



SIJS NEWSLETTER

Autumn term 2010

Number 4

01/11/2010

Dear Parent / Carers

During the two weeks, NOVEMBER 15th to 26th, in-depth parental consultations are offered for you and your child together. This year to make things much more effective Mrs Prescott has had a brilliant idea. Instead of us allocating you a time - you ring us up and book a slot, whilst on the phone, which suits you. Mrs Prescott will have the timetables of all the teachers and all possible available slots.

We hope you feel this is a good way forward as so much time has been lost in the past trying to rearrange. Please ring as soon as you can to arrange your day and time. We will text all parents who have not contacted us nearer the time to ensure no-one is missed. We look forward to seeing you all. I will also be available to discuss any school issues or concerns you may have.

RRSA:

This half term we are launching St Ives Junior School (SIJS) and our community into fully becoming a Rights Respecting School (RRS). The Rights Respecting Schools Award (RRSA) is an initiative from UNICEF which focuses on children and their rights. It enables communities to work together to ensure every child's rights to survive and thrive are upheld. Parents, carers, children, school and community learning together is key to the success of this aspirational and timely initiative. Please visit www.unicef.org.uk



Rights Respecting Schools Award (RRSA)- taken direct from their website.

'UNICEF UK is pioneering an initiative in UK schools

called the Rights Respecting Schools Award (RRSA). The award scheme started in 2004 and is running in more than 1600 primary and secondary schools in England, Wales, Scotland and Northern Ireland. One of the greatest challenges that schools face is to define a clear set of values – not just rules - that has been developed with the full involvement of the school community and is actively upheld by pupils. UNICEF UK's RRSA initiative helps schools to use the United Nations Convention on the Rights of the Child (UNCRC) as the values framework that enables this to be achieved.

A values framework for schools

The RRSA provides a coherent values framework, which enhances school leadership. It shapes the ethos of the school and unifies what can often be seen as a range of disparate educational initiatives and government priorities in all UK jurisdictions; the global dimension, SEAL (social and emotional aspects of learning), sustainable development, and community cohesion. Pupils develop a stronger sense of the need to act for local, national and global justice. The universality of the UNCRC provides a clear link between building up their rights respecting school and the need for children's rights to be realised everywhere.

What are the benefits?

Evidence gathered from schools participating in the RRSA (1) suggests that when the values of the UNCRC underpin the ethos and curriculum of a school, they have a significant, positive impact on important aspects of child well-being (2) and school improvement. They also have a positive effect on the relationships, teaching approaches, attitudes and behaviour of everyone involved.

Teachers, children and parents have reported:

- * Improved pupil self-esteem*
- * Pupils' enhanced moral development*

** Improved behaviour and relationships (reductions in bullying, exclusions and improved attendance)*

** More positive attitudes towards diversity in society and the reduction of prejudice*

** Pupils' development as global citizens*

** Overall school improvement (including learning environment and academic standards)'*

This award scheme enables us to prioritise this philosophy as a school, continuing to put the rights of our children, at the very heart of all we do. We have been working on improving many aspects over time. Our aim is to embed a school ethos which unifies the global dimension, sustainable development and community cohesion; enabling our children to develop a stronger sense of the need to act for local, national and global justice. Our children are our voices in the future.

If you feel you have something to offer in this area please speak to Mrs Smith. We warmly welcome input from our local and wider community.

What are children's rights?

In 1989, the United Nations General Assembly adopted the Convention on the Rights of the Child. This landmark treaty, now ratified by all but two countries on earth, spells out the rights of all children ... to health, to education, to an adequate standard of living, to leisure and play, to protection from exploitation, to express their own opinions ... and many more. All children have these rights.

Initially we will rewrite our school values with full collaboration from students, parents, carers and the local community.

Our mission statement:

'To provide high quality learning and teaching and to raise the achievement levels of all pupils' is the key driver and our renewed, revisited and re-energised values will enable us to bring it about-improving life chances for all, whilst building balanced, secure, aspirational and happy children; hand in hand with you, at home.

Our vision...

'Learning together: free to fly' ... continues to herald all we stand for.

Another step towards becoming a RRS will begin on Monday 15th November 2010 when the whole school will once again be involved in learning activities linked to national anti-bullying week. The theme for the week is 'Taking Action Together' and each year group will be focussing on a different area of learning. Some of these include cyberbullying, homophobic bullying and bullying of people with special needs and disabilities. Our pupil council as well as being involved in the Every Child Matters in St Ives initiative, will continue to spearhead and lead RRS.

Please keep an eye on our school website for further information and learning based around RRS and anti-bullying week.

Community Cohesion ...

In 1965, 75 million people lived outside their home country, today over 180+ million do.

"Our generation's greatest challenge is learning to live in a crowded and interconnected world that is creating unprecedented pressures on human society"

(Jeffery Sachs)

Community Cohesion is defined by the government as:

- a common vision and sense of belonging by all communities
- appreciating and positively valuing the diversity of people
- all those, whatever their 'backgrounds' have similar opportunities
- the development of strong and positive relationships with all members of the community: in the work-place, in schools and within neighbourhoods.

It means developing school communities to ensure children:

- a) understand and value diversity, defend human rights, are skilled in participation and are responsible for their actions
- b) are able to fulfil their potential, with no barriers to access, to participate in learning and in wider activities.

Every school's aim should be to 'mainstream' community cohesion, to take account of the different social dimensions within their community and to develop their pupils' understanding of diversity with a particular focus on:

Faith, Race and Socio-Economic Factors

We feel RRS will address community cohesion requirements naturally as it is a philosophy for the best future for all. In addition all subject leaders plan specifically for every possible development opportunity as well.

'SCHOOLS WILL RISE TO THE CHALLENGE'

Is the report from the national headteachers' union about the new budget.

Commenting on the budget cuts delivered by the Chancellor, NAHT General Secretary, Russell Hobby said:

"There are clearly difficult times ahead for all of us. We know that schools have been protected more than other services, and that they will therefore be on the front line of helping people manage through the years ahead.

The announcements today emphasise the vital role of education in securing growth and preparing young people for the future. It is also clear that, with the inevitable cuts to local services, schools will need to do everything they can to support their communities, especially those facing social and economic difficulties.

Schools will embrace greater freedom from bureaucracy if it allows us to make the right decisions for our pupils and their families.

We agree that early intervention and financial support for our most disadvantaged children and young people is essential in addressing inequities and so we welcome announcements in those areas.

Sure Start centres, schools, colleges and academies are beacons of hope for many, but they do not exist

in isolation. Whilst we welcome budgetary protection for many of these areas, we remain concerned about the wider implications for schools.

We need to understand more about the pupil premium and how it will affect the distribution of funding between schools. Although the overall figure is stable, the pattern will change and there will be winners and losers.

The school workforce is determined to meet the challenges ahead and ensure that our children get the best education and our communities get the best support. "

At SIJS we endorse all that the NAHT has said and once again, working together, we can forge ahead, equipping our children for today's society despite the stringent measures. We are here to support each other for the benefit of all our young people.

The findings from the annual parent questionnaire in July '10, together with the pupil findings will be featured in the next newsletter. I felt this was long enough!

Thank you for taking the time to read, digest and hopefully understand this one...

Sincerely Sue Smith

Further News!

We are an approved NCSL Leadership Development School- for trainee headteachers.



National College
for Leadership of Schools
and Children's Services

Schools and academies

Write Stuff News!

The Write Stuff has been an exciting initiative, well received by pupils, staff and parents and carers. Many have enjoyed storywriting alongside their children, as well as seeing them write creatively, using such an unexpectedly high level of language and sentence structures! It has also taught us all, staff included (!) to work to a deadline, spreading out a task over a series of weeks, editing, as well as enjoying imaginative storywriting.

However, we are giving the children in Years 3, 4, 5 a break, for 2 months, but will be launching again in January with renewed excitement and enthusiasm! The reason for this is not only to keep the 'Write stuff' fresh, but to shift the focus onto reading. Year 5 and 6 should be reading ALOUD to an adult at least twice a week and in year 3 and 4, children should be reading ALOUD at least 4 times a week. This needn't be very long, but real quality time sharing a book and valuing your children's interest in books and story. We would always ask you to sign the homework diaries when you have heard them read, so we can celebrate this in school as well.

To replace 'The Write Stuff' in literacy homelearning, reading comprehensions will be set by individual year groups.

Year 6 will continue to rise to the challenge of completing a November 'Write Stuff', and if any other children want to participate, then the prompt will be on the 'learningzone'.

Many thanks for your continued support

Ms Teagle - Literacy Leader



REMINDER- Learning Workshop

All parents/carers are invited to the following two sessions:

Monday 8th November	14:15 - 15:15	- Reading & Spelling
Monday 15th November	14:15 - 15:15	- Writing

Taking place in the music room with Ms Teagle.

Special Certificates and Purple Tickets

W/E 8/10/10

Class 1. Sophie Park
Class 1. Megan Hall
Class 2. Cheyne Lynton
Class 2. Jasmin Rule
Class 3. Latifa Rouissi
Class 3. Zack Broomfield
Class 3. Samwise Allen
Class 3. Amy Jaques
Class 4. Zane Langley
Class 4. Kaisha Casbolt
Class 5. Grace Vickery
Class 5. Zack Bungay
Class 6. School Trip
Class 7. School Trip
Class 8. Jack Peters
Class 8. Madison Hayward-Smith
Class 9. Karl Bruce
Class 9. Sasha Bark
Class 10. Ebby Cotterill
Class 10. Shannon Channon

W/E 15/10/10

Class 1. Daisy Bowman
Class 1. Toby Green
Class 2. Eddie Devey
Class 2. Zarah Simpson
Class 3. Madeline Cooper
Class 3. Jordan Morris
Class 4. Isobel Beach
Class 4. Akhil Pulley
Class 5. Zoe Pugh
Class 5. Zack Bungay
Class 6. Kez Goldsmith
Class 6. Olivia Mundy
Class 7. Glen Bloxam
Class 7. Beulah Fulham
Class 8. Nicky Hudson
Class 8. Jason Curtis
Class 8. Jacob Ross
Class 9. Brandon Gorton
Class 9. Erin Cook
Class 9. Chloe Palmer
Class 10. Jeremy Schmitt
Class 10. Matthew Scott

W/E 24/09/10

Year 3. Lewis Wood
Year 3. Caitlin Lawson
Year 4. Emilie Leach
Year 4. Jordon Jeffrey
Year 5. Madison Barrett
Year 5. Jake Bassett
Year 6. Charlotte Stafford
Year 6. Tyler Cooper

W/E 8/10/10

Year 3. Lucy Humphries
Year 3. Archie Hearse
Year 4. Latifa Rouissi
Year 4. Samuel Peters
Year 6. Jack Spittall
Year 6. Ebby Cotterill

W/E 15/10/10

Year 3. Eddie Devey
Year 3. Poppy Lennon
Year 4. Jade Peters
Year 4. Jenson Saunders
Year 5. Charley Fox
Year 5. Marcus Manley
Year 6. Zoe-Jade Button
Year 6. Henry Tanner



*Congratulations
Well done*