

**If you are worried or concerned about the wellbeing of any of our pupils, please ask to speak to Mrs Haines, Miss Burgess, Miss Martin or Mrs Laptew**

## EVERY SCHOOL DAY COUNTS:

**Our Attendance Target for this year is 97%**



Year 4 are our attendance champions this week with Years 1 and 5 very close.

We need to up our attendance as we are not on target to achieve our attendance target.

CLASS	% ATTENDANCE w/b: 03.05.21.	%ATTENDANCE this year to date
FS2	93.84	95.75
Year 1	97.11	98.00
Year 2	95.39	96.34
Year 3	96.16	95.28
Year 4	97.76	97.68
Year 5	97.13	96.09
Year 6	95.52	95.71
<b>Average</b>	<b>96.13%</b>	<b>96.40%</b>
<b>TARGET</b>	<b>97.00%</b>	<b>97.00%</b>

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# TOGETHER WE ARE EXPLORING OUR SPECIAL GIFTS

**Merit Winners:** Charlie Clegg, Ishaan Thiara, Bosco Jarvis, Mahrahaza Khan, Year 3, William Setchell, Olivia Wilson, Joseph Rubery and Summer Ali, Well done all you Superstars!!

**Mrs Haines' Headteacher's Award:** Isabel Symons for being such a kind, sensitive and considerate member of the St Francis family. It doesn't go unnoticed how caring Isabel is and it's all done with a friendly smile.

**Big Cat Reading Award:** Phoebe Morrell for superb reading at home and school. She has worked soooo hard to improve her reading and reads everyday at home. She is a superhero reader!!

**Maths Award:** Grace Artist for exceptional commitment to practising her times tables fluency on Maths Shed. A wonderful effort Grace, keep it up!!

Top Spelling Groups		
#	Group	Score
1.	Year 4 2020-21	61,671,141
2.	Year 6 2020-21	27,051,307
3.	Year 3 2020-21	20,863,962
4.	Year 5 2020-21	17,299,718
5.	Year 1 2020-21	11,993,265
6.	Year 2 2020-21	8,175,014
7.	FS2 2020-21	221,092



Top Spellers			
#	Avatar	Pupil	Groups
1.		Rhys Leak	Year 4 2020-21
2.		Lily-May Cousins	Year 4 2020-21
3.		Lucas Heppleston	Year 5 2020-21

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## Lunchtime Supervisor

We are looking to recruit a new Lunchtime Supervisor from September, working from 12pm-1pm each day. We want someone who loves working with children, has a sense of fun and humour and is committed to working at our vibrant and hard-working school. If you would be interested in this role, please contact the school office for an application form.



## PFA Update

Due to the overwhelming amount of donations brought in on Rainbow day, the PFA have been able to put together a large amount of wonderful colour-themed hampers to be raffled off. Raffle tickets are now on sale through either parent pay or cash donations brought into school in a clearly labelled envelope. The tickets will be sent home with the children so keep an eye out in their book bags.



Some members of our PFA will also be outside over the next few days selling raffle tickets at the end of the school day. Tickets cost £1 per strip with all proceeds going towards the PFA and the work they do to enhance and enrich the school experience for all. Your support for the venture would be really appreciated.

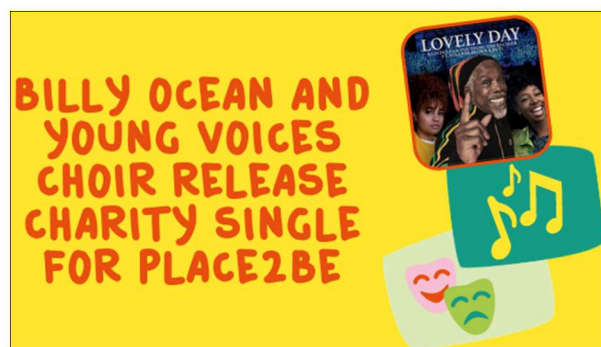
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## Choir Update



I am pleased to inform you that our very much missed school choir is now officially back in action! To ensure we are covid compliant and in-line with our risk assessment, children are practising in separate bubbles outside in the fresh air. Yesterday the Year 5 and Year 6 children had a very short practice, however the Year 3 and Year 4 practises were sadly rained off. Another opportunity to practise will come up later this week. If your child is in Years 3 - 6, they are invited to just come along to the next practise which I will be announcing over worship during the week.

As the children have missed out on performing at Young Voices this year, the YV Team are aiming to smash their own Guinness World Records for the largest simultaneous sing-along and top the charts with a charity single! 'YV Biggest Sing' will be the flagship event of Children's Mental Health Week, hundreds of thousands of children, their teachers and families will come together all over the UK, the US and the rest of the world in the safety of their schools and/or home to sing the iconic song 'Lovely Day' by Bill Withers with special guest artists to raise vital funds in support of Place2Be, their chosen charity for 2021. The children will be performing the song on 15th June 2021 at 2.00 pm, along with Billy Ocean, Yolanda Brown & Ruti, streamed live from the O2 Arena. It is fantastic to have something to practise for again!

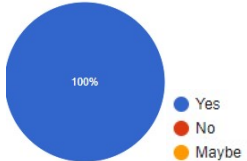

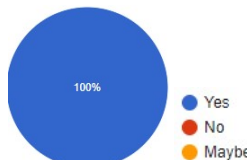
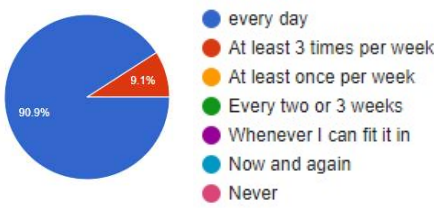


As the bubbles need to practise separately, it would be very helpful if children can practise at home as well as at school. I am in the middle of setting up a new Google Classroom for choir members to access practise videos, backing tracks and lyrics. I will send home instructions on how to access this very soon.

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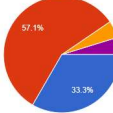
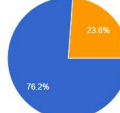


Here is the feedback from our recent parent reading survey:

EYFS				
	Would you say your child enjoys books?	How often do you read to your child?	What is the main barrier(s) to reading with your child?	What can school do to support you further in encouraging your child to love books and reading?
<b>FS1 (Nursery)</b> 10 parents responded	 <p>100%</p> <ul style="list-style-type: none"> <li>Yes</li> <li>No</li> <li>Maybe</li> </ul>	 <p>90% 10%</p> <ul style="list-style-type: none"> <li>every day</li> <li>At least 3 times per week</li> <li>At least once per week</li> <li>Every two or 3 weeks</li> <li>Whenever I can fit it in</li> <li>Now and again</li> <li>Never</li> </ul>	100% reported no barriers	<p>I'm happy with what school are doing, lots of reading and retelling stories</p> <p>Maybe a reading diary to note down the books we have read together might be nice. And may be more encouraging for people to see how often they read with their child.</p>
<b>FS2 (Reception)</b> 11 parents responded	 <p>100%</p> <ul style="list-style-type: none"> <li>Yes</li> <li>No</li> <li>Maybe</li> </ul>	 <p>90.9% 9.1%</p> <ul style="list-style-type: none"> <li>every day</li> <li>At least 3 times per week</li> <li>At least once per week</li> <li>Every two or 3 weeks</li> <li>Whenever I can fit it in</li> <li>Now and again</li> <li>Never</li> </ul>	<p>10% reported not enough time</p> <p>90% reported there were no barriers</p>	<p>If possible, have the option to change their reading book more often.</p> <p>Opportunities to share his favourite book with his friends</p> <p>Giving books to read at home. It is very important that the child reads books with parent's every day.</p> <p>Thicker book for the weekend.</p> <p>Some feedback on her progress vs expected for her level would be appreciated</p>
<b>School's response</b>	<p>Your child should have a reading record that goes between home and school each day so that any adults at home or at school can record when they have listened to your child read. If you do not have one of these, please let Mrs Needs or Mrs Whitely know as soon as possible so that this can be rectified.</p> <p>We will certainly look into putting a system in place to ensure children can change their books more often, but we must stress that it is essential that the children do not rush their reading. Time needs to be given for them to not only read the words but ensure they have understood what they read.</p> <p>Giving time for children to share their favourite books with others is a lovely idea and one we will discuss as a staff and look to put in place.</p> <p>A thicker book for the weekend will not improve your child's reading. If you have more time at the weekend, spending longer discussing and asking questions about their current reading book will be of much more benefit.</p> <p>We will certainly look into putting a system in place where reporting on children's reading progress against expected levels is reported to parents more frequently.</p>			

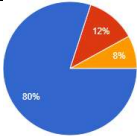
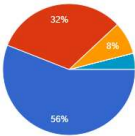
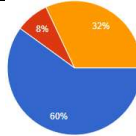
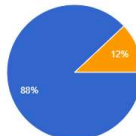
# KS1

21 parents responded

Would you say your child enjoys books?	How often do you read to your child?	What is the main barrier(s) to reading with your child?	Does your child enjoy reading the Big Cat reading scheme books?	Does your child enjoy visiting the school library?	What can school do to support you further in encouraging your child to love books and reading?
 <p>95.2% 4.8% 0%</p> <p>● Yes ● No ● Maybe</p>	 <p>37.6% 19% 33.3% 9.1% 1.1% 0% 0%</p> <p>● every day ● At least 3 times per week ● At least once per week ● Every two or 3 weeks ● Whenever I can fit it in ● Now and again ● Never</p>	<p>33% reported not enough time</p> <p>62% reported there were no barriers</p>	 <p>85.7% 9.5% 4.8%</p> <p>● Yes ● No ● Sometimes</p>	 <p>95.2% 4.8% 0% 0% 0%</p> <p>● Yes ● No ● Sometimes ● They have never been ● I don't know</p>	<p>Maybe getting more parents involved in things - when adults from outside of school read to the class over Google meet they enjoyed that - could that be more regular or more discussion on their favourite books?</p> <p>Don't change the books as often as we don't seem to be getting through a book before it's gone.</p> <p>Change books more often</p> <p>More frequent trips to the school library</p> <p>Maybe a longer book that could be read over the course of the term. The Hobbit for example or Harry Potter.</p> <p>More range of books as my child is sometimes coming home with the same book and does not want to read it again.</p>
How often do you listen to your child read?	What is the main barrier(s) to listening to your child read?	Are you satisfied that you know and understand how your child is taught to read in school?	How confident do you feel in supporting your child to develop their phonics knowledge?	Do you know which phonics stage your child is at?	What more can we do to help you support your child with their phonics at home?
 <p>57.1% 33.3% 9.1% 0% 0% 0% 0%</p> <p>● every day ● At least 3 times per week ● At least once per week ● Every two or 3 weeks ● Whenever I can fit it in ● Now and again ● Never</p>	<p>24% reported not enough time</p> <p>67% reported there were no barriers</p> <p>14% reporter other reasons, including the child being tired or struggling with reading</p>	 <p>76.2% 23.8% 0%</p> <p>● Yes ● No ● Somewhat</p>	<p>53% felt extremely confident</p> <p>47% felt somewhat confident</p>	 <p>47.6% 52.4%</p> <p>● Yes ● No</p>	<p>I know the colour book stage she's at but I don't know what that means in terms of where she should be? Does the colour cover a certain age bracket?</p> <p>Maybe send us letters or communicate with us on what we need to do to help our children</p> <p>I know what words and sounds are being worked on as it states on the spelling shed but I'm not sure overall how my child is doing.</p> <p>Access to Phonics shed</p>

## School's response:

- The complexities that the covid 19 restrictions brought this academic year resulted in fewer parents/adults from outside of school being willing to engage in reading to the KS1 classes. However, we recognise that the 'Secret Reader' project before covid was very successful and really promoted reading for pleasure. We will get this back up and running in the new school year so please look out for our pleas for volunteers!
- As you can see from the responses above, some parents want the books changed often and others don't. Systems in school are put in place so that reading books can be changed as regularly as possible whilst also ensuring that children have enough time to spend on not only reading the words but understanding what they have read. This is very important.
- Trips to the school library have been difficult this year due to covid restrictions, however, we have managed to maintain a weekly trip to the library for every class. In the new school year, we hope to make visits to the school library more frequent and also put back in place our half termly visits for children in KS1 to Eccleshill library.
- Every class from Y2-Y6 has a class reader that they read over the course of a term. Please see our Guided Reading long term plans on our website here: <https://www.stfrancisbradford.sch.uk/learning/knowledge-rich/reading>
- Phonics Shed has not been launched yet, but once it is we will certainly be considering signing up to a subscription as Spelling Shed and Maths Shed continue to be very successful at St Francis.
- As a staff we will look into adding information to the new reading records with which phonics stage/colour band children are at and how this correlates with age-related expectations.

	Would you say your child enjoys books and reading?	How often do you read with your child or listen to your child read?	What is the main barrier(s) to reading with your child or listening to your child read?	Does your child enjoy reading their Accelerated Reader books?	Does your child enjoy visiting the school library?	What can school do to support you further in encouraging your child to love books and reading?
KS2 25 parents responded	 <p>● Yes ● No ● Maybe</p>	 <p>● every day ● At least 3 times per week ● At least once per week ● Every two or 3 weeks ● Whenever I can fit it in ● Now and again ● Never</p>	28% reported not enough time  80% reported no barriers  4% reported other issues including the child not liking reading or not being confident	 <p>● Yes ● No ● Sometimes</p>	 <p>● Yes ● No ● Sometimes ● They have never been ● I don't know</p>	<ul style="list-style-type: none"><li>• Allow them to put a book back if they don't like it and don't rush their library time.</li><li>• Some help choosing their accelerated book to ensure they will enjoy it.</li><li>• A mini book report of sorts so maybe some kind of mini write up of their book would be helpful? Each class could keep a recommended book list from their classmates with a mini review of the book?</li><li>• The new library layout and new books are more encouraging</li></ul>
	Do you know how your child is taught to understand different texts in school?	What more can we do to help you support your child with their reading comprehension at home?			How confident do you feel in supporting your child to develop their comprehension skills?	
	 <p>● Yes ● No ● Somewhat</p>	<ul style="list-style-type: none"><li>• List of questions you can ask the older children about their books</li><li>• Send home small comprehension tasks</li><li>• Allow them to read their own books</li><li>• Give the option for accelerated reading tests to be done at home too.</li><li>• Updates on the work they are learning or how they are being taught can be useful.</li><li>• Reward system connected to reading diary</li></ul>			16% - extremely confident  64% - very confident	
School's response	<p>We understand that reading is very personal and all adults and children have different preferences when it comes to choosing books. We try to ensure that children choose books they like and enjoy but we also need to strike a balance in ensuring that children read a wide range of texts in order to expose them to different types of vocabulary, layouts and content. With us constantly replenishing our stock of quality texts and keeping it as fresh and as up to date as possible, we also want to ensure that children don't miss out on other types of brilliant books that they might enjoy once they try them.</p> <p>Encouraging children to write mini book reviews or recommended book lists made by children for their classmates is a great idea and one we will discuss as a staff and look to put in place in the new academic year.</p>					