory where they worked in teams to build a bridge, tried out all the hands-on exhibits, and watched an interactive science show celebrating Einstein's contribution to physics. Colour chemistry was introduced to Year 6 with flame testing and the use of the Bunsen burners for the first time.

Year 7 spent a day completing the STEM challenge, *Mission to Mars*, designing, building and testing model landing craft to get astronauts safely to the surface of the red planet. Having passed the moderation process with flying colours, those involved all achieved the CREST Discovery Award from the British Science Association.

In the Michaelmas term, a group of Year 6 scientists completed a STEM challenge per week to achieve the CREST SuperStars Award. Activities included designing rockets, making cotton reel racers, and testing homemade ketchup. Kitchen Science club ran again for Year 5 pupils. This year, we added making sherbet to our repertoire of experiments that can be repeated at home – a resounding, fizzy hit with all the pupils involved.

In April, we were delighted to achieve third place in the Salter's Festival of Chemistry at the University of Kent. Our team of four Year 7 pupils put their enquiry skills to excellent use in the 'University Challenge', building a multicoloured density column and investigating the effectiveness of fruit cells.

This year has seen the launch of our new, Year 7 curriculum in science. Using the AQA KS3 Science Syllabus as our framework, we have incorporated the best parts of Common Entrance Science to create topics that prepare the pupils thoroughly for the demands of senior school science. We are now busy developing the next phase, ready for Year 8, when we return in September.

Outdoor learning remains a firm favourite with the pupils and we have spent many happy hours outside hunting for invertebrates, digging pitfall traps, modelling particles, or testing our string telephones. ZooLab visited again in June to introduce Year 5 to animals from much further afield, including the Argentine horned frog and the giant African millipede. Year 8 visited Lullingstone World Garden to learn about plants from across the continents, enthusiastically guided by Old Michaelian, Tom Hart Dyke.

Back at school, our science pond and garden are maturing well, and we hope that another warm summer will encourage a wide range of freshwater invertebrates to make the pond their home, perhaps ready for some pond dipping early in the Michaelmas Term.

Esther Neylan

Geography: "Geography is the subject which holds the key to our future" so said Michael Palin. In our curriculum, pupils have covered several human and physical topics. From China to Global climates around the world. Pupils have been developing their geographical skills such as decision making, map skills and annotations of features. The new St Michael's Diploma in Year 7 has seen pupils developing their knowledge through project-based learning, linking the Curiosity Curriculum to the topic of Rivers and Coasts. Pupils used independent research to create a presentation to answer a question they had created from their curiosity. This was a wonderful cross-curricular learning experience for all pupils involved.

Combined Humanities in Year 3 and 4 has continued to develop. The Year 3s have been finding out about Explorers with a special focus on Shackleton and his Antarctic adventures. As part of the Egyptian studies, a magnificent assembly was created with a focus on mummification.

Year 4 have created Roman shields and roads to demonstrate how the army used them. Roman Day was again a huge success and the pupils particularly enjoyed the Roman soldier activity where they got to try on the outfit of armour and see a full-size shield.

Taking Geography outdoors and forming links to the real world has continued to grow. Year 6 enjoyed using their compass skills and learning about where places are using distance signposts of destinations around the World in the school grounds. Year 7 have been working

on their map sketches of the school grounds and developing contour models. Year 5 have enjoyed the Geochron clock while learning about different time zones in the World. ICT skills has been a focus this year developing pupils' knowledge of Digimaps and Google Earth app on the iPads with all year groups.

Outside of the classroom the Year 8 trip to Stratford took place again this year, to look at the Olympic Park and to learn about the regeneration of the East End of London. Pupils gathered data successfully through field sketches, interviews and surveys. Pupils then had the chance to write up their projects while staying at Bore Place where they had a great time learning about sustainability on an organic farm. The projects were again of a very high standard. A day trip of a similar design is being repeated next year.

An exciting new opportunity to show the diversity of St Michael's has been made available by a kind donation of a World map by the P&F and International Club. This year we looked at where pupils were born. Next year we will have a new theme.

Katharine Lambert

History:

We have implemented our new curriculum in Year 7, which has formed the introductory work towards the new St Michael's Diploma. The new curriculum has looked to incorporate fresh ideas into the way we look at the past. We have helped to build community through links with the Board of Trustees of the Otford Palace Development. We have increased our understanding of diversity by looking at topics on Black history, womens' history, LGBT history as well as expanding our cross-curricular work with RS by considering religious diversity and extremism. Our continuing aim has been to focus on the importance of history in today's world and we have remembered some key historical anniversaries, including 100 years since the end of the First World War and 100 years since some women gained the right to vote. Planning now begins for how the St Michael's Diploma will extend opportunities for the study of history in Year 8 next year. We have continued to include trips and group visits to bring history to life, including trips to Chiddingstone Castle and Hever Castle, and a Greek Day and Roman Day.

Year 8 were the final cohort to sit Common Entrance exams in history, but they were rewarded with a batch of fine results. We hope that our pupils will continue to enjoy and excel in history at their senior schools.

Religious Studies;

In order to move our whole curriculum forward and to develop our new investigative-style curriculum which began three years ago in Years 3-6, we have implemented our new curriculum in Year 7, which has formed the introductory work towards the new St Michael's Diploma. The new curriculum has moved away from simply looking at religion, instead incorporating philosophy and ethics into the study of different world religions. We completed a special topic on Martin Luther King and Rosa Parks which was linked to broader issues of prejudice, discrimination and freedom. This was also supported by drama work completed as part of 'Global Week' in January. Our continuing aim has been to focus on the importance of religion and philosophy in today's world and people who have/are looking to make the world a better place as a result. Planning now begins for how the St Michael's Diploma will extend opportunities for the study of RS in Year 8 next year. Year 3 have

particularly enjoyed learning about Sikhism, wearing and finding out about the 5K's that Sikhs wear to show their commitment. This year the Year 3 classes were particularly fascinated by the life of Guru Nanak. In the Year 6 study of Islam, as well as exploring the Five Pillars of Islam, the children have relished designing their own Islamic gardens, incorporating particular colours and features that have symbolic value.

Year 8 were the final cohort to sit Common Entrance exams in RS, but they were rewarded with a batch of fine results. We hope that our pupils will continue to enjoy and excel in Religious Studies at their senior schools.

Laura Shield

Chapel Matters

The Christmas Carol Service was, once again, a joy-filled service, which involved pupils from all year groups, with a mixture of readings, prayers and music. The theme for the service was, 'Joy to the World'; we looked at how Christmas was celebrated in different parts of the world, including in Africa, where we now have our partnership link.

The Confirmation Service is always another highlight of the year. There were four pupils confirmed: F. Arduino, B. Kerr, R. Landgrebe and E. Ward. Bishop Simon Burton-Jones (the relatively new Bishop of Tonbridge), spoke inspirationally about the wonders of the universe and our place, as God's beloved children, within it. The Confirmation Group, met at lunchtimes during the Lent term, before and after the Confirmation Service. It was wonderful to learn about why each of the children decided to get confirmed and to witness how much their faith clearly meant to them.

Services in Chapel broadly follow the liturgical year, although we have to celebrate Christmas and Easter a bit early, as they always occur in holiday time! We are making good use of the new hymnbook. The communion service used on Thursday morning gives some alternatives, including some meaningful Eucharistic Prayers, designed specifically for children. We have also learned some new songs and hymns; one of these, which has become a favourite, is 'Father we adore you', in English and Swahili. At the back of the hymnbook are additional prayers, some well-known and some written by children, which we have also begun to make good use of in Chapel.

Over the year, many pupils have been involved in reading or leading prayers in Chapel, especially those in Year 6 and Year 3. Almost every child in Year 3 has had a go at this at least once (and most on a number of occasions), which has been wonderful.

Finally, a couple of the most moving services of the year ... Remembrance, when we marked 100 years since the ending of the First World War, and, just before the Easter break, the re-enactment of the Last Supper, where some of the children had their feet washed by Mrs Aisher in Prep and Mrs Leech in Pre-Prep.

Reverend Diane

French:

This has been another busy, successful year for the MFL Department. The pupils have enjoyed learning French, discovering new cultures and the CE results were, once again, excellent.

This year we welcomed two new colleagues and are looking forward to Mme Buttery joining us in Y1, Y2 and Y5 next year but we are very sad to see Mrs Beesley go.

We have started introducing our new curriculum in Year 7 and this has had a very positive impact on the pupils. We have had the chance to create posters, record videos, do role plays, etc...

Speaking has again been one of our main focuses and all year groups were asked to present orally in French. Our pupils are definitely becoming more and more confident. The use of "easi speakers" and puppets has definitely paid off.

Next year will further develop our new curriculum for Y7 and Y8 and keep adding activities and projects that help our pupils enjoy French, boost their confidence and develop both their academic and soft skills, such as creativity, perseverance, collaboration...

In the Lent term, the MFL Department took all the Y6 pupils to the **French Institute in London** where they had a great day out. We spent the morning completing a range of language-based activities relating to the movie, *Les Malheurs de Sophie* (Sophie's Misfortunes). In the morning, the children worked in small groups and practised/ revised a great deal of French (and so did the teachers who happily joined in and practised their French pronunciation).

After the activities, we had a picnic lunch during which we sang *joyeux anniversaire* to one of our pupils and had some delicious French croissants. We then enjoyed a private viewing of the film, watching the adventures of an intrepid little French girl, Sophie, often getting up to mischief because of her tireless curiosity. This film was adapted from a XIXth century French book written by the Comtesse de Ségur and yet it feels like it is a timeless story which our pupils could relate to. They laughed a lot when Sophie was up to no good with her cousin and friends, but they also felt quite sad for her when she faced some tragic events in her life. There were a number of moral and social issues raised and it was satisfying that it had a happy ending.

On our return, we asked our pupils to create posters reviewing the movie and we were so impressed by some that we sent them to the French Institute.

Straight after the end of year exams, we took Y7 went on their biggest trip of the year – **Paris and its surroundings**. We visited Montmartre and its Sacré Coeur, Versailles and its gardens, France Miniature, took a boat trip and saw Notre-Dame, admired paintings at the Musée d'Orsay with our wonderful guide, enjoyed a fantastic view of Paris from the panoramic deck of Tour Montparnasse, spent a whole day at Parc Astérix and got a private tour of the Stade de France. En route, we watched DVDs and played cards (no electronics allowed!) We went into many bakeries, got numerous opportunities to use our French and discovered French culture. We have never eaten so many croissants, steak-frites and mousses au chocolat!

Quote from a parent:

"[We] would like to say a big thankyou to yourselves and the other teacher who very bravely escorted Year 7 to Paris.

[My son] has had a ball ! He's come home buzzing - croaky - either a hayfever throat : over talking : or voice has broken ..!

He had a fantastic time and we have loved seeing the photos on Twitter of such happy memories- I sent 2 disposable cameras and they remain intact... so I appreciate the photos shared!"

At the end of September, we all had fun celebrating the European Day of Languages. It is a day to encourage language learning and celebrate linguistic diversity across Europe.

Flags festooned the hallways and classrooms and global-themed accessories were worn by the children. 6P held a fantastic and multilingual assembly, which taught us about other languages and cultures and we all loved listening again to Disney's "Let it go" from *Frozen*, which was sung in 25 different languages!

Even Mark and his kitchen team prepared a very international lunch composed of Romanian breaded chicken, provençal cauliflower, Belgian roasted potatoes, French courgettes and a Hungarian chocolate cake.

Teachers welcomed the pupils into their classrooms in a variety of languages and it was exciting to think that as we celebrated and practised lots of different languages throughout the day, the same things were happening in schools across 45 different European countries.

Later in the year, Prep and Pre-Prep had their annual **French Day**. This year again, our pupils (and staff!) were invited to come dressed in bleu, blanc et rouge. Throughout the day, the pupils were welcomed into lessons in French and some teachers even ran their full lessons *en français*. As the Y6, Y7 and Y8 were watching a video about French clichés, Y3, Y4 and Y5 attended the Chapel with Rev Diane who celebrated the mass with lots of French words and sentences. The pupils even got the chance to listen to a French prayer and the Lord's Prayer in French.

Some Y7 mums kindly prepared a French snack composed of a croissant, gluten and dairy free madeleines and a grenadine (French berry squash). Money raised went towards special treats during our Y7 Paris trip. Merci!

For lunch, children were lucky enough to sample *saucisson, brie, baguette, Poulet à la normande (chicken cooked with crème fraiche and cider!), haricots verts, salade poires-roquefort, pommes de terre à l'ail, ratatouille* and delicious homemade *éclairs au chocolat*. Some even tried Mark's delicious *escargots à l'ail* and we ate over 240! Children brave enough to try a snail were given a special sticker. We also got the chance to admire the beautiful menus designed by T. Ward and H. Halfacre all around the dining room and on the tables.

Finally, at the end of June, four pupils from Y5 got selected to participate in a MFL cross-curricular day at Kent College with 12 other schools.

Our first activity was art in Spanish. We learnt colours and parts of the face and discovered a famous Columbian artist called Botero. We then created our own collage using facial features from different paintings and labelled them in Spanish.

The second activity was Biology in German. Wearing protective goggles and an apron, we had to dissect a flower and label its parts in German. We also the numbers: ein, zwei, drei, vier, fünf, sechs, sieben, acht, neun, zehn.

The last activity of the morning was a translation in French with the help of a glossary. Our extension was counting in Bambara (a national language of Mali).

After a delicious lunch and some playtime, we had sport. St Michael's represented Germany in a race and dodgeball and we won!

It was a fun, educational and exciting day. We hope to do it again next year.

Quote from a pupil:

"When is the next Language challenge? I can't wait. Danke, gracias, xiè xiè, merci"

All this would not be possible without fantastic colleagues and the help from people within our community. Nathalie and Aymeric are amazing and dedicated native speakers, who are always willing to give some of their time to St Michael's pupils. Nathalie came every Tuesday and Thursday breaktimes for our French clinic, as well as on Fridays to help our Y8 pupils revise for their French speakings. Aymeric spent lots of time with the Y8s.

A very successful and busy year for the MFL department!

Juliette Poracchia

IT and Computing:

Abbreviations:

CAS – Computing At Schools

DL – Digital Leaders

EBL – Enquiry Based Learning

SID – Safer Internet Day/week

ICO – Institute of Coding

TNMOC – The National Museum of Coding

The department continues to go from strength to strength. Areas I'm particularly pleased with are:

- **Termly SOWs format** – Each term, first half being skills-based, second half project-based
- **Digital Leaders/Online Safety** – Cross curricular with Music dept producing a fantastic video using Garage Band and iMovie. New ticket system to record technical jobs they completed
- **Reception - Year 2 Coding Club** has been very popular with excellent feedback from pupils and parents
- **Competitions/Bebras Challenges from Yr 3 - 8** allowing pupils to compete with Grammar and other Independent schools nationally
- **Code-a-Thon**
- **SeeSaw**

Termly SOW's:

The three main strands covered in a year for each year group. One strand per term.

- **Digital Literacy** – Online Safety / Impact of IT in society etc
- **Computing Studies** – Programming skills
- **Information Technology** – Software Applications, e.g. DTP, MS PowerPoint, MS Excel, MS Word etc

SOW's seemed to flow better with pupils learning the necessary skills in the first half of the term, followed by a project in the second half. The general feedback from pupils (and from my observations) was:

- They felt empowered as they could be creative by using the skills acquired in the first half to create their pieces of work/projects
- Were able to demonstrate their knowledge and understanding of the topic
- Allowed them to work independently
- Pupils enjoyed additional challenges and found it engaging
- EBL – Flipped Learning approach - pupils learning new skills through their own research/investigations, enforcing the independent style of working.

Digital Leaders:

This year the DL's created a fantastic video on Online Safety which was shown to the whole school during their assembly before SIDs week. It was a cross-curricular project with the Music dept. Pupils created everything themselves using Garage Band and iMovie.

There was more emphasis on the role of a DL to provide first-hand technical support to pupils or staff during lessons. It frees up time to the current Technical Support team. DL's spent the Michaelmas term learning new skills to problem solve various common technical related issues which they/staff may experience during lessons. S. Benjamin created a database in MS Access to record the 'jobs' pupils had completed. During Lent and Trinity terms this was trailed using a 'Ticket System' approach. All 'jobs' were recorded in the system to identify various trends of:

- Most common problem
- Staff who required the most support
- Pupils who completed the most jobs.

The pupils received this approach very well. They particularly enjoyed the competitive element of it.

Online Safety/SIDs Week:

During SIDs week, we were fortunate to have a guest speaker Mr Jonathon Taylor. He delivered speeches to both staff and parents about the current dangers young people face while using the internet and social media. A total of 8 staff and 11 parents from our local primary schools also attended.

Pre-Prep Reception – Year 2 Coding Club:

In Lent term, we saw the introduction of the new Coding club for pupils in Pre-Prep Reception to Year 2. They thoroughly enjoyed it with lots of positive feedback from both

pupils and parents. Critical concepts taught in lessons were re-emphasised such as Algorithms, Sequencing and Iteration. Many resources were used to help them understand these vital concepts via learning through play, using resources such as: Code-a-Pillars, BluBots, LightBot App

New resources introduced were:

- Coding Express Train, OSMO Coding kits, Harry Potter Coding Wands the Box Island App, Kodables App, Botley Robot, Kano Computing Kit

Competitions/Bebras Challenges:

Pupils competed in a variety of internal competitions such as Scratch IT and KODU Kup. This year the standard far exceeded the previous year which (to me) indicates pupils having a good clear understanding of various concepts taught.

All pupils from Years 3-8 took part in the annual Bebras challenges. These help pupils to learn problem-solving skills such as pattern recognition, using loops to condense code (making it easier to interpret) and many more. These skills help build on the foundations required to be great logical thinkers and programmers.

Code-a-Thon – Tuesday 18th Jun 19:

This year we saw the introduction of a Code-a-Thon. All Year 5 pupils participated in events with external providers from, IOC, School of Coding and Prime VR. Activities the pupils participated in were:

- Sphero workshop – Using Blockly
- Prime VR headsets – Around the World – with pupils visiting different countries
- Probability Spinner using Crumble kits
- Python programming a Turtle to move through various mazes
- SmartGurlz Siggy – Coding Robots via the Sugar coding language gaming platform

Twenty-five pupils from Plaxtol Primary also participated in the event. All pupils were so enthused and learnt a great deal in coding concepts and how technology can be incorporated into lessons to make them even more fun and engaging. Feedback from pupils resulted in us purchasing our own set of Spheros. Plaxtol Primary want to revisit us to participate in more Coding activities and, even liaise with us about forming their own Coding club/group of DL pupils.

SeeSaw:

This year SeeSaw was trialled and implemented in Year 7. It is a student-driven digital portfolio that has empowered Year 7 pupils to document what they are learning in all lessons independently. Student feedback has been very positive, allowing both staff and pupils to take ownership of their work by uploading it onto SeeSaw and comment on it by either recording their voices or writing comments and work collaboratively. Staff can provide instant feedback, apply assessment criteria to the work and can share work with individuals or groups.

Trips:

This year, year 7 visited TNMOC. They learnt about the evolution of computers, understood how famous coders such as Alan Turing and Tommy Flowers created machines during the second world war to intercept messages sent by the Germans, discovered how the new generation of home PC's was built in the early 1980'S. Later they played a few of the old 1980's games on old PCs such as the ZX Spectrum and Commodore, programmed their own 'Snake Game' using the old BBC Basic programming language and used Python to create a 'ChatterBox.' The visit was to prepare them for their next project in 'Evolution of Computers' in the Lent term.

Year 8 visited Paultons Park near Southampton where they took part in the Sky Rider Programming Challenge. They used the FlowGo software to program the ride to move in different directions, incorporating music, lights and were introduced to complex terms such as Sub Routines.

Jamie Booth

Successful Trips

This year there have been 32 trips, 11 of which have been for Y8. All years except Y4 had one a term. Y7 with the new curriculum, managed more. In addition to this some 13 visiting companies and speaker events were arranged across Prep.

The trips and visits this year feature not only on the website but on our Twitter feed too. As well as the days out of school we have also had some amazing visitors and workshops in school. For a taste of the trips this year please do look at the website. The richness and quality of the trips make the memories your children treasure. We are proud of all that happens in a year at St Michael's.

Sporting Successes

The 2018-19 season of sport has been an enjoyable and, at times, a very exciting one! We have had many occasions in which we have all felt proud of the achievements of our St Michael's pupils, both in school as well as in out of school activities. We have had 3 extremely busy terms and the number of matches has remained high. There were 657 matches played throughout the year in our major games at St Michael's – rugby, football, cricket, hockey, netball. The boys played 343 matches, winning 176 of them, drawing only 34 and losing 158. The girls played 304 matches, winning 153, drawing only 29, with 97 losses. Overall, we won 329 matches and lost 255 overall. Congratulations to all our pupils who played their part in these successes.

In addition to week-to-week matches, our pupils have had notable successes in tournaments. The Colts football teams excelled again this season, reaching five finals and winning three - a superb achievement from the boys, which should be celebrated. St Michael's has again had great success in providing players for the West Kent District Squad. E Powell, who plays her football for Brighton & Hove Albion, and A Ogle have become our first female pupils to be called up to the U12 and U11 teams respectively. Our county player representatives for West Kent this season were: G Schooley, K Cameron, T Adesanya, E Hudson (also Kent Pumas), H Richmond, M Cameron, M McLaughlin (Kent Elite), J Maloney

and H Plank and M Little (Crystal Palace FC) C Wilson (Crystal Palace FC) J West (Gillingham FC)

The girls had even more success in tournaments with the U11 Hockey team, once again, having a very good season. They were the winners of the Hawthorns Tournament and reached the semi-finals of the regional IAPS Tournament. The girls also had many successes at netball tournaments; the U9 B team was the winner of the Rose Hill B Team Tournament and the A Team was runner-up in the Sevenoaks Prep Tournament. The U8 A team were also runners-up in the Hazelwood Tournament. We entered the girls into the Hazelwood Football tournament again this year. We had 2 teams in the tournament and they all thoroughly enjoyed the matches they played against Hazelwood and Sevenoaks Prep.

We have entered pupils into various tennis competitions, which they have all enjoyed and competed well in.

An exciting addition to our curriculum this year has been the introduction of girls' cricket to all year groups. The girls (and staff) have really enjoyed getting to grips with cricket this year and we have had much success. There is, however, much to learn!

There were many individual successes too this year. S. Newton and K. Cameron both had success at the Prep Schools Athletics Championships at Ashford, winning gold in the U12 High Jump and the U13 800m respectively. They both qualified for the Prep Schools Championship Athletics National Finals in Birmingham. I Sharma in Year 4 has, once again, been all over the world taking part in yoga competitions, winning many medals and certificates.

We were blessed this year with almost the perfect weather for the Prep School Sports Day. It was warm and sunny with a gentle breeze, perfect for great performances from our pupils. All pupils took part and many of the performances matched the wonderful day. There were 3 school records that were broken - S. Newton (Y6 High Jump), M. Cameron (Y5 High Jump) and P. Parker-Swift (Y7&8 1500m). The House winners this year were Leeds House.

Swimming: -

Curriculum swimming focuses on good technique covering all strokes, starts, turns and finishes, which has resulted in 27 swimmers representing Sevenoaks Swimming Club with many achieving Kent Qualifying standard. We also offer early morning training which is 'invitation only', due to the high standard of swimming (24 swimmers) and the mileage covered during each session.

Pre-Prep teaching is mainly confidence building in the pool but swimmers have reached a high standard with all Y1 and 2 swimming and a large percentage of Reception happily jumping in the deep end and swimming confidently to the steps.

A team of 28 swimmers made up the St Michael's Regional IAPS Team with some outstanding swimming. G. Rehbein in under 11 age group achieved a place at the IAPS National Finals at the Olympic Aquatics Centre on 8th June where he achieved a personal best time and ranked 15th in UK for 50 m breaststroke.

Our annual gala with Hazelwood during Lent term was, as always exciting with a large amount of first places from the 54 St Michael's swimmers in our team. After constant wrestling for first place between both schools the finals score was only separated by 4 points with Hazelwood taking first place.

Swim School continues to flourish with three squads (42 swimmers) running alongside 41 swimming lessons (119 swimmers) and 2 adult sessions (31 swimmers), which are proving popular with masters, triathletes and a swimming for fitness group. Totalling 216 swimmers under our tuition within the Swim School, which includes early morning training which is a specialised area.

Community Links

We have managed to include an additional local school into our programme with the following schools using our facilities from September: Otford, Shoreham, Parkwood Hall Academy and Seal St Lawrence. We host a football and a netball tournament for the local primary schools.

Carolyn Wade and Helen Dudman

Dramatic Successes

Scholarship

Our scholarship record over the years is unbroken with all pupils coached for scholarships gaining one. Pupils' pieces were all chosen by, blocked and rehearsed by the department.

Congratulations this year to J. Crossley- Millfield School (all-rounder)

Michaelmas Term

Cinderella; This year the Year 3 pupils performed in the pantomime *Cinderella*. Each class took turns to take the story from start to finish and there was a great deal to be proud of, especially the assured and lively singing, including the rap "Mice Mice Baby". A great sense of comic timing was demonstrated by many pupils, and for some the overcoming of nerves to stand on stage and be heard was rewarding to see. The milking of certain scenes and moments by several children was an encouraging sign for future performances.

No one present could fail to be impressed and the energy of everyone was palpable. Lots of hard work from the children was met and matched by that of their Form Teachers and TAs, along with Mr Baird on the music front, and all the mums and dads who helped with costumes; not forgetting the drama scholars who helped with the technical aspects. It was a joyful affair.

Parent E-Mail:

Wow, what a show! I've not laughed like that for a while. Congratulations to you, your team and all those fabulous children..

Drama Scholars at The Globe and National Theatre- London

On Thursday the Drama Scholars set out to explore the Globe Theatre in London and visit The National Theatre to see the anniversary tour production of War Horse. Before our tour of the Globe we had a chance to visit the permanent exhibition at the theatre chronicling

the history of the site, previous incarnations of the building and a look at Shakespeare's texts; as well as exhibits on costumes and props-Sam even got to try on Henry V's war helmet-although it was a little big! We then attending the production and saw an awesome production which left us spell-bound and breathless at the epic staging and phenomenal puppetry. Afterwards Thomas Dennis who is leading the cast as Albert kindly met us at the stage door and faced a variety of questions from the pupils including details about the rehearsal process, getting into professional acting and the difficulty of connection with 'Joey'-especially riding him. Thomas told us it was his 404th performance-quite an achievement. He finished up with a photo and signing the pupils' programmes. Many thanks to Miss Balcombe for accompanying us on the trip and helping. A great day was had by all.

Sam said, "It was amazing; one of my best school days ever"

Jamie said, "after all the focus on WW1 and remembrance last week, the production brought it all to life; it was so moving"

Tom said, "It was an outstanding performance by all the cast, I loved the end of Act 1 with the horses jumping high over the barbed wire"

Lent Term

Yr 4 Make-up Workshop; The Year 4 pupils were treated to a workshop session from industry expert Kate Griffiths who has worked extensively in the film and TV industry as a make-up artist, as well as training pupils in schools, colleges and Universities in the South of England. This was a hands-on workshop where pupils got to produce 'trauma' make-up on themselves, including a variety of cuts and bruises. Pupils had a lot of fun, including shocking their form teachers with some ultra-realistic injuries!

4th Inter-House Drama Duologue Competition 2019. The 4th annual House Drama Competition took place in the Drama Room. Over 60 children signed up for the competition initially, with 15 pairs qualifying for the Friday Finals.

It was immediately evident from the heats round that, once again, the children had invested a huge amount of independent time rehearsing their scenes and considering the addition of props and costumes, as well as set for the pieces. The standard was high and the children all performed with confidence and flair. It was lovely to see a good sense of team spirit, not only amongst those pupils in the same house, but generally amongst themselves, as a body, taking part in the competition.

Luckily, we were honoured to have Kate Weston on hand as our special guest judge. Kate is a principal agent in theatre and live performance. She is driven by a desire to speak up for the people who initiate the creative process – the innovative writers, directors and composers who develop ideas to energise and inspire. For over 20 years she represented, managed or produced high profile musical artistes, notably Elaine Paige, and writers, creatives and presenters, including Anne Robinson.

The Results:

Juniors:

Bronze Winners- Dover Emily N and Georgie O

Silver Winners- Leeds Elodie and Lucy A

Gold Champs- Leeds Ishwar and Austin

.....
Seniors:

Bronze Winners- Leeds Alex S and Luke C

Silver Winners- Rochester Tilly E and Eve W

Gold Champs-Rochester Noah B and Sam W

Parent E-Mail:

A belated thank you for such an amazing evening on Wednesday. The Duologue competition was fantastic, and we all enjoyed it so much!

We were blown away by all the talent and how professional the children were!

Both our girls had a great evening and we feel really lucky that you've given them such great opportunities to perform.

Emil and the Detectives-School Production

In March we presented the play *Emil and the Detectives*. 52 children were involved, as well as 2 ex-pupils helping on back-stage. Lots of help from parents and staff ensured a fantastic show was produced, visually, dramatically, atmospherically and certainly exceptional ensemble work and performance standards were achieved.

What was astonishing about this mature production was the utter focus from every child involved. Not one scoured the audience for their parents, all were masters of the choreographed movement, creating ambience, reflecting mood, underscoring meaning, exaggerating emotion. It was a visual and dramatic feast with some future stars revealing their talent before our eyes.

Parent E-Mails:

An absolutely fantastic show - just wanted to say many congrats to both of you and the rest of the team - absolutely loved all of it. We'll all be there again tomorrow - looking forward to it!

I just wanted to send everyone at St Michael's a huge thank you for inviting me yesterday.

The production was beautiful, and all the children were amazing in their respective parts.

It was a privilege to be able to attend.

Astonishing performances, for a moment I forgot I wasn't in the West End

Trinity Term

Open Rehearsals; The department trialled a new venture this Trinity term by inviting parents and friends of pupils to come into school and experience an 'open rehearsal'. Here they had the opportunity to see the pupils rehearsing scenes studied over the course of the term and in final stages of rehearsal for performance. The experience was successful and many parents commented on how interesting it was to see the process and their child going through it.

Year 3 -Devised scenes- *Super Heroes and Super Villains (inc own designed costumes)*

Year 4-Devised scenes - *Masks and Mime*

Year 5- *I Tell A Lie*

Year 6-*Hundred Words for Snow*

Year 7 Monday-*Mancub*

Year 8- *Melon City* (a play in a week)

Alan Powell

Musical successes

Another incredible and varied year of music making at St Michael's has been characterised by tremendous teamwork, exciting performance opportunities and celebrating individual musical growth and outstanding achievements. We were thrilled to learn of that two of our pupils gained places in the National Children's Orchestra and National Youth Boys' Choir this year.

During Michaelmas term the choirs and musicians began work early on repertoire for our Christmas celebrations and Feliz Navidad echoed through the corridors from early October! Our annual Carol Service at Shoreham proved a joyful and moving celebration of Christmas around the world and the Christmas breakfast performance offered an opportunity for festive fun and laughter at this most wonderful time of the year.

Lent term began with an intense flurry of musical activity and inter-house rivalry around the building as our House Music Competition got underway. As houses rehearsed their song and dance routines, with all manner of themed accessories and costumes, lots of individual performers worked extra hard to perfect their solos and ensembles for the final. We were delighted to welcome Diane Day from Marlborough House as our judge and she commented on the tremendous spirit of joy as well as the variety and quality of music-making that encapsulated the essence of the event.

Sevenoaks School hosted a wonderful Prep Schools Choral Day for our chamber choir, during which we enjoyed workshop activities, learned some new repertoire and worked on a variety of new techniques. The day culminated with a short concert performance in the

Pamoja Hall and a rousing rendition of Handel's 'Hallelujah Chorus' from the combined choirs.

As part of our community outreach, the music department also hosted our very own Big Sing Day for children in years 2 & 3 from several local primary schools. Rehearsing together, learning new and familiar songs, making new friends and having lots of fun was the order of the day. The 40 pupils from Plaxtol, Otford, St Paul's Sawnley and Shoreham primaries, together with St Michael's pupils, performed with energy and high spirits in what they described as 'The Best Day Ever'!

In Trinity term the hills really were alive with the sound of music when performers from St Michael's arrived in Salzburg, Austria at the start of their annual music tour. Our 60-strong body of singers and musicians had rehearsed intensely for just this moment and they delighted audiences equally in formal concert settings or with impromptu renditions wherever they went. The breath-taking views and stunning scenery were matched only by the incredible warmth and support we received from the school and church community of Itzling Parish where we spent a day together in workshops with and a concert performance. Exploring Mozart's birthplace and music, sampling schnitzel & strudel, singing songs from the Sound of Music and drinking pink lemonade by the lake, are just a few of our favourite things from an unforgettable tour.

The chamber choir enjoyed a very special end of year trip to St Paul's Cathedral where they were treated to a private behind the scenes tour, a fabulous choral rehearsal with musical director Tom Daggett, followed by an opportunity to watch the choristers rehearse for Choral Evensong and join them in the quire for the service. We were lucky enough to be invited to meet the boys after evensong and share supper with them in their school refectory.

This year we are proud to have achieved some of our best exam results in ABRSM examinations. We hosted 3 ABRSM sessions in school due to increased demand, plus several candidates sat exams externally. A total of 115 pupils were entered for examinations from Prep-Test through to Grade 7 and the results indicate that 31% achieved Distinction, 42% Merit and 25% Pass and two candidates failed. An additional 7 candidates sat Trinity College examinations in guitar or drums ranging from grades 1 – 3 and the results included 3 distinctions and 4 merits.

Gordon Baird

Extra-Curricular Review

Our extra-curricular provision is a strength of the school. With some 31 activities in Prep and 41 in Pre-Prep to choose from over the year with about 1/3 being provided by specialists from outside, children look forward to the end of the day as much as the beginning and it's amazing to see all that can be enjoyed, from den building, to Lego, from ballet to kitchen science and so much more besides. 176 children in Prep took part in clubs and 145 in Pre-Prep. It's about two thirds of the school. Alongside this, the swim school and the Hive provide a daily alternative to clubs.

Beyond St Michael's

34 pupils are staying at St Michael's into Y7 (16 with scholarships) and will be joined by 6 other girls from the state and independent sectors and from abroad. 4 children are taking up grammar school places with an additional Y7 pupil also off to grammar school. 4 children will transfer to Sevenoaks School. 2 pupils will go on to non-selective state schools with fine reputations. A further 14 children transfer into various prestigious independent schools, 1 with a scholarship. I congratulate each and every member of Y6 who should feel proud of the marks they have gained and the schools they will join.

Our Y8 pupils have been awarded places at a fine array of schools with again one third gaining scholarships to their school of choice. 2 Sevenoaks places, 2 off to Caterham, 1 with an academic scholarship, 1 to Ardingly with a sports scholarship, 1 to Millfield with an allrounder scholarship, 2 to Sutton Valence, 1 with art and sports scholarships, 2 to Cranbrook, 1 to Kent College, Pembury, Hurst, Bethany and to school in Egypt. We will miss all our leaving pupils and we hope they come back to visit and keep in touch.

For all that has been achieved within this academic year, I congratulate everyone: staff for working extremely hard to provide the best and happiest education possible, children for loving every moment and working so hard, and parents for supporting us and the children in all aspects of their life.

P&F Successes

The parents at the school have excelled themselves in providing so much for the school to enhance what we do. Volunteering to help/ teach/ run clubs/ hear children read/ make artwork/ teach staff / do assemblies/ go on trips/ be in working parties.

Throughout the year the international club has organized a whole range of events and supported school ones with refreshments and fundraising.

The P&F have organised a range of events throughout the year. In December, the St. Michael's community enjoyed an exclusive viewing of the Stag Pantomime, and a magical Christmas Bazaar. The circus in May was a huge success and many enjoyable year group outings have taken place. The P&F committee is changing again as Oliver steps down as chair and a new Treasurer is sought for January. We thank them for their great work this year. New parents who love networking and getting involved are invited to join the committee next year. I would recommend it. Their next meeting is on Wednesday 18th September and is open to all parents.

Community Successes

We continue to work with commitment to our partner schools locally and abroad and are excited about the burgeoning relationship with our partner school and church in Chunya, Tanzania and the opportunities to be closer to our colleagues locally as we make this partnership grow.

4 local state schools use our pool and minibuses free of charge. Music, IT and Sport has all been offered to the children in our partner schools and beyond. We offer our site to the local scouts association.

Charitable giving

In October, we supported Children in Need. There was a colourful array of onesies and spotty clothing on show and the staff enjoyed dressing up as much as the pupils. Following quickly on the heels of this event, on a rather more reflective note, we supported the 'There, But Not There' charity through donations at our Remembrance Service, made all the more poignant, by the occasion marking the 100th anniversary of the armistice that signalled the end of fighting in the First World War. As part of the support to the charity, as a school, we purchased a 'Tommy' silhouette sculpture to act as a permanent reminder to the St Michael's community of the sacrifice given by so many a century ago.

For the entire Lent Term, the focus was on a Bugzi! Having been introduced to the paediatric motorised wheelchair, supplied on a loan basis to families by the QEF charity, in association with MERU, by the relative of a staff member, the Council were very keen to take up the challenge of raising the £5,000 to buy one outright. Many ideas were put forward to raise the funds and eventually a 'Shoot-a-thon' was decided on. The children scored sponsored goals and nets-a-plenty and we reached the magical figure of £5,000. We were delighted to receive a picture of 'our' Bugzi with some of the people behind its construction.

Our post-Sports Day camp out was the final charity fundraiser with money being donated to two local charities close to our hearts; Demelza House and Hospice in the Weald. In addition, some of our Year 6 girls, through their own initiative, raised just under £100 through finger knitting for Cancer Research UK at the event. Throughout the year we have been impressed by the variety of individual and family sales in aid of various charities and continue to feature these in our e-news.

Fraser Wiseman

School Development

Our first cohort of three smaller Reception classes grew to be almost full by Christmas. Next Year Reception is full. We have got permission to build our astroturf and almost all the pre-commencement conditions have now been met. Building starts in September and it should be complete by Christmas. Stable Court has been refurbished to an excellent standard and provides the new spaces for our expanded classes. We have created a new IT room and IT space for the art department as well as a bespoke PE office. The work to create a Forest school for Reception's Forest Friday has taken place and it looks fabulous!

Parents have contributed funds for an outdoor climbing frame in Pre-Prep, as well as fine array of individual department requests, perhaps most notably the splendid branded marquees for sports events.

The Hive, under Nicola Smith's capable leadership, goes from strength to strength and continues to create works of art, tasty cooked snacks and enable children of all ages to bond together socially. We are please to confirm Nicola is now permanent Hive manager for both breakfast and afterschool care.

Successful People

We are blessed with a happy and committed team. It is always difficult to say goodbye to those who are strong and excellent members of this team and our e-news features all the tributes we made last year. In their places we welcome exciting new people who will take us forward on our journey towards a greater reputation for excellence in all aspects of school life, not just throughout Kent, but nationally and we hope internationally as well.

The parents at the school have excelled themselves in providing so much for the school to enhance what we do. Volunteering to help/ teach/ run clubs/ hear children read/ make artwork/ teach staff / do assemblies/ go on trips/ be in working parties.

The catering team continues to meet the ever complex array of dietary needs to support all children to enjoy their food at school and they've sometimes revealed their inner selves when they join in on one of our food celebration days.

Ian and the Estates team have worked tirelessly, for much of the time and are keep us all safe, tidy, mown, and sorted! I am grateful to Ian and Andrew, Simon, Barry who retired at Easter, Peter and David for all they do and to Di, who amongst her many key roles, oversees their work. It is particularly rewarding that after many phases to our rewire work in Prep, we are almost there. Our mitigation for the Astro turf will see a great deal of planting work taking place. Next stop, theatre!

My senior team make a huge contribution to the school. They take on a wide range of leadership roles to ensure the smooth running of all aspects of our provision, delivery on our development objectives and the running of school alongside me. This year Fraser Wiseman has focused on developing our mental health understanding and provision and his working party have made more progress in this work. Mary Bridges continues to smile her way through all sorts of curriculum development oversight and scholarship work, Zerrin Leech and Di Birmingham have jointly led the development of Stable Court. Laura Shield rolled out year 1 of the new curriculum in Y7&8. All these developments mean I have met my target of fully delegating development strands to the team. Hurrah! Their leadership here enables us to get better and better as a school. Lucinda Cook has made an exceptional contribution in the school by reshaping the structure and delivery of additional support. She is a fantastic addition to the team.

I would also like to thank the Board of Governors. We are delighted to have solved the thorny problem of how to replace a dream chair of Governors! We welcome Robert Turner, FRSA to the role and look forward to all he will bring from his impressive educational experience. I would like to thank Paula Carter for all her help, challenge and support. She's been fabulous and unswerving in demonstrating her belief in me, even if at times there has been a need to guide and reshape my ideas! Alongside her, the chairs of the other committees play their roles in sharing responsibility; Julia Tyson, chairing the Staffing and Remuneration Committee and David Evans, chairing the Finance and General Purposes

Committee. I thank them for so doing. Together we shape the vision that drives St Michael's forwards, so that all children can excel and enjoy life at school.

SDP 2018 - 2019
Summary of progress made and further actions

1. Ensure every lesson meets the needs of every pupil (continued focus)

Achieved	Not achieved / Further action
<ul style="list-style-type: none"> ✓ All HoDs have conducted lesson observations or learning walks of their team with a focus on this strand ✓ Increased number of observations by LCo (Learning Development Manager) focussing specifically on how the needs of specific children are met ✓ Staff training has been provided on strategies for teaching AEN, most able and giving feedback to stretch and motivate ✓ Consistent data meetings have given teachers time and space to discuss the progress of specific children ✓ A new, highly effective and all-encompassing intervention programme was set up by LCo ✓ The G & T co-ordinator has provided more opportunities for the G & T children to work together in a 'challenge club' ✓ For those needing it we have scheduled online targeted intervention. For those wanting more challenge they have had access to curiosity and debating sessions ✓ The maths abacus scheme has continued to show excellent progress into the Prep School with increased scores in Year 3 ✓ A whole school Twinkl account has given all teachers access to a huge range of differentiated resources 	<p>→ There is a sense that have come a long way since this target was set by ISI in 2017. LCo is now in the process of ensuring there all classrooms are equipped with a 'teacher toolkit – wonder box' to ensure that there is consistency for pupils when they move from room to room and that they all have access to the resources that will support their learning.</p> <p>→ The AEN team has grown and we have recruited an assistant SENCO and a HLTA to support and further enhance the excellent structure that LCo has put in place.</p>

2. Embed work on well-being into the curriculum

Achieved	Not achieved / Further action
<ul style="list-style-type: none"> ✓ We have invested in a computer tool (PASS) to elicit pupil wellbeing scores and used the excellent data it provided in Michaelmas Term to shape personalized support for the remainder of the year. ✓ Staff questionnaires have shown a greater awareness and understanding of how we can support well-being ✓ We ran a whole term of assemblies around the theme of well-being which was well received and highlighted the importance of the topic to staff and pupils (including the benefits of sleep, exercise, recognising stress, doing things for others, resilience, positive relationships and growth mindset) ✓ FWi has continued meeting with the working group ✓ We have increased the amount of creative arts in the timetable where possible (e.g. Drama into Y8, additional music lesson in Year 6) ✓ Homework challenges have increased the opportunity for families to learn together and reduced the pressure of multiple homework tasks with short deadlines ✓ Increased use of outdoor spaces for teaching ✓ Introduction of Forest School (through the Pre-Prep) for 2019 ✓ Therapies available to children who need them include access to drawing and talking, play therapy and counselling. All of these continue into 2019. 	<ul style="list-style-type: none"> → Tracking next year's data alongside this for cohorts and individuals will help us judge the impact of this work → Further work on other well-being initiatives that can be introduced to the curriculum. This will continue growing the awareness and impact of well-being at St Michael's

3. Review and refine the assessment and marking policy

Achieved	Not achieved / Further action
<ul style="list-style-type: none"> ✓ Whole staff training with Kim Wells focussed on assessment and feedback and gave all teachers a range of strategies and ideas to implement in their teaching ✓ Two whole staff twilight sessions captured current thoughts and feeling on our assessment and marking policy and practice ✓ Further INSET with the Pre-Prep teachers enabled us to gather a snapshot of how assessment is carried out from reception – Y2 ✓ Feedback from departmental meetings demonstrated implementation of many of the strategies shared by Kim (talk token, DIRT time (directed improvement and reflection time), use of technology to feedback verbally, peer assessment, varying written feedback, self-assessment grids, pupil voice and feedback to teachers) 	<ul style="list-style-type: none"> → MBr to visit some other schools and see good practice in across across key stages 1 and 2 → Reconsider the need for exams in Year 7. Does it fit with and enhance the new curriculum? → Update the policy to reflect the changes that we agree are the best way forward → Agree suggested report changes from the staff working party

✓ We have introduced a new style of assessment into Year 7 for the new diploma. Pupils are graded at either pass, merit or distinction level depending on their level of knowledge, understanding and application across all curriculum, not just academic subjects.

✓ The assessment of homework challenges has been developed to provide more success criteria and to further stretch the children.

4. Explore ways to increase diversity at St Michael's

Achieved	Not achieved / Further action
<ul style="list-style-type: none"> ✓ Training to whole staff ✓ Working party set up ✓ Objectives decided and further training on inclusive language planned for Michaelmas Term ✓ Online module on diversity law completed by 71 members of staff ✓ Policy reviewed ✓ Bursary work to set up fund is in planning stage 	<ul style="list-style-type: none"> → a training event to take place each term to move forward thinking and practice → Ensure that all staff complete the online diversity module

Mary Bridges

St Michael's continues to lead the field in excellent provision, to challenge fads and inconsistent policy thinking, secure funding through growth, develop its heart and pupil voice and provide a role model for many pupils and staff in other settings to follow. We continue to embrace development and seek the highest standards for everyone as we go with confidence into 2019-20. I can hardly believe this is my sixth year here. It is most gratifying to be welcoming as our gap student for next year one of my first leavers from Y8, five years ago!

We look forward to working together with all parents as a community to make the future here an exciting and successful one for everyone. Our focus next year is on increasing engagement, through community building, creativity, challenge, collaboration, communication, connectivity, ensuring choices for pupils, parents and staff and remaining an enviable setting in which to work.

Jill Aisher August 2019