



**Blanche Nevile School**



**24<sup>th</sup> January 2018**  
**First Edition**



**Primary Newsletter**  
**(In partnership with Highgate Primary)**



**BLANCHE**  
**NEVILE**  
**SCHOOL**

**The best of both worlds**  
**for deaf children**



Dear Parents and Carers,

I started my first day at Blanche Nevile School with all staff focusing on 'What makes us great?' You can see from our 2018 'First Edition' newsletter that Ofsted agree and have told us why! This bumper 'First Edition' includes all the positive comments which Ofsted made when they visited on 28th November 2017. Thank you for your continued support to enable Blanche Nevile School to be where it is today and where it will be in the future! The Governing Body and their roles at school are included in the newsletter, as is their feedback from Ofsted, so that at forthcoming events with Governors you will hopefully get a chance to meet some of them.

Best wishes,

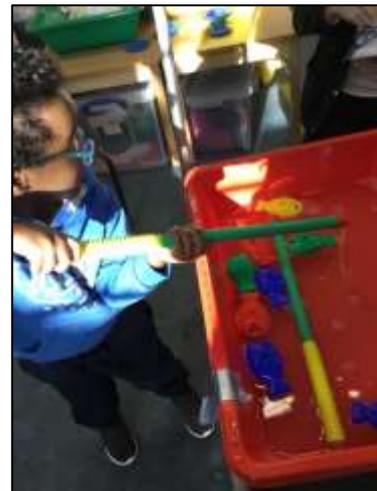
*Geraldine Santiago*

**Headteacher**



## Emily's Class

In Nursery and Reception, we are on an adventure! We have been reading a book called 'The Great Explorer' and learning about life in the arctic and the animals that live there, such as polar bears, seals, penguins, whales, snowy owls, etc. We have made our own igloo and tent in the role play area and enjoyed painting pictures of arctic animals for our display. The weather has been very cold outside too, so we've talked about how to stay warm when we're outside.



## Lauren's and Lisa's Class

This term in KS1, our topic is Toys. We are looking at different types of toys and the materials they are made from, the differences between old and new toys and we are also exploring toy shops. In maths, we are learning about money and identifying the different types of coins we use.



## Sharon's Class

In 3SM our topic is 'The Treasure of Ancient Egypt'. We have set up our role play area as an Egyptian desert, complete with palm trees, a pyramid, a sarcophagus and a sand tray for our budding archaeologists to uncover more treasures!

We also made Ancient Egyptian style jewellery which we wore in our class assembly.

Don't we look fantastic?!



## Ruth's Class

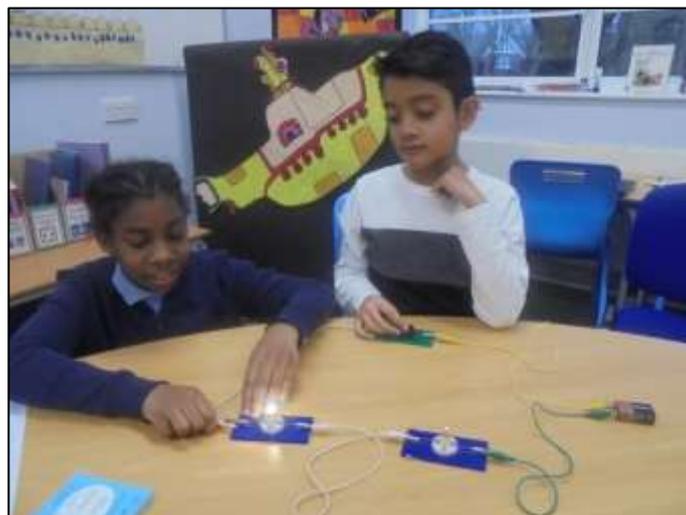
In Year 3 and 4 we have been busy immersing ourselves in Egyptian life. We started off by making Egyptian jewellery and have been travelling down the Nile looking at why the river was so important for the Ancient Egyptians. Our classroom has also been turned into a desert with a huge pyramid springing up in our role-play area.

We read the story of Egyptian Cinderella, who was called Rhodopis, and thought about how the story was different to the Cinderella story we know. Look at us acting the story out with our stick puppets!



## Ben's Class

Years 5 and 6 have been busy since the start of term! As part of our 'Swinging Sixties' topic we have been learning 60s dances in PE, comparing fashion and culture from the 60s to now in BSL and creating psychedelic paintings using Jackson Pollock splatter techniques in art. In English, we have started reading Shaun Tan's brilliant graphic novel, 'The Arrival' (excellent Youtube videos of this can be found online) and using the spectacular illustrations to make inferences and write descriptions. We have also been making circuits in science.



## Achievements and Awards

A huge well done to Harriet, Rada, Yahya and Toma for receiving the Shining Star award last week.  
Keep up the good work!



## Blanche Nevile School Governors

The role of the Governing Body is to ensure that Blanche Nevile provides a safe, secure and nurturing environment in which our pupils are able to achieve their full potential both academically and emotionally.

The Governing Body work in partnership with the Headteacher and Senior Leadership Team to set the vision, ethos and strategic direction of the school; they approve the school's policies and oversee the school budget.

Our Governing Body has members both Deaf and hearing. There can be up to 11 governors at any time, including two parents, a member of staff, a governor appointed by the local authority, the Headteacher and six 'co-opted' members from a variety of backgrounds.

Our current Governing body include:

- Chair of Governors – Jonathan Duff
- Vice Chair of Governors – Peter Harrington
- Staff Governor - Kathryn McCarthy
- Staff Governor - Jane Mervyn
- Headteacher - Geraldine Santiago
- Parent Governor - Paul Matewele
- Parent Governor - Uzma Naseer
- Local Authority Governor - Tarhe Ibehre
- Co-opted Governor - Nina Morgan
- Co-opted Governor - Kate Rowley
- Co-opted Governor - Ruth Griffiths

For more information about our school governors please visit <http://www.blanchenevile.org.uk/about-us/governors/>

## Ofsted Inspection 2017

On 28<sup>th</sup> November 2017, Ofsted inspected the school following a previous inspection in October 2017. Ofsted 2017 judged that *'This school continues to be GOOD'*.



### Effectiveness and Leadership and Management at Blanche Nevile School:

“Governors provide an effective balance of support and challenge for the new leadership team because they have a detailed knowledge of the school’s strengths and weaknesses.”

“Despite significant staff changes, the leadership team has maintained the good quality of education in the school since the last inspection.”

“Since September 2017 you (Headteacher) have restructured your leadership team to allow for a better focus on pupil outcomes, and established more consistency around measuring pupil progress. Staff feel strongly that the school has improved since the last inspection and almost all staff are proud of the school. Parents are also pleased with the improvements. As one parent said: ‘The new Headteacher understands parents’ needs.’

“Leaders and other staff have created a vibrant community with lively displays designed to support pupils’ learning and communication.”

“The leadership team has ensured that all safeguarding arrangements are fit for purpose and records are detailed and of high quality. Because safeguarding is your highest priority, leaders and governors have been able to establish a safe culture throughout the school. You (Headteacher) meet weekly with the chair of governors and safeguarding is always discussed.”

### Teaching, Learning and Assessment at Blanche Nevile School:

“Leaders and other staff have created a vibrant community with lively displays designed to support pupils’ learning and communication.”

“Progress in mathematics is rapid and sustained, particularly in number. However, pupils’ progress is variable in English. English is a second language for most of your pupils and a particular challenge for Deaf pupils. Leaders recognise this, and have responded by applying effective strategies from the primary department across the whole school. The pupils with whom I spoke had a sophisticated understanding of how challenging it can be to learn two languages with different sentence structures. They were proud of their achievements in this area.”

“Leaders and staff have continued to develop the school’s bilingual and bicultural aspects, and responded well to the challenges of working with pupils who are not only learning two languages, British sign language and English, but who also have additional learning needs.”

“You offer a broad and balanced curriculum, including four key stage 4 pathways that prepare pupils well for later life and the wider community. One parent told me that she was proud of her daughter’s achievements and described how she now had the skills to be able to go on to be a games designer in a mainstream college. All pupils leave the school to go on to further education or training.”

## **Safeguarding, Personal Development, Behaviour and Welfare at Blanche Nevile School:**

“Safeguarding is effective”

“The leadership team has ensured that all safeguarding arrangements are fit for purpose and records are detailed and of high quality. Because safeguarding is your highest priority, leaders and governors have been able to establish a safe culture throughout the school.”

“Pupils are taught how to stay safe in the community and online, and know what to do if there is a problem.”

“Leaders have used their detailed knowledge of local safeguarding issues to tailor provision, for example by adapting travel training to help pupils deal with potential risks in the area.”

## **Outcomes for pupils at Blanche Nevile School:**

“Pupils were excited to share their thoughts with me about the difference the school had made to their lives. One pupil was able to talk confidently about how the school had helped her with English grammar, and others were able to discuss not only how important it was to learn English, but the challenges they faced in learning a second language.”

“All staff contribute to the ongoing professional dialogue about pupils’ learning. This has enabled staff to identify pupils who are at risk of not meeting their targets and put interventions in place. As a member of support staff told me: ‘No child is ever left behind.’”

“We saw many good examples of staff encouraging pupils to reflect on their learning and develop independence, including in British sign language sessions.”

“Additional adults are skilled at supporting pupils’ learning and emotional needs. Staff promote pupils’ communication skills well, and encourage resilience and independence through a range of effective strategies.”

“Pupils are well-rounded individuals because they are taught to develop their understanding of Deaf issues and their place in the wider community. They learn the importance of being tolerant of the others, and are keen to help the pupils they join for inclusion lessons understand what being Deaf means. One pupil told me that being a pupil at the school has enabled her to feel ‘comfortable with hearing communities’. Another pupil felt that the school has enabled her to be ‘confident, proud and assertive’ and she is now able to ‘use sign language in front of hearing people’. Opportunities for inclusion are approached sensitively and are valued by both pupils and parents. Pupils spoke of going at their own pace and not being pushed.”

“Parents are also pleased with the support their children receive. For example, one parent said: ‘The school has done wonders for my daughter. They put me at ease. I always know what is expected of her.’”



### February Half Term

School breaks up for February Half Term on Friday 9<sup>th</sup> February 2018 at 3.30pm. School starts back on Monday 19<sup>th</sup> February 2018 at 8.45am.

### Free School Meals Renewals

**If your child's FSM eligibility expires during January or February, please remember to renew NOW!**

To renew call **020 8489 1000 (9am-5pm) have your NI number & DOB details ready.**

### Water bottles in school

Please can you remember to send your child into school with a bottle that they can refill with water throughout the day. Thank you.



### British Sign Language lessons for Parents

Dear Parents and Carers,

Just a reminder that Blanche Nevile Primary School provides British Sign Language lesson to all parents. The sessions take place every Monday from 9:30am—11:30am.

The sessions for 2018 will start on Monday 29th January at 9:30am.

### Important dates

Thursday 25th January 2018	<b>Sharon's class visiting the British Museum</b>
Friday 26th January 2018	<b>AUSTRALIA DAY</b>
Wednesday 31st January 2018	<b>Emily's class visiting the Science Museum</b>
Friday 2nd February 2018	<b>Highgate Primary Headmaster's Quiz (7pm)</b>
Friday 9th February 2018	<b>RAINBOW DAY.</b>
Friday 9th February 2018	<b>Last day of this half term.</b>
Monday 12 <sup>th</sup> February 2018 – Friday 16 <sup>th</sup> February 2018	<b>HALF TERM (School Closed)</b>
Monday 19 <sup>th</sup> February 2018	<b>Pupils return to school</b>



## Up & Coming Events

### Remark! February Half Term Play scheme 6-16 Year Old

Tues, Wed, Thurs & Fri  
February 13<sup>th</sup> – 16<sup>th</sup>  
10am–4pm

Ambler Primary School  
Blackstock Road  
N4 2DR

£2 per day  
Bring your own lunch

Please book in advance by Text or Email:  
Tel: 07949028346  
Email: [steven.wynne@remark.uk.com](mailto:steven.wynne@remark.uk.com)

