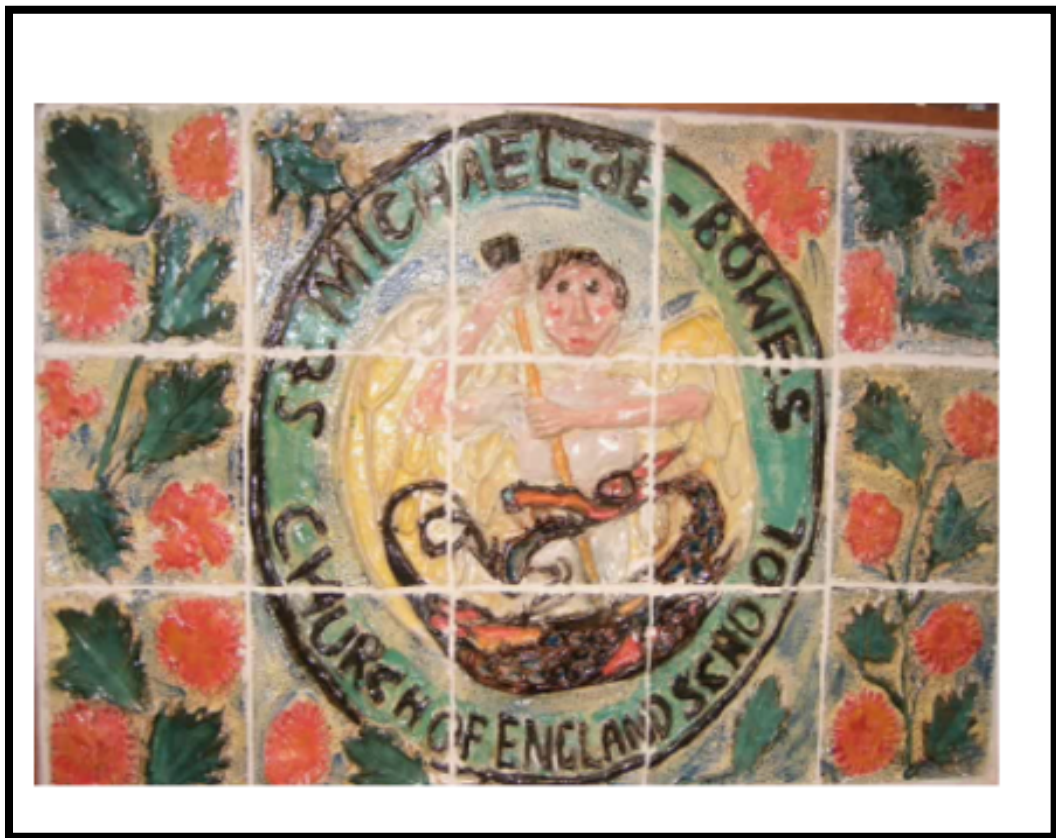




St Michael at Bowes C of E Junior School



**An inclusive Christian community building
on firm foundations for successful lives.**

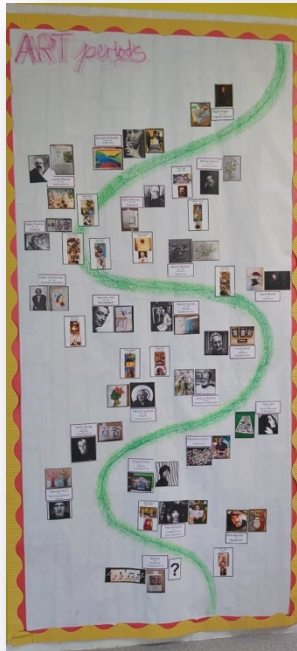


Achievement Report 2023-2024

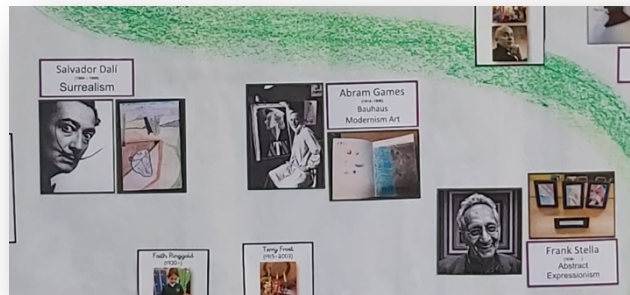
Art and D&T

This year, we focused on raising standards in Art by providing more opportunities for student development and confidence building through their projects.

Creative hub – Timeline



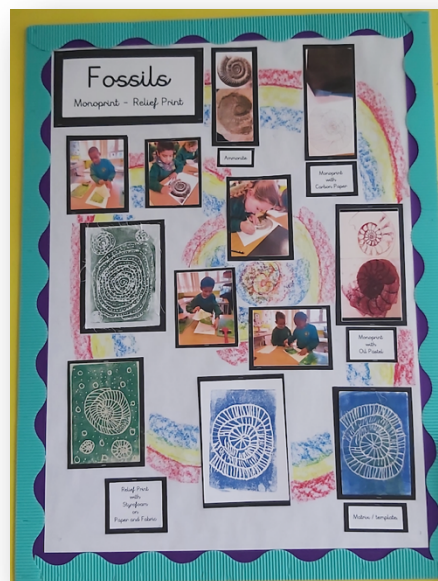
Perfect for displays as well as class exercises, the Art timeline helped us teach our children about all the different art movements throughout history and learn about different artists and techniques. The Art time line shows the date, Art movement, artist and children's work and it is updated every term.



Creative Hub permanent exhibition / displays around the school

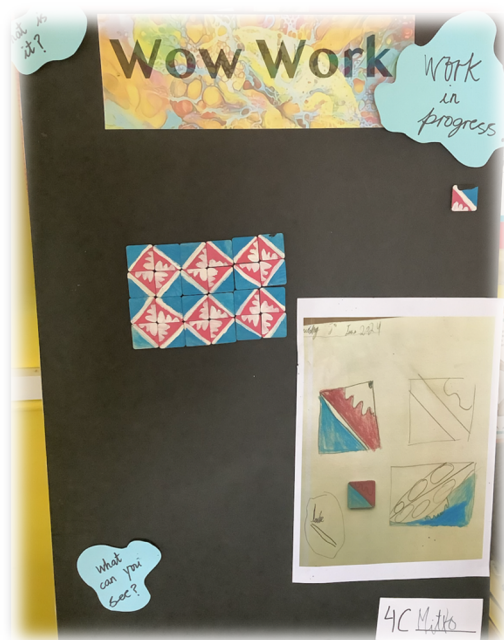
We demonstrate the importance placed on the creative thinking of children by prominently displaying their artwork in the creative Hub as well around the school! It definitely builds self-confidence and helps students express themselves.

Children were able to share and learn from different year groups, discuss techniques, favourites artists and much more.



Wow work

Wow Work It' is a sunlit space where we celebrate the incredible potential of children's art, showcasing their masterpieces at a professional level. Changes every term.



Spirituality Competition

The Spirited Arts Competition 2024 is an art competition open to schoolchildren around the world. It is run by the National Association of Teachers of Religious Education. This year each year group have worked a different theme and specific media.



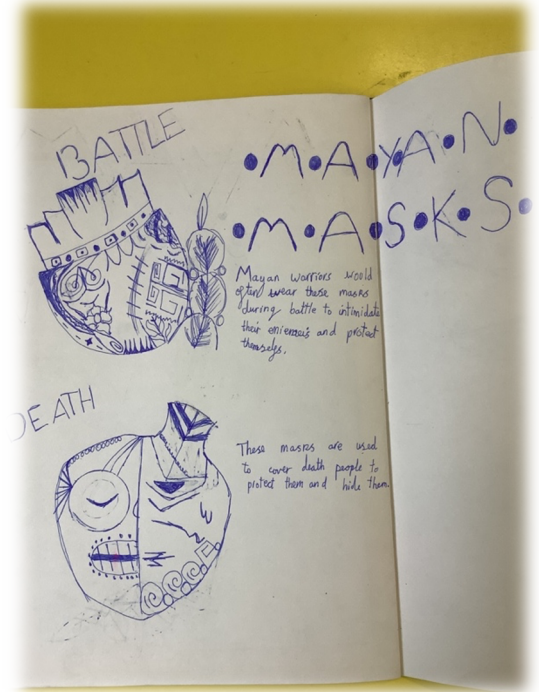
Earth day

Drawing on their learnings from RE lessons, students created impressive mixed-media artworks that showcase both their artistic skills and commitment to environmental responsibility.

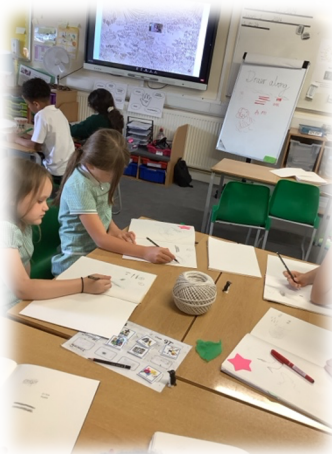
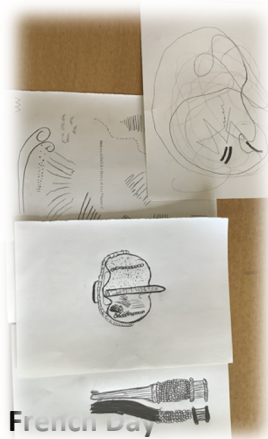


Sketchbooks

Sketchbooks have been used to review ideas, design, investigate, experiment, evaluate and show children's creative process.



Children were taken through a number of drawing exercises, which culminated in a final drawing.



Children have created stunning art work inspired by French artist and their techniques.



Computing



This year, we have continued to deliver a high-quality Computing curriculum to equip our pupils to use computational thinking and creativity to understand and change the world. Our intent to ensure that computing which has deep links with mathematics, science, and design and technology, provides insights into both natural and artificial systems has continued to be realised this year. We have been successful in ensuring the core of Computing that is computer science has enabled all our

pupils to continue to be taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge, our pupils are now further equipped to use information technology to create programs, systems and a range of content. Our pupils are able to use, and express themselves and develop their ideas through, information and communication technology and are active and safe conscious participants in a digital world.

Purple Mash

We are now in our third year of Purple Mash; a learning platform that offers a modern, engaging creative online space to develop computing and cross-curricular learning. Through the use of Purple Mash, our pupils have developed extended their understanding of coding, networking, net searching and e-safety. Purple Mash has also been used as an online Home Learning tool to support our pupils to develop their touch-typing skills and has been used effectively to support learning across a variety of learning school themes.



We have continued to teach Computing across the school both as a discrete subject, and in a cross-curricular way as and when the opportunity presents itself. The school Chromebooks

and iPads are used to help pupils access the Computing curriculum, along with a range of other hardware resources such as programmable toys and robots.

Devices

The Computing team and the headteacher have monitored the resources required to deliver the Computing element of the new National Curriculum. We have continued to invest widely in our pupil devices at St. Michael at Bowes.

To support our pupils learning we have:

Year 3 and 4: Chrome Books with charging stations and 15 iPads per year group

Year 5: Chrome Books with charging stations and 15 iPads per class

Year 6: Chrome Books with charging stations and 15 iPads per class

All devices are available for classes to use throughout the day and are easily accessible to our pupils. The impact of the availability of these devices is that it now ensures that our teachers have the necessary reliable resources needed to support the teaching of Computing & online safety.

E-Safety Day

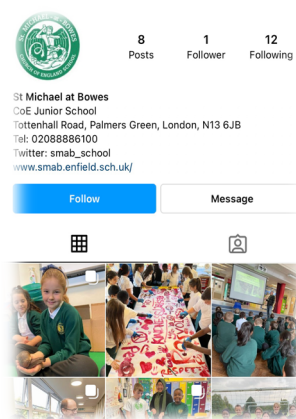


Every year, as a school we celebrate and promote the annual Safer Internet Day with our pupils. This year's theme was **“Together for a better internet.”** We used this as an opportunity to provide our pupils with the learning opportunities to identify the importance of how to keep themselves and others safe online. From addressing cyberbullying to navigating social networking and digital identity issues, Safer Internet Day endeavours to **promote the safe and positive use of digital technology, particularly among children and young people.**

Social Media

St. Michael at Bowes now proudly features on popular social media profiles such as Instagram, Twitter and YouTube. Our profiles are very popular within our school community and pupils enjoy posting and creating content to share. This responsibility provides our pupils with first hand learning of how to engage with online social media profiles in a safe and age-appropriate way.

We aim to use our platforms to share day to day learning, promote our school, celebrate work and to provide an insight into life at St. Michael at Bowes.



ENGLISH



Our skills in both reading and writing continue to improve and this year has been no exception. Most marked is our pupils' ability to communicate their ideas more confidently and to pull on a diverse range of exciting vocabulary when expressing themselves both orally and in their writing. In addition to this, Reading continues to remain a key focus with children engaging actively with the Accelerated Reading program and having had the opportunity to discover a

wealth of new reading material provided by our collection of books across the school.

Writing

Writing continues to be of a great quality across the school and is regularly monitored and moderated within year groups, by the English team and in staff meetings. Children are consistently challenged with their learning through their success criteria, publishing goals and through extending their vocabulary with uncommon and unusual words. Regularly, the children's work is dotted with our "Word of the Week" and each year group has focused on using words with different root words, e.g. 'dict' or 'mort' to widen children's vocabulary. When our pupils have finished their piece at the end of a two or three week cycle, they are then able to edit, re-draft and publish their pieces in a variety of ways.

Around the school, there is a wide variety of the children's writing that has been displayed which highlights the broad variety of genres that the pupils are being exposed to. There are wonderful examples all around the school and children have enjoyed seeing their work displayed on the 'every child is an author' display, which is changed regularly, each half term.



There has been a real focus to help ensure that all children understand the purpose for writing and as a result. For example, Year 5 have written to the King about deforestation and Year 6s have written evolution reports for year 3s to enjoy.

Spellings

During this academic year, there has been a focus on children writing age-related spellings correctly in all subjects. Spelling progression maps have also been created for lower and upper school to follow that teach each of the appropriate spelling rules and include weekly activities and quizzes. These sessions are supported by Jane Considine's spelling resources.

Reading

This year, there has been a huge drive to push Reading for Pleasure. In all classes, teachers read their Big Read book daily, and classes have even had the opportunity to all have their own copy of the class book, which they have very much enjoyed. We celebrated World Book Day as a school with a range of activities focused on a different book for each year group. All children also had the opportunity to use their World Book Day voucher in school in exchange for a brand-new book!



To further develop reading for pleasure, author of SMAB Big Read favourite, 'Boy at the Back of the Class', Onjali Rauf, came in to visit the school. She delivered a whole school assembly, sharing her inspiration for writing and the links between world issues and her stories. They also had the opportunity to meet her and get their books signed! They were incredibly excited and have been enjoying sharing their purchases with others.

Within our Guided Reading timetable, we continue to focus on using MIDAS (Making Inference the Difference at School) skills and encourage these skills in all subjects. The techniques are now firmly embedded, particularly for unfamiliar word and meaning breakdown, and have helped our pupils improve their outcomes when answering questions about a variety of challenging texts.

We have continued to embed our phonics scheme, Read Write Inc, this year with development days and regular check ins provided by Ruth Miskin for those teaching phonics. Daily sessions of phonics are delivered during Guided Reading. These are homogenous groups that change regularly based on regular assessment.



Across the school, children who have struggled with reading fluency, have been assigned a 1:1 reader. One to one sessions occur daily and children have become more engaged with their reading and are making progress. We have also benefitted from two reading volunteers from a reading charity who come in weekly to read with specified children.

SMAB Poetry Day

In order to develop oracy, SMAB celebrated World Poetry Day, kicking off with an assembly from Mrs. Butcher which celebrated different poets and styles of poetry. Each year group focused on a chosen poet, learning about their techniques and then performed a chosen poem.

SMAB's Book Vending Machine

The popularity of our Vending Machine continues with children from each year group chosen each month to select a book! The brand-new books are then shared within classes and can be enjoyed by all!

French

It has been a year of consolidation in assessment and progression in French for teaching staff. We have built on the actions of last year and continued to raise the profile of skill progression while scaffolding learners through this. In subject leader observations and planning support scaffolding and grammar were targeted in Autumn. Strategies to make activities and modelling more fun and engaging were shared with staff. ECTs were targeted to explain the French curriculum to in more detail so they could begin to use prior and consider future learning in their lessons. Furthermore, a staff Attainment and progress in the subject has improved on 2023's excellent results. 76% of our children are now at or above age-related expectations up 5% on 2023. A whole school average of 6.6 steps of progress were recorded over 5 half-terms meaning on average our children are making faster than expected progress.

French Day – Summer 2024



French Day 2024 was a roaring success with the children even involved in the preparation stage getting the snacks ready! Children thoroughly enjoyed their time outdoors at the French Café enjoying some snacks and French conversation. This year a real effort was made to try the tongue twisters and rhymes (shoutout to year 6 and their stunning French rendition of 'in the jungle'). Boules were enjoyed in the playground by many with children honing in their ball skills from PE. In the classroom, stunning art was created. In particular, year 5's oil pastels were brilliant. We took some amazing

pictures in our French colours in the playground as you can see, thank you for sending the children in ready for a great day. It has been a great pleasure of mine running French Day.




Language of the Term

A vital channel to promote our cultural and linguistic diversity, Language of the Term has continued to be popular in particular with parents (many of whom provided resources to help with lessons) This year we focused on Spanish, Polish and Romanian. To complement the language learning we also looked at interesting facts about the countries of origin and native speakers in termly lessons. As always, I have had many excitable requests from the children for next year's languages!



Geography

This year, we have continued to pursue a deeper understanding of the disciplinary skills and impart the intent of our Geography curriculum to our children. Last year, a new priority in scaffolding was set with scaffolds designed for every topic. This year, these have been reviewed and improved upon based on an assessment of their effectiveness through lesson observations and pupil interviews. Pupil interviews also revealed that children have a deeper understanding of research and its role in the discipline. Children reported they loved added extra content teachers add to the curriculum including online geography games. They have requested to do more online work and more presentations so this will inform next steps for 2024/25. Children have delved further into map and diagram work to progress their technical skills in this area.

How have humans used deserts?	Keywords
	<ul style="list-style-type: none">• divert water• modern• indigenous• exploring• travelling• living• tents• yurt

Children continue to enjoy identifying links across year groups between different HEP topics and this is shown in the strength of their reflections. This year's pupil voice survey showed particularly how upper school children are making threads between physical geography and human geography.

Fieldwork

Maintaining and improving our local space continues to be a fundamental part of our fieldwork initiative. This year, year 4 did an environmental quality study of the quiet area following this up with a litter pick. This complemented their writing to Sadiq Khan about improving area quality for Londoners – they concluded that we should have more bins! Year 3 looked at the materials used to build the area of the playground outside their classrooms and critically analysed their appropriateness. They followed this up by suggesting improvements and more appropriate material – an excellent link between science and Geography. Children continue to see the practical outcomes of their efforts in fieldwork units.

