



Head Teachers Message

Dear parents / carers,

It is hard to believe that it is the end of this academic year already. We had a fantastic year and I would like to thank our staff, parents, carers and governors for supporting our provision and making Calthorpe Academy a vibrant and exciting school.

This summer term has been full of amazing learning opportunities and we would like to share with you some of the highlights of this term.

I truly believe that our Academy keeps improving and despite many challenges around recruitment, funding or lack of SEND places in the city, we have continued to thrive.

During the holidays you could benefit from some support and activities provided by the city and we have compiled for you a comprehensive list on our website: <https://www.calthorpe.thrive.ac/support-available>

It is also a time of the year where we say goodbye to our Leavers 22/23. They have been a joy to teach and we have watched them grow to become exceptional young people. We will miss them immensely and wish them all the best in their future.

I would like to wish you a fantastic summer break and look forward seeing you all in September.

Kind regards,



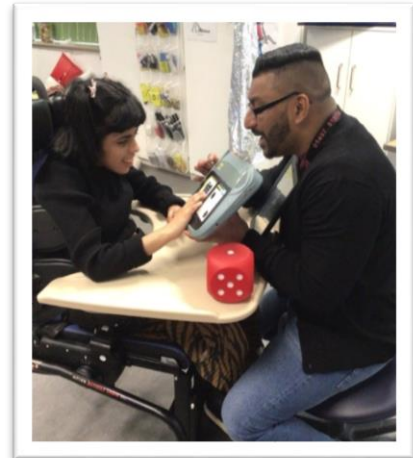
Mounir Meghalsi

Head Teacher



Quality of Education update

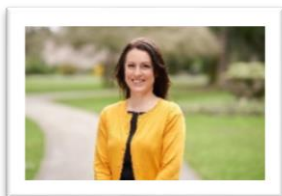
This year our learners have had fantastic opportunities to access a wide range of experiences through the delivery of our curriculum. We have worked hard over the last few years to develop our curriculum to deliver our vision of equipping learners with the skills they need to live the life they want. We ensure that our curriculum is rich in knowledge to develop these skills covering a breath of different topics and areas of learning.



We are continuing to develop how to teach more effectively using the Rosenshine Principles to underpin learning for both staff and learners. This has been really effective in supporting staff to think about how our learners acquire and retain new information and use this in everyday situations.

We are also using the Teaching Walkthrus to further develop our teaching practice. We recently looked at how we teach new vocabulary and consolidate this learning. Teachers shared good practice across the pathways during a very successful inset session. We will continue to develop this further next year.

Our lesson observation data tells us that that the vast majority of our teaching practice is good or fantastic so this shows the impact of the professional development and the hard work from our teachers and teaching assistants in providing the best opportunities for our learners to achieve.



Gemma Nicholls

Acting Deputy Head Teacher



Sports Day/ WOW Days 2023

During the month of June, the learners from Learning for Life and Engagement for Life participated in their sports day at different venues. Throughout June, Foundation for Life travelled to different venues offsite to experience a range of activities.

The Learning for Life pathway participated in their sports day off-site at the amazing Norman Green stadium in Solihull. They enjoyed lots of different activities which developed their skills in track and field events. The learners had an amazing time, participating in events such as javelin,



long jump and relays. Calthorpe were joined by two other schools in the Thrive Education Partnership Trust, Mary Elliot and Kingsbury. The learners enjoyed competing against their peers and their new friends from the other schools. They received certificates and medals for both individual and class events. A big thank you to our volunteers from King Edwards College VI Stourbridge and Eversheds for helping lead the stations and for giving lots of encouragement to all of the learners.



The learners from Engagement for Life pathway participated in their sports day on-site and it was a colourful and vibrant event, with lots of banners, balloons and posters present. The classes chose to represent a country that would be competing in the Women's football world cup this July. They participated in different types of relays including obstacles, bubbles and skittles. Learners loved the buzz of the sports hall, with lots of cheering and clapping!



Learners across the Foundations for Life pathway have been participating in a wide range of activities in celebration of 'National Sports Week'. Activities have been tailored to suit our learners' sensory preferences and needs. F1-3 attended the 'Fun Snow Park' at Tamworth Snow Dome, F7,8,9,12 attended a sensory session at Inflationation and F4,5,6,10,11 attended an outdoor adventure track at Habberley Trail. Learners

developed their independence and community skills, physical well-being skills and social awareness.



Andrew Blakeley

Assistant Head Teacher



Reading at Calthorpe



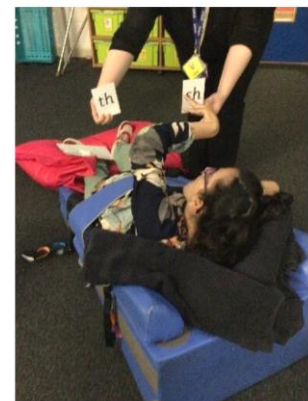
During this academic year, we have continued to work on developing learners' reading skills in a variety of ways, from early tracking skills to reading extended texts. We teach reading for purpose using different methods; referential objects, recognising environmental sounds and through segmenting and blending. Staff have received extensive training on how to deliver high quality phonics teaching to all

learners, whether that is at the phase 1 stage (environmental sounds) or the phase 2 stage (reading through decoding). We have seen good progress in our learners' attainment this year, seeing learners move from having exposure to skills to being able to generalise them. During an external review of our early



years provision from EYFS consultant Serena Caine we focused on early reading and the feedback provided was positive "Early reading is of high priority at the school. For example, children are provided with a range of different books, from audio, visual aids, books on iPads, to promote reading for pleasure. Children are being taught phonics which is enabling them to begin to decode unfamiliar words" Our learners demonstrate their ability to generalise new skills through other areas of the curriculum and during community engagement activities, including reading signs and accessing shops.

Alongside this, all learners have experienced a range of reading for pleasure opportunities which has helped to develop their engagement, enjoyment and love of stories, text and print. Activities have included sensory stories, immersive experiences, library visits, workshops and special days, such as National Storytelling and World Book Day. We have continued to develop our own library area, adding new books and texts, using our student council to share the pupil voice. Our Post-16 provision have also developed their own library area to represent the texts they are interested in reading, and we have purchased numerous subscriptions to magazines of interest, including; Beano, First News, Match of the Day, and many more.





Reading at home

Reading at home with your child promotes language and communication skills, as reading exposes them to a wide range of vocabulary, sentence structures, and storytelling techniques. It allows them to develop their receptive and expressive language abilities, enhancing their ability to communicate effectively. Reading fosters cognitive development by stimulating imagination, critical thinking, and problem-solving skills.

As a school, we are passionate about reading and want our learners to enjoy and love books as much as we do. Reading is great – Reading for pleasure is greater! We hope that some of these tips will help your family's reading journey



Create a cozy reading nook: Designate a comfortable and inviting space in your home specifically for reading. Add soft cushions, blankets, and a bookshelf filled with books or magazines suited to your child's interests.

Use visuals: Incorporate visual supports such as picture books, objects of reference, graphic novels, or books with illustrations to aid comprehension and engagement. Visuals can be particularly beneficial for children with SEN who may struggle with abstract concepts or language processing.

Read aloud together: Take turns reading aloud with your child. This interactive approach can help improve their reading skills, increase their confidence, and foster a love for storytelling.

Choose books that reflect their interests: Select books that align with your child's hobbies or favourite characters. When children can relate to the content, they are more likely to stay engaged and develop a genuine interest in reading.

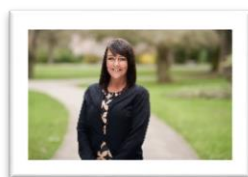
Adapt reading materials: Modify books to make them more accessible for your child's specific needs. This can involve simplifying the language, enlarging the text or pictures, using braille or tactile materials, or utilizing audio books.

Make reading multisensory: Incorporate sensory elements into the reading experience. For example, you can encourage your child to touch and feel textured pages, use scented markers to highlight important passages, or listen to background music that complements the story.

Explore different formats: Expand beyond traditional books by exploring other reading formats, such as e-books, interactive apps, or audiobooks. These alternatives can provide additional engagement and support.

Visit the library or bookstore: Take a trip to the library or bookstore to expose your child to a wide range of books and allow them to select their own reading material. These outings can be exciting and help cultivate a sense of ownership and independence in their reading journey.

Remember, the key is to make reading enjoyable, engaging, and tailored to your child's unique needs and interests. By incorporating these ideas, you can foster a love for reading and create a positive reading experience at home for your child.



Teresa Ward

Assistant Head Teacher

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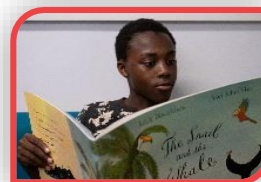
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Personal Development news



IQM Flagship Review

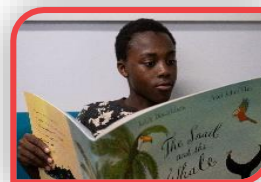
This year we have successfully maintained the second year of our Inclusion Quality Mark Flagship status. Only around 100 UK schools have achieved IQM Flagship School status. This award recognises those unique schools who have held IQM Centre of Excellence so this is something we are exceptionally proud of!

Our three targets for our second-year project were recently evaluated and we have successfully achieved them. Our targets consisted of

- 1. Providing a structured programme of engagement of learners between mainstream and specialist settings*
- 2. Raising the profile of additional needs and staff skill sets in order to accommodate learners that have ASC, PMLD, SLD*
- 3. And developing a model of paid work and volunteering opportunities from Year 9 onwards.*

We would like to express our gratitude to all the pupils, Jakeman Nursery and Clifton School, who collaborated with us and made it possible for our learners to be included in their settings, employer representatives from work-experience placements that support our learners, such as Tesco's and Birmingham Children's Hospital (Liver Unit), HS2 and our teaching staff, SENCO, our Transition Team, Learning Mentors and a member of our Local Governing Body, for sharing their enthusiasm, views, experiences, and contributions of how we can remove barriers for our learners to access an inclusive education and an enhanced career provision.





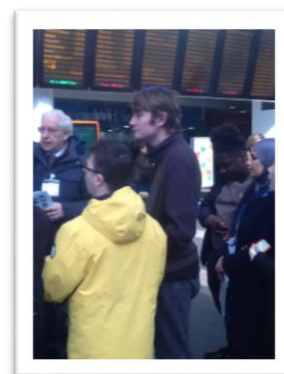
Unicef Rights Respect Schools Silver Award

As stated in the Rights Respecting School Award Strands and Outcomes, UNICEF UK has given us this award for being a school that has made good strides towards incorporating children's rights into the school's policy, practice, and ethos.

Since beginning our Rights Respecting journey, our school community has progressed from Bronze to being committed and working towards becoming rights aware. In order to construct a school charter outlining standards for students and staff regarding respectful relationships at school, teachers and students chose four of the children's rights articles that mean the most to our community as a whole.

As the whole school community, we have concentrated on teaching and learning about rights through curriculum development, assemblies, enrichment and charity days/weeks, and school displays, as well as training for all staff members across the school and the Local Governing Board. Staff members who model language and attitudes that respect children's rights have helped to improve teaching and learning through rights, and the student council has served as a steering committee for decision-making about school life and the planning of events that engage students from all curriculum pathways. We have integrated children's rights content into our PSHE curriculum and the SMSC Thought of the Week, which focuses on local and international news events, enabling some students to become advocates for the rights of others. A great example of how some of our learners are becoming rights respecting citizens is how they had learnt about those effected by the earthquakes in Syria and Turkey and organised a charity cake sale to raise funds for the Unicef appeal.

If you wish to read the full reports both can soon be found in our 'Awards' section on our website.



Laura Williams

Assistant Head Teacher



Parental Engagement

We have had a busy term with lots of very successful workshops these include, communication workshop, well-being workshop, building resilience in relationship session, well-being session, sensory workshop, Databank surgery, PHSE session and much more.

The turnout was amazing and I would like to thank all the parents who attended these workshops.

Here is some very positive feedback from parents:

"Brilliant workshop and facilitation – excellent resources provided" Well-being session

"I have learnt how to support my child" PHSE session

"That's a lot of money I will be saving" Databank surgery

"Very good session" Visual support workshop

We are looking forward to the summer term and we'll be bringing once again some very exciting workshops for you, please complete the survey below to share your interests with us for future workshops.

https://forms.office.com/Pages/ResponsePage.aspx?id=2pbqpGRmVEuSIY_ZosYikh4FuGKsyb1BrynsKdaL6cVURE80WlQ4SzUyS0EySVhVVVFFQ081M08wRy4u

Partners across Birmingham are connecting together to support families who want early help, you can request support by completing the family connect form below for self-referral.

[Birmingham Children's Partnership - Resources](#) | [Birmingham Children's Partnership - Resources](#) | [Birmingham City Council](#)



Masuma Rajwani

Family Support Coordinator

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Attendance update

Congratulations to all those with wonderful attendance; more than half of our students gained at least 90% attendance which is a fantastic achievement!

Attendance Prizes are being awarded to our highest attenders over the coming weeks. Prizes range from Kindle Tablets to headphones to sensory toys.

Leave in Term Time (Holidays In Term Time)

The six weeks school holidays are nearly here and many parents wonder about whether they can go on holiday early or during term time. We are really clear that going on holiday in term time is unlawful unless you have the advance permission of the head teacher to do so. **By law, leave in term time (holidays) can only be granted in exceptional circumstances and because of this, almost all holiday requests are denied and parents may be issued with a fixed penalty notice or court fine by the Council.** Some of our parents have had fines from the council for holidays taken during term so we encourage parents to please not book holidays in term time. Every day in school is precious.

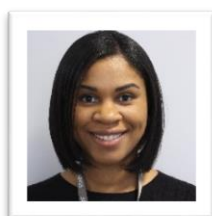
Reporting absences: DON'T FORGET TO CONTACT THE SCHOOL TO REPORT STUDENT ABSENCES.

Medical/Other appointments

To reduce avoidable absence, please book routine appointments like dental check-ups outside of school hours. Where this is not possible, we encourage people to book appointments at the start or the end of the day to minimise disruption and maximise your child's time at school. Please contact us on 0121 773 4637 daily regarding student absence.

Term end - the last day for learners is Monday 24th July

Reminder – Please check the app for updates including attendance reporting, term dates and closed days



Simone Studley

Attendance Officer