



## Head Teachers Message

Dear parents / carers,

As we conclude another successful academic year at Calthorpe Academy, I want to extend my gratitude to our dedicated staff, supportive families, and remarkable learners.

This year, we celebrated numerous achievements, including receiving the prestigious IQM Flagship Award for our ongoing commitment to inclusion and the potential for the UNICEF Rights Respecting School Gold Award. Our curriculum continues to evolve, providing enriched, personalised learning experiences that meet the unique needs of our diverse learners.

Despite our successes, we have faced significant challenges, particularly around transport for our post-16 learners. Starting next September, changes in transport policies will impact our provision but we are working extremely hard to manage this new situation. We will continue to assess the situation in the new school year and will make any adjustments needed based on capacity and needs.

We are proud of the progress and accomplishments of all our learners, who have shown incredible resilience and dedication throughout the year. Our community's strength lies in its diversity, creativity, and unconditional care for one another. Looking ahead, we are excited to continue our journey together, building on our achievements and addressing the challenges we face.

Thank you once again for your continued support. Have a wonderful and restful summer break.

Kind regards,



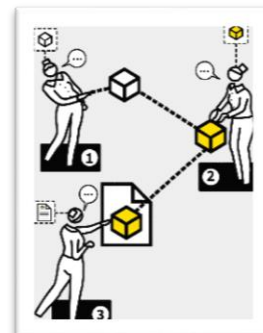
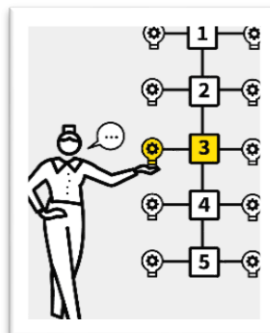
**Mounir Meghalsi**

*Head Teacher*



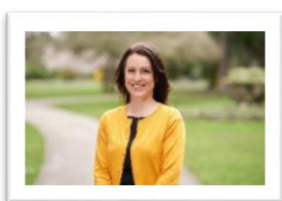
## Quality of Education update

This year, to enhance the delivery of our rich and varied curriculum, we have continued to integrate the Rosenshine Principles into our teaching methods. These principles help us understand how our learners acquire new knowledge and apply it in their daily lives. Additionally, we have incorporated the Teaching Walkthrus to further develop our teaching practices.



We have identified a core set of strategies that align with our vision and curriculum, and throughout the year, we have provided continuous professional development (CPD) focused on these areas. Our teachers have actively shared their effective classroom practices with their colleagues as part of this professional development, fostering a collaborative learning environment. One area of focus for example was the use of task analysis and how we break tasks down into small steps to teach them so that learners have clear steps to follow with support and opportunity for repetition.

Our lesson observation data reveals that the vast majority of our teaching practices are good or fantastic. We have seen improvements in all areas of our framework over the academic year. Assessment for learning has improved, demonstrating a positive impact of this work on teaching and learning. It has improved our understanding of how to support our learners to learn and develop their knowledge and skills. This positive feedback demonstrates the significant impact of our professional development efforts and highlights the dedication of our teachers and teaching assistants in providing the best opportunities for our learners to succeed.



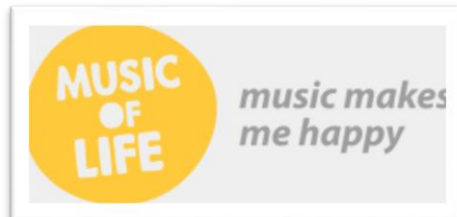
**Gemma Nicholls**

*Deputy Head Teacher*



## Music of Life "I Sing Out Loud Concert"

In a heart-warming display of unity and talent, our school choir joined forces with pupils from St Ann's Catholic School for an unforgettable evening concert to celebrate Music of Life's 20 year anniversary.



The concert was held at the packed Calthorpe Creative Arts Studio, the event celebrated the power of inclusivity and the joy of music. The concert, themed



"I Sing Out Loud" featured a variety of performances that showcased the remarkable talents of both our Learning for Life learners and mainstream pupils. The event aimed to foster a sense of community and understanding, breaking down barriers and highlighting the unique contributions of each learner.

Congratulations to the pupils from both schools, the dedicated Music of Life Team and school staff who took part in creating a memorable and enriching experience for all!



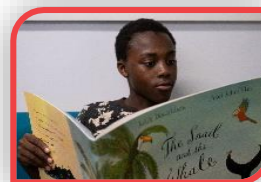
**Laura Williams**

*Assistant Head Teacher*

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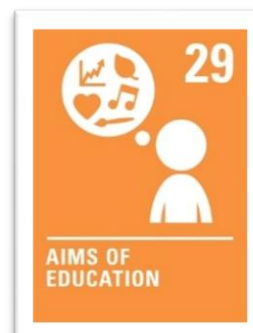
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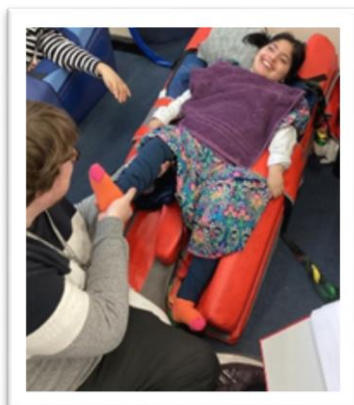
## Inclusion Quality Mark Flagship Review

We are proud to announce that we have maintained our IQM Flagship status during our recent review of the end of our 3 year inclusion project which had focussed on the following developments:



1. Continuing to working with employers to make reasonable adjustments for learners with SEND
2. Creating further opportunities with local mainstream provisions for themes related to sports, arts, enrichment, charity days, and rights respecting.
3. Supporting other providers and sharing good practice
4. Further developing our Curriculum Pathway Strategy using research informed practice to inform our offer and CPD of staff at Calthorpe

As an IQM (Inclusion Quality Mark) Flagship School, a prestigious accolade that highlights Calthorpe's exceptional commitment to inclusivity and educational excellence.



The IQM Flagship Status is awarded to schools that demonstrate not only consistent high standards in inclusive education but also a willingness to share best practices and contribute to the wider



educational community. This achievement reflects our dedication to ensuring every learner, regardless of their background or abilities, has access to high-quality education and support.



**Laura Williams**

*Assistant Head Teacher*

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## Engagement for Life

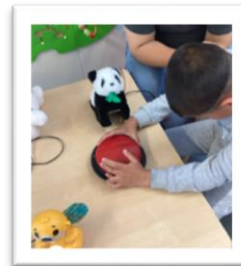
We are delighted to share exciting developments in our ongoing efforts to support the expressive communication skills of our learners with Profound and Multiple Learning Disabilities (PMLD) and Severe Learning Difficulties (SLD) within the Engagement for Life Pathway. By incorporating the Communication Matrix into our curriculum, we have seen significant positive impacts on our learners' ability to express themselves, the relationships between learners and staff, and our staff's professional development. This initiative also aligns with the United Nations Convention on the Rights of the Child (CRC), particularly Articles 12 and 13.



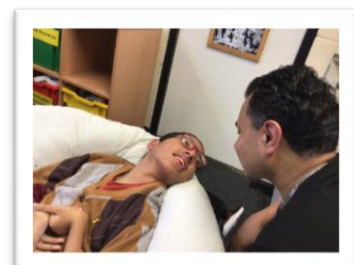
The Communication Matrix is a comprehensive assessment tool designed to help teachers and parents understand the communication abilities of individuals with complex communication needs. Fitting this into our curriculum has allowed us to tailor our teaching strategies to each learner's unique needs and track their progress in developing expressive communication.

This has had a significant impact on empowering our learner's voices by identifying each learner's preferred methods of communication whether they are gestures, vocalizations, or assistive technologies. This understanding has empowered our learners to express their needs, preferences, and emotions more effectively.

It has also enabled our learners to participate more actively in their learning, decision making and promoted their right to be heard (CRC Article 12).



We are incredibly proud of the progress our learners have made in developing their expressive communication skills. The integration of the Communication Matrix into our curriculum has not only amplified their voices but also strengthened the relationships within our school community and enhanced our staff's professional capabilities. We remain committed to fostering an inclusive and supportive environment where every learner's voice is heard and respected.



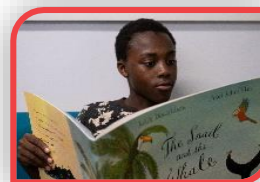
**Laura Williams**

*Assistant Head Teacher*

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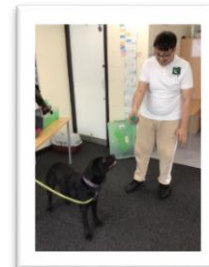


## Learning for Life

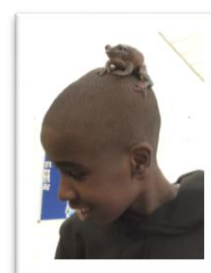
It has been a busy and exciting Summer Term for our learning for life pathway.

### Emotional regulation

Alongside 'Zones of Regulation' that we have implemented this year we have utilised funding to support our learners to develop their emotional regulation and improve their physical health and wellbeing by using animal assisted therapy (AAT) with Critterish Allsorts also known as 'pet therapy'.



Our secondary aged learners have benefitted from accessing this holistic therapy tool enabling them to demonstrate curiosity in the range of animals used in the sessions. These included a chinchilla, rabbits, frogs, a tortoise, several creepy crawlies and a very playful dog! Learners have amazed us with their confidence and willingness to participate each week. The progress seen with learners' emotional regulation, social skills when the animals are present is remarkable and we hope to continue these skills through similar sessions in future.

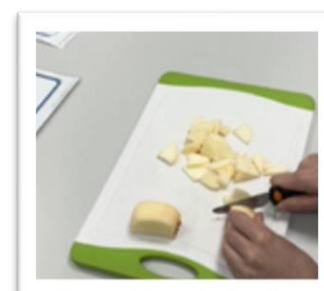
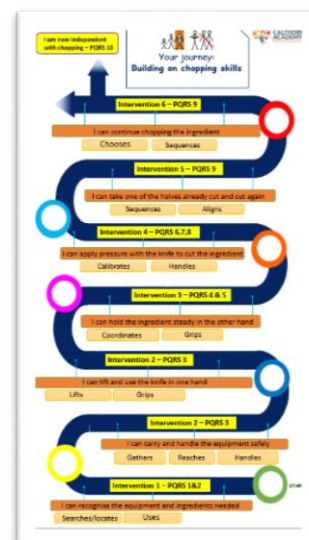


### Curriculum Development

Our curriculum development has continued and we have been expanding our food prep curriculum offer working with Coventry University to develop the 'kitchen confidence' project. Two occupational therapy 3rd year students have worked alongside our staff to enhance the learner's experiences during food prep. We believe that learning to prepare food is not only a vital life skill but also an excellent way to build confidence, foster independence, and encourage healthy eating habits among our learners.

The project focused on four key fundamental skills: chopping, peeling, spreading, and opening packets. These skills have been broken down into steps that our learners have been able to access during the sessions enhancing their understanding of nutrition, improving fine motor skills, and promoting social skills through collaborative cooking activities. We use specially adapted kitchen tools to ensure all learners can participate safely and effectively and have explored recipes from different cultures to broaden learners' horizons and appreciation for diversity. Learning to prepare food equips learners with essential skills that they will carry with them throughout their lives

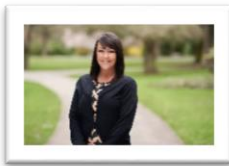
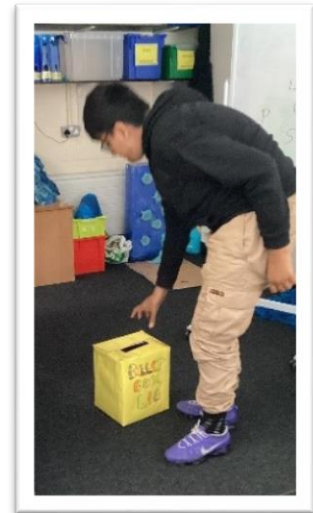
We encourage our parents to be involved in this journey. There are some ways you can support this at home by engaging your child in simple cooking tasks at home to reinforce what they learn in.



## Citizenship

In July Learning for life held a general election in line with the one taking place in the UK aiming to provide learners with a practical understanding of the democratic process, while reinforcing key British values such as the rule of law, individual liberty, mutual respect, and tolerance. Learners were given information about what it meant to vote and how the government is run. Learners read 'manifestos' which explained what the key parties were about and what policies they were going to introduce.

This was an opportunity for learners to see what voting would be like before they are able to exercise their own right to vote and they learnt about the importance of voting and how it shapes society. The votes were cast independently and counted by staff, resulting in a Labour majority not too different to the results across the country. Understanding and participating in the electoral process is a fundamental aspect of citizenship education and this will enable our learners to have an interest and understanding of politics and be able to make informed choices about their government as they get older.



**Teresa Ward**

*Assistant Head Teacher*



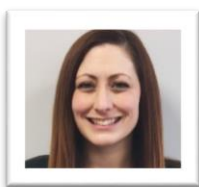
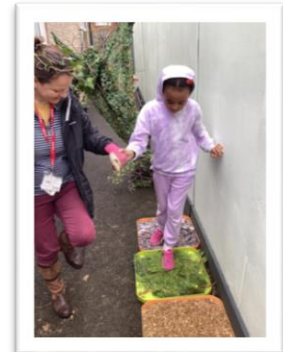
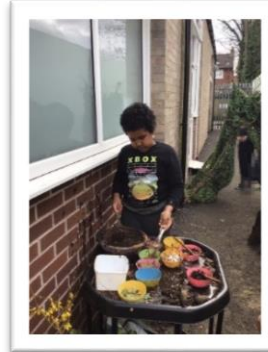
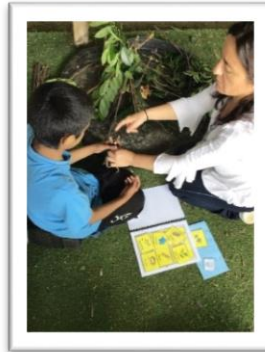
## Foundations for Life

This year has been filled with exciting developments within our Foundations for Life Pathway.

We have introduced visual workbooks across our vehicles for learning. This initiative has improved our learners' engagement and comprehension within lessons, allowing them to develop their vocabulary and further their independence skills. These workbooks provide a visual support that makes learning more accessible and enjoyable for our learners.

Our My Outdoor School provision has been enriched. We have worked alongside outdoor learning experts including the Wild Life Trust to develop a range of new and exciting activities and resources, fostering a deeper connection with nature and outdoor learning. We have also enhanced our My Outdoor Garden area with the addition of AstroTurf and a greenhouse, making it easier to use all year round, regardless of the weather.

Furthermore, we have developed our My Food Skills provision. This vehicle for learning offers our learners practical and essential life skills through hands-on cooking experiences. These activities not only teach valuable culinary skills but also promote healthy eating habits and independence.



**Laura Lee**

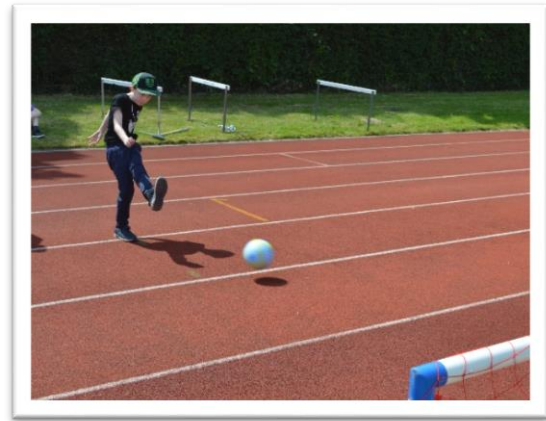
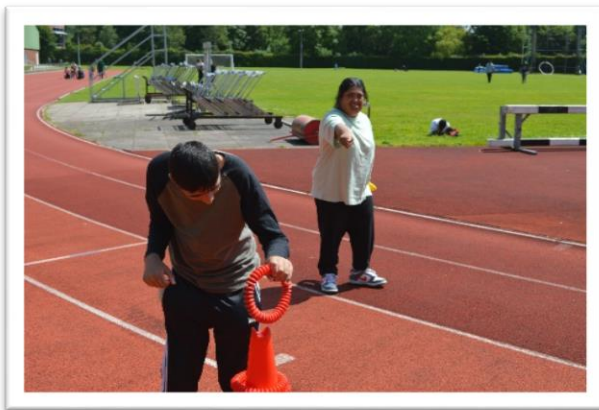
*Assistant Head Teacher*



## Sports Days 2024

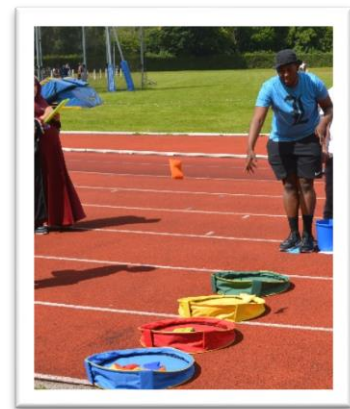
During the month of June, learners from our Learning for Life and Engagement for Life pathway participated in their sports day at different venues.

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. The learners enjoyed competing against their peers and scoring lots of points. They received certificates and medals for both individual and class events. A big thank you to our volunteers from Eden Girls School, Willmott Dixon and Eversheds for helping lead the stations and for giving lots of encouragement to all of the learners.





Learners from our 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 Olympics this July. They participated in different types of stations including, basketball, target throwing and skittles.



Learners loved the buzz of the sports hall, with lots of cheering and clapping!

Learners from the Foundations for Life pathway enjoyed inflatables in the school sports hall during their Sports WOW Day. This fun and engaging event helped learners develop their motor skills, coordination, and independence, while also allowing them to generalise skills learnt throughout the year. The day was a resounding success, filled with laughter, smiles, and memorable moments that highlighted the importance of physical activity in fostering their development.



**Andrew Blakeley**

*Assistant Head Teacher*



## Parental Engagement

We have had a busy year with lots of very successful workshops these include, communication workshop, well-being workshop, Sensory workshop, Databank surgery, PHSE session, Zones of Regulations and much more

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

Here are some very positive feedbacks:

- *“Very useful to have new perspectives and ideas to address concerns and emotional dysregulation” – Zones of Regulation*
- *“Brilliant workshop and facilitation – excellent resources provided” Well-being session*
- *“I have learnt how to support my child” PHSE session*
- *“This workshop was so helpful” Makaton workshop*





We are looking forward to the next academic year 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\\_ZosYjkh4FuGKsyb1BrynsKdal6cVURE80WlQ4SzUyS0EySVhVVVFFQ081M08wRy4u](https://forms.office.com/Pages/ResponsePage.aspx?id=2pbqpGRmVEuSIY_ZosYjkh4FuGKsyb1BrynsKdal6cVURE80WlQ4SzUyS0EySVhVVVFFQ081M08wRy4u)

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.

[https://www.birmingham.gov.uk/info/50224/birmingham\\_childrens\\_partnership/2156/birmingham\\_childrens\\_partnership\\_-\\_resources](https://www.birmingham.gov.uk/info/50224/birmingham_childrens_partnership/2156/birmingham_childrens_partnership_-_resources)

Bring it on Brum! Is running FREE activity clubs in Birmingham for those aged 4-16 who are eligible for benefits-related free school meals. Throughout the summer school holidays. Take advantage of these fantastic FREE holiday clubs across Birmingham so your child/children can have a fun-filled and safe holiday!

You will need this code to book your summer holiday activities through the Bring it on Brum! website or directly with the holiday club of your choice.

<https://www.bringitonbrum.co.uk/>

Your summer Bring it on Brum! (HAF/FSM) code is: "330 7013"

Have a lovely holiday!!!!



**Masuma Rajwani**

*Family Support Coordinator*



## 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 have been awarded to our highest attenders this week. Prizes given are Kindle Tablet.



### *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 as 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 **Thursday 18th July 2024.**

**Reminder** - Please check the app for updates including attendance reporting, term dates and closed dates. Pupils to return to school on **Wednesday 4<sup>th</sup> September 2024**



**Rabia Hassan**

*Attendance Officer*

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