



# Bramham Newsletter

## Excellence for All

Dear Parents and Carers,

Who would have thought it—not so long ago, we were shin-deep in snow (depending on our height!) and the school vista was beautiful despite it being truly treacherous around the village. I have had some lovely reports from parents about happy memories being made on our snow days however I would like to say thank you for your understanding during those two days, I realise it may have been difficult for some of you to make last minute arrangements.

We are well and truly into our Spring Term now and Easter is fast approaching. We've had such a busy term and the children as always, have been working hard and approaching their learning with gusto!

We continue as a Federation to achieve and provide *Excellence for All* and in this way, we strive to toward a broad and generous curriculum filled with opportunity and excitement. We were all thrilled with our Ofsted outcome and this is a lovely opportunity to share with you some of the letters and acknowledgements we have received from the Local Authority and our local councillors. We are also very proud to share that we received confirmation from Nick Gibb that Bramham Primary School achieved the status of being in the top 1% of the country for Reading due to our Outstanding results last year.



Mrs Sarah Richards  
Executive Headteacher  
Bramham Primary School  
Clifford Road, Bramham  
West Yorkshire  
LS23 6JQ

Councillor Gerald Wilkinson  
Councillor John Procter  
Councillor Alan Lamb  
Conservative Group Office  
2<sup>nd</sup> Floor East  
Civic Hall  
Leeds LS1 1UR  
Tel: 0113 37 88557  
14 February 2018

Dear Mrs Richards,

As your local ward councillors, can we pass on our congratulations on receiving an excellent Ofsted report following the inspection in January.

It was heartening to read that the inspectors made special note of the strength of the leadership team and how that is bringing about a culture of 'high expectations and excellence in teaching' within the school and that this is being felt through an increase in pupils at Bramham Primary which is now a popular choice.

Looking forward, we wish to continue assisting the school and governors in any way we are able – please do not hesitate to contact us if you require any help or support.

Once again, congratulations on maintaining Bramham Primary's 'good' rating.

Yours sincerely,

Councillor Gerald Wilkinson  
Wetherby Ward

Councillor John Procter

Councillor Alan Lamb



Children's Services  
PO Box 637  
Leeds City  
LS1 9PZ

Contact: Andrew Eastwood  
Tel: 0113 3783626  
[andrew.eastwood@leeds.gov.uk](mailto:andrew.eastwood@leeds.gov.uk)  
7 February 2018

Dear Sarah

Short Ofsted Inspection of Bramham Primary School

Please accept our congratulations for the successes that were recognised in your inspection report

Receiving a good outcome, especially under this challenging framework, is a significant achievement and we are really pleased for you, the staff, governors and children. You must feel proud of what you and your team have achieved.

We know that the effectiveness of a school is due to a strong team effort, based on many long hours of hard work, diligence and reflective practice; these traits have contributed to your judgement.

Thank you so much for all that you are doing and please accept our very best wishes for your future achievements. We know that you and the school team will build on these successes and continue to improve.

Once again well done, thank you for your hard work and good luck with the next stage of the journey.

Yours sincerely

Andrew Eastwood  
Chief Officer - Learning Improvement  
Children's Services



Rt Hon Nick Gibb MP  
Minister of State for School Standards  
Sanchary Buildings, 20 Great Smith Street, Westminster, London, SW1P 3BT  
Tel: 0370 000 2288 [www.education.gov.uk/help/contactus](http://www.education.gov.uk/help/contactus)

Mrs Sarah Richards  
Executive Headteacher  
Bramham Primary School  
Clifford Road  
Bramham  
Wetherby  
West Yorkshire  
LS23 6JQ

29 January 2018

Dear Mrs Richards,

I would like to congratulate you, your staff and your pupils on your school's very high standard of achievement in reading in the 2017 key stage 2 assessments.

Your school's results, as published on 14 December, show that 100 per cent of your pupils reached or exceeded the expected standard in reading at the end of key stage 2. This means that your school is in the top 1% of primary schools in England for achievement in reading.

We want to ensure that every child has the necessary fluency in reading to prepare them for a successful secondary education and beyond, and your school has provided this to all your pupils.

Thank you for your hard work and professionalism in producing such high standards and congratulations again to you and your staff for all you have achieved.

With best wishes.

Yours sincerely,

Rt Hon Nick Gibb MP

A special thank you also to our fabulous FOBS who have been working really hard and have been so generous with their time (the outdoor classroom is looking fabulous!) and thank you to everyone who has volunteered to support our fabulous school in raising money for our I.T. / computing equipment...we can't wait to start using our new interactive whiteboards!

As always, please don't hesitate to be in touch should you wish to speak with your child's teacher; if you would like to pop in to see our classrooms and the books you are always more than welcome and of course both Mrs Wilson and I are here should you wish to talk through any queries / ideas with us.

Wishing you all a very Happy Easter and relaxing break with your family over the holiday, we'll see you back in school on Monday 16th April 2018.

Mrs Sarah Richards, Executive Head Teacher.



## **School Development Planning; Our Strategic Vision mid-year UPDATE**

I continually welcome external validation sources and advisors to audit and scrutinise our practice as a Federation of schools in order that we can be the VERY best and so that we can continually evaluate our provision for children. It was wholly reassuring that earlier this year, OfSTED inspectors were overwhelmed with our practice and we eagerly await their return to confirm our Outstanding status.

In response to our Ofsted visit, the governors and I have updated our School Development Plan (SDP). We have retained writing progress as our top priority and have looked in-depth at the data provided in our December assessment material and historical data to highlight a new priority for continuation throughout the rest of this academic year:

### **We now have 6 Major Intentions within our School Development Plan this year:**

**1. To target WRITING throughout the Federation to ensure good progress is made from KS1 to end of KS2.** Please see page 6 for an English update and ways in which you can support your child at home. I have also included on pages 8&9 our spelling support document for you to have a go with your child/ren at home!

**2. To continue to develop SITE (Science / Innovation / Technology / Engineering) within the Federation for a unique, reinvigorated and integrated approach to the delivery of Science, Computing, Innovation and DT across the Federation.**

Reminder: If you feel you could contribute to our curriculum in sharing your expertise linked to Science, Innovation, Technology and Engineering, please do not hesitate to be in touch with Mrs Kirby (Bramham) or Mr Rugg (Shadwell) - we would welcome your contribution! (See article on page 7)

**3. To continue the development of Personal, Social, Health Education (PSHE) and the integration of meaningful Social, Moral, Spiritual and Cultural links (SMSC), including British Values and Social, Emotional Mental Health (SEMH) across the Federation, impacting on day to day learning and living and developing our ethos and family culture across the Federation.**

Update: we have now submitted our accreditation for our work with Social, Emotional, Mental Health work in both schools—will have a Mindmate external inspection throughout the Federation to validate the quality of our work externally.

**4. To engage further with meaningful curricular links and purposeful learning to ENRICH learning across the Federation.**

This objective overlaps with the three areas outlined above; incorporating SITE with Writing and SMSC into all areas of the curriculum so that all aspects of the curriculum can be taught through a topic. The theme of our Topics next term will be 'Looking all around me, can I make a difference?'

**5. To continue to increase further CAPACITY within the Federation, fostering a culture for leadership, responsibility and accountability through subject development and to continue to nurture and teach new staff, ensuring their development in the provision of 'Excellence for All'.**

Ofsted were highly complimentary of the leadership throughout school. Excellence in leadership throughout the Federation I believe, runs through every vein of school. This ranges from the way in which our teachers lead their children, curriculum and classroom staff; to the way in which our head cook holds high expectations of the food presented and served to children; to the way in which my governors and I make and implement strategic vision and goals for the Federation schools.

**NEW: 1a. (Following Ofsted, January 9<sup>th</sup> 2018) Have a full understanding of the pupil premium spending and that this funding results in more disadvantaged pupils attending school regularly and making the same good progress as their peers in reading, writing and mathematics.**

Last academic year's internal tracking of children's progress seemed to suggest that in both Shadwell and Bramham Primaries, children in receipt of an additional premium, had made less progress than those who were not in receipt of this. Data for this year looks very promising and it would seem that we are starting to 'narrow the gap' significantly for these children. I am statutorily bound to share with you our expenditure for Pupil Premium and as such, previous and predicted expenditure is available on our websites.

## Shadwell and Bramham Federation Governors

Some of our Governors will be available throughout Parents' Evening in Shadwell Primary if you would like to stop and chat with them; they will be seated in the hall and have asked me to tell you that you are most welcome to approach them at any point in the evening to chat about our school:

**2.30—4pm: Jean Dent**

**4pm—6.30pm: Sue Morgan, Andy Briggs,**




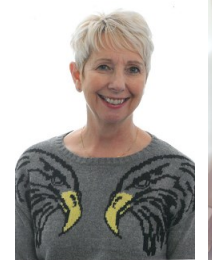


**6.30 pm—7.30pm: Ellie Fitzgerald and Lalitha D'Souza**

Our Governors are a talented and voluntary committee who have a range of experiences; they meet regularly with myself to support, strengthen and question Federation strategy; ensure we meet the needs of all children; fulfil statutory requirement and they have responsibility for the oversight of budgetary expenditure. The Governors' **profiles are available on the website** and they audit their skills annually, to ensure there is a breadth and depth of expertise within the board. We have super links between our Governors and the PTA and our **governors come into school regularly** (depending on their role); this ranges this term from spending a day in both schools auditing provision for our children with a additional needs to leading sessions on engineering and industry (linked to SITE).

We were sad to say goodbye to Kathryn Wilkinson as she left her post as Vice Chair for the Federation to become a Chair of Governors in Cross Gates at the end of January.

I would also like to say thank you to Kate McKinlay who has been a Parent Governor for the Federation for the last 3.5 years and who now due to work commitments, has taken the decision to 'retire' from her role as Pupil Premium Governor, Head Teacher Performance Management Governor and Vice Chair of Teaching and Learning committee.

Kate and Kathryn both brought with them a wealth of knowledge, support and enthusiasm into all aspects of their Governance. Thank you Kate and Kathryn for your dedication, time and rigour! Your knowledge and expertise will be missed.

					
Andy Briggs	Beverley Mitchell	Ellie Fitzgerald	Jean Dent	Lalitha D'Souza	John Macintyre

					This could be you!
Paul Menham	Sue Morgan (Chair)	Mrs Wilson (Deputy Head)	Mrs Richards (Head)	Anthony Blackwell	2 x VACANCY + <b>1 x Parent Gov</b>

### Shadwell and Bramham Federation Governor **VACANCIES**

We currently have three Governing vacancies: two co-opted Governor places and one Parent Governor. If you would like to apply as a **Parent Governor**, please fill in the relevant paperwork and hand in to the office, addressed F.A.O. Mrs S. Richards, Head Teacher by **MONDAY 16th APRIL**. Your expertise and the skills you are able to offer, will be considered and referenced against the Governor skills audit and the existing needs of the Governing Body. Being a Governor is a rewarding and fulfilling position to hold within a successful Federation like ours; it requires some availability for meetings during the day which are usually held either on Monday or Friday.

## Parents' Questionnaires—Your Responses

Thank you to everyone who filled in the Parent Questionnaire in January. The results have been scrutinised and presented to Governors. Responses were overwhelmingly positive and there were some super recommendations and ideas from many of you - thank you. Despite the majority of you being in agreement with homework and knowing your child's progress, I felt these areas (which I believe to be intrinsically linked), needed exploring further and required development/improvement as there was a slightly bigger number of you not in agreement:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1. My child is happy at this school	82.42%	16.48%	1.10%	0.00%	0.00%
2. My child feels safe at this school	87.78%	10.00%	1.11%	0.00%	1.11%
3. My child makes good progress at this school	67.78%	25.56%	3.33%	1.11%	2.22%
4. My child is well looked after in this school	78.89%	20.00%	0.00%	0.00%	1.11%
5. My child is taught well in this school	80.00%	16.67%	1.11%	1.11%	1.11%
6. My Child receives appropriate homework for their age	57.78%	31.11%	6.67% (6 people)	1.11% (1 person)	3.33% (3 people)
7. This school makes sure pupils are well behaved	78.89%	18.89%	2.22%	0.00%	0.00%
8. This school deals effectively with bullying*	60.00%	13.33%	0.00%	0.00%	26.67%
9. This school is well led and managed	70.00%	25.56%	1.11%	0.00%	3.33%
10. This school responds well to any concerns I raise	63.33%	25.56%	1.11%	0.00%	10.00%
11. I receive valuable information from the school about my child's progress	61.11%	31.11%	7.78% (7 people)	0.00%	0.00%
12. Would you recommend this school to another parent?	72.22%	24.44%	0.00%	1.11%	2.22%

My Senior Leaders and I have reviewed what had been in place for the children in Key Stages 1 and 2 for homework and I have made some changes for the children in **Key Stage 2** (based on some parental suggestions and our own professional knowledge of what will be most beneficial for the children's learning) .

We have worked closely with our governors and staff to ensure that the new homework expectations will be manageable for our children. The 'manageability' of homework has been a priority whilst making these changes, given the value of being a part of an after school club. The Governors and I do not want homework to replace any of these activities; after all, as we outline in our Federation Mission Statement, we only get one chance at childhood. Clubs and activities after school support the development of social skills of children (eg. dance / cubs) and promote independence and life skills (eg. swimming).

Children in KS2 will now receive an **English task one week and the following week they will receive a Maths task**. Children requiring additional support may get further tasks in the week to help consolidate skills. Children may also be given a consolidation activity at the end of a unit of learning.

Homework will be **given out on a Thursday**. This is to be returned the **following Tuesday**, providing children with two weekdays and weekend time to complete their homework.

We would like children to discuss their homework with their parents / carers in order that children develop the skills of explanation and reasoning; for parents / carers, this gives the opportunity to support their child in correcting any errors or to make suggestions towards developing the piece of work their child has done.

The homework that is **currently in place will not change** as Reading, Spelling, Times Tables and KIRFs (Key Instant Recall Facts in maths) are fundamental to supporting children's learning.

You will receive a detailed explanation of homework expectations at the front of your child's new homework book.

*Continued...*



Continued...

**PROGRESS MORNING - coming up! SAVE THE DATE: Friday 25th May 2018**

One of the statements in the questionnaire is, **'I receive valuable information from the school about my child's progress'**.

In order you feel as parents, that you are able to witness and enjoy the progress your children have made this year, (as well as Parents' Evening (Tuesday 27th March) and a full School Report in July), I would like to warmly invite you into school to share **special time with your child in our French Café for 'Progress Morning'**. Here, you and your child can take all of their school books and sit down together in the café. Here you will be able to treat yourself and your child/ren to a hot chocolate and croissant, or maybe a fresh jus d'orange and patisserie fancies...you can even practise some French speaking whilst ordering from the menu! .

This, I believe, will be a lovely opportunity for Mums and Dads to spend a little quality time with their child in praising all they have achieved in every curriculum area since they started their class in September. **Class Rec / 1 / 2 Café will be opening in the morning and Classes 3 / 4 / 5 / 6 Café in the afternoon** (await further details for time / collection of children and dress code for children! etc.)



**OUR ETHOS**

Our weekly Ethos Statements are **visible throughout school**; they are the focal point of our **assemblies** and they are **tweeted** each week to parents to talk through with children. Our teachers aim to include the purpose of the Ethos **within their lessons** and the children are able to share what the Ethos for the week is. The Ethos Statements were **written by our children** and they mirror the way our children have decided they would **like the school to 'be' and feel**.



Spring 2 Thinking of Others	Welcome others to our school family.
	Treat others as you wish to be treated'
	"Kind words are short and easy to speak....." Mother Teresa, 1910 -1997
	Never leave people out, let them join in.
	Do one good thing on purpose today to make someone happy.
Summer 1 Looking all around me	'Love is patient, love is Kind.' 1 Corinthians 13; 4 – 5
	Forgive and forget
	Happiness never decreases by being shared. Lord Buddha (c 563 – 483 BC) Spiritual Teacher and founder of Buddhism
	Happy people make happy places.
	Open your eyes and you will see...
	Being helpful makes you happy.
	Be polite and remember to use your manners.
	Take a leap of faith.
Karma: What goes around comes around.	
'Love one another' John 13:34	

**Follow us!!**



One of the best and quickest ways for you to receive hot-off-the-press information from us, is to follow us on Twitter. It's updated with photos (in class and on trips), videos, pictures, ethos statements, comments, fixtures, visitors and news on a daily basis.

**@BramhamShadwell**

**Tweets by @BramhamShadwell**

@thompsonwrites  
Replying to @BramhamShadwell and 4 others  
This is so wonderful. Thank you! Brc tear to my eye 😊😄  
Mar

Bramham Shadwell Fed @BramhamShadwell  
In our schools, we think that mental-wellbeing for our children and staff is paramount. Some of the books on the challenge like Goldfish Boy by @thompsonwrites 7 Letter Word by @Kimslater01 or Wonder by @RJP:

**Tweets by @BramhamShadwell**

equivalent fractions knowledge. We used Oreos, Numericon and Cuisenaire rods! 🍪  
Feb 26, 2018

Bramham Shadwell Fed @BramhamShadwell  
Our Ethos Statement this week is: 'Kind words are short and easy to sp Mother Teresa, 1910 -1997

Bramham Shadwell Fed Retweet @BramhamShadwell  
Mitch Johnson @MitchAuthor  
Replying to @BramhamShadwell  
Thanks for the great review - I'm so pleased that you enjoyed Kick!

## Developing English Skills in the Federation

This year, our teachers have been working hard to make **Speaking and Listening** an integral part of children's learning. Being able to speak confidently, concisely and with expression is a tool that will last our children a lifetime. We also know that **being able to articulate an idea** clearly is a key feature of being able to construct a piece of coherent writing. The expectations we hold in school, promote children **speaking in full sentences** and **using conjunctions** orally to link their ideas together. You can see the progression in Speaking and Listening documents on the 'Supporting Your Child - English' section of the **school website** which outlines the language that children should be using in each Year Group.

We are also supporting children with the **development of their vocabulary** by modelling how to analyse the language in their reading books/texts; discussions in class are held around **'red'** and **'amber'** words.

A **'red'** word is one that the child has never heard of, whilst an **'amber'** word is a word the child feels they recognise but are not fully sure of its meaning or how to explain it to others. In class, they are starting to use a grid like the one below to log their vocabulary and teachers have also provided these grids for children to use alongside their nightly reading. Red and amber words can be highlighted as part of the new homework expectations also. A copy of this

Red words - I have never heard of it	Amber words - I have heard of it but can't explain it well.	Green words - I like this word and can use it confidently

table is also on the school website: *Supporting Your Child — English*.

We regularly integrate **Vocabulary Ninja** into lessons; in providing a KS1 (Grasshopper) and KS2 (Shinobi) **Word of the Day**, teachers are able to explore a wide range of words with the children in their class. They are often tweeted from the **school Twitter account**—to support your child with developing their vocabulary...you can challenge all members of your household to use the words orally and model the words being used to your child. (Twitter: @BramhamShadwell)

### This Week's Words

<p><b>Grasshopper</b></p> <ul style="list-style-type: none"> <li>unlikely</li> <li>shatter</li> <li>bundle</li> <li>grouse</li> <li>meander</li> </ul>	<p><b>Shinobi</b></p> <ul style="list-style-type: none"> <li>natter</li> <li>whimsical</li> <li>quiver</li> <li>crooked</li> <li>imposter</li> </ul>
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[@VocabularyNinja](#)

### Grasshopper Word of the Day

Word of the Day

**Word of the Day:** **unlikely** (adjective)

**Definition:** not likely to happen, be done, or be true; improbable.

It was **unlikely** that anymore snow would fall.

**Synonym:** doubtful.

**Antonym:** likely.

**Challenge:** Use WOD in a list.

[@VocabularyNinja](#)

### Shinobi Word of the Day

Word of the Day

**Word of the Day:** **natter** (verb)

**Definition:** talk casually, especially on unimportant matters; chat.

The headteacher loved to have a **natter** at lunchtime.

**Synonym:** chat.

**Antonym:**

**Challenge:** Use WOD in a list.

[@VocabularyNinja](#)

### What have we done to encourage the children to develop their Speaking and Listening?

**Debate:** Debating is officially new to the Federation for the academic year 2017-18. Class 5 have made links with Harehills Primary (a Leeds school that has been doing very well in the city-wide debate competition over the last few years). Harehills' debate teacher, Mr Waddington, visited Bramham and Shadwell to work with Miss Percy and Miss Cammis, helping the children to overcome their barriers to speaking in front of others, this includes action songs like 'rubber chicken'...!



*Continued...*

## Debating skills

<p>Make sure you have prepared your ideas. Don't read from a script.</p>	<p>Use variety in your voice and body language.</p>
<p>Look at your audience. Sit or stand smartly.</p>	<p>Directly address your audience.</p>
<p>Use personal stories (anecdotes)</p>	<p>Use the rule of three.</p> <h1 style="font-size: 2em; margin: 0;">3</h1>
<p>Use rhetorical questions. ??</p>	<p>Use emotive and persuasive language.</p> <p style="font-size: small;">'You must...' 'I strongly be...</p>

## Continued...Debate at Bramham



Our children have learned to listen to the points being made by their partner and then to contradict it using a **counter-argument**.

The children have understood that to be great at debate they have to be able to construct a good **argument, both agreeing and disagreeing** - even if the points aren't what they personally believe themselves and that their counter-argument must refer to the opposite point being made by their classmates.

Expression and body language for emphasis have been a key area for the children to work on and next week, three children from Year 5 (who were randomly selected) will be taking part in the **regional heats of the Leeds 2018 Debating Competition**, something we are involved in for the first time EVER! The topic to debate is: 'Pupils should be allowed to use mobile phones in schools' - however, the children don't know whether they will be a **'proposer'** (agreeing with the statement) or an **'opposer'** (disagreeing with the statement).

The children will talk for a whole **two minutes** and when it's their turn to speak, each child will use their **rebuttal skills against the opposite team**. To find out how both the Bramham and Shadwell teams get on, keep checking the Federation twitter account for updates (@BramhamShadwell) - we're hoping to make it to the quarter finals!

The children in classes 1- 6 have also been learning debating skills, focusing mainly on the use of expression and body language. They have been exploring a range of popular-culture statements including: 'Shrek is the ugliest character in the Shrek movies'; 'Computer Games are good for us' and 'Sports are better played as a team'.



### SITE (Science, Innovation, Technology, Engineering)

A new, exciting initiative is underway at the Bramham Shadwell Federation. Mrs Kirby and Mr Rugg are leading the development of the Science curriculum with the aim of integrating other areas of the curriculum such as Computing and Design Technology alongside Science. This thematic approach will allow children to develop their creative and innovation skills through real-life projects which will apply their subject knowledge. This unique approach to teaching Science we feel is of high importance in a constantly changing world and the aim is to broaden children's minds to the opportunities in real life careers and give them the chance to apply their scientific questioning, engineering and creativity skills to their projects. Since many parents have a great deal of expertise in these areas from their own careers, it is wonderful to see so many parents offering support in our upcoming SITE lessons. If there are any other parents who would also be interested in talking to children about their job roles and getting more involved, we would be very pleased to hear from you.



The new SITE lessons have already started in Class 3 across the Federation. Their first project this half term is to make a magnetic toy for a child applying their scientific knowledge of forces and magnets. They will share their newly-created games and toys with Class R at the end of term. The children are thoroughly enjoying their lessons and eager to demonstrate their creativity

In the Summer term, all remaining classes will also begin this new reinvigorated approach to Science lessons. We look forward to hearing more about their projects very soon.

Dear Parents and Carers,

## **ELECTION OF PARENT GOVERNOR**

I am writing to inform you that parent governors are required to fill a parent governor place on the governing body of the Federation. As a parent of a child at the school you are entitled to stand as a candidate and vote in any election. A nomination slip is attached. If you wish to offer yourself as a candidate to become a parent governor you should contact the school to request the information for prospective governors information and complete the slip and return it to the Head Teacher by

Although any eligible parent can stand for election, the governing body has identified that the following skills and experience would be desirable in order for the governing body to improve its effectiveness:

An understanding of Pupil Premium / funding / finance

A knowledge of Bramham and its surrounding areas

Please note that you are not eligible to be a parent governor if you work at the school for more than 500 hours per year. You are also not eligible to be governor if you fulfil any of the disqualification criteria listed on the eligibility form (see page 7). *If you become a governor you are expected to sign up to the Governors' Code of Conduct.*

If the required number of nominations is received then those persons will be automatically declared as parent governors. If there are more nominations than places then a ballot of all parents will be held to select the parent governors. For this purpose nominees are invited to prepare a short statement which will be circulated with the ballot forms. Space for this is included below the nomination slip. The length of the statement should not be more than 200 words. *(The Head Teacher has the right to reduce any statements over and above this limit).*

Governors are strategic leaders of the school and parent governors participate positively in the vital role of making sure every child receives the best possible education. The other governors will include staff members, local authority governors and other governors appointed by the board. All governors should be appointed because of their skills and experience. The DfE's Governance Handbook states: 'Governors must govern in the best interests of pupils; it is not their role to represent a stakeholder group.'

All governors are expected to attend full governing body meetings and the meetings of at least one committee – these are usually during the working day (typically on a Monday or Friday). In order to carry out your role effectively you will also be expected to attend relevant training.

Please note that elected governors will be asked to complete a self-declaration pro-forma to confirm that they are eligible to serve as a governor. (See page 7 for more explanation).

Before deciding whether to stand for election it is recommended that you either contact the Head Teacher at the school or Leeds Governor Support Service on 0113 387 5213 to discuss the role further. Parent governors serve a four year term of office irrespective of whether their child leaves the school during the term of office. Please do give some thought to standing as a parent governor.

Yours sincerely

Mrs S. Richards

Executive Head Teacher



## **ELECTION OF PARENT GOVERNOR(S) - NOMINATION FORM**

To Mrs Richards, the Executive Head Teacher of Bramham and Shadwell Primary Schools,

I wish to nominate myself as a candidate to be a parent governor at the school.

I am the parent of .....

I do/do not include a personal statement.

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### **PERSONAL STATEMENT**

Write a few lines about yourself and attach to this sheet. What you do and what skills and experience you have will help other parents decide who to vote for. Below are a few suggestions of areas you may like to give information on.

- ⇒ Your commitment to the role and to improving outcomes for children
- ⇒ Your ability to question and analyse
- ⇒ Your willingness to learn
- ⇒ good inter-personal skills
- ⇒ appropriate levels of literacy in English (unless a governing body is prepared to make special arrangements),
- ⇒ sufficient numeracy skills to understand basic data
- ⇒ the willingness to attend appropriate training
- ⇒ any specific skills you may have
- ⇒ An understanding of Pupil Premium / funding / finance
- ⇒ A knowledge of Bramham and its surrounding areas

Please note that this statement will be typed for you, should you submit a hand-written version.

**Please return this by MONDAY 16th APRIL 2018.** Thank you.

# Spelling Support for our Children - also available on the website



## Bramham Shadwell Federation Spelling Support Document



Check out this guide for tips and tricks for helping your child to learn spellings in a fun, effective and purposeful way!

Spelling is a fun, effective and purposeful way! Lots of children learn to spell in different ways which is why teaching how to spell accurately requires a range of approaches. Learning a variety of spelling strategies also helps children when applying spelling in their everyday writing because they have explored the word in different contexts.

Spelling can be difficult and challenging. We want all children to acquire a 'have a go' resilient attitude towards words which may seem difficult – this is why we use lots of different strategies in our spelling lessons at school.

There are additional spelling lists on the school website to revise with your child each half term. Look in the section: [Supporting my Child -> English -> Spelling](#) to see these lists. The strategies outlined below can be used to learn these words.

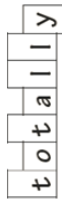
How can I make learning spellings fun so that it helps the word or pattern to 'stick'?



- Look at the words carefully thinking about the spelling rule.
- Say it out loud several times
- Cover the word up.
- Visualise the word then write it down from memory.
- Check the word for spelling accuracy.

### Word Shape

Draw around the word and try to remember the shape of it:



### Matching Pairs

Think of words where the pattern is the same:

house / mouse  
rain / plain / train / mountain

### Rainbow Words

1. Use a different colour for each letter of the word:

b e c a u s e

2. Write the whole word in one colour. Change colour and write over the words again on top of the previous colour:



### Doodle Words

Draw images around the word that linked to the meaning of the word to help you remember what it is.



### Bubble Words

Write the words in bubble writing.

### Spot the Word

Look at the word to see if you can see a smaller word or phrase inside it:

separate

There is a **rat** in separate

### Spelling Jumps

Learn your spellings while playing - jump up and down on the spot and say a letter of the word with each jump.

### Connect the Dots

Write each letter of the spelling word in dots then use a coloured pencil to trace over the dots to write the word.

bug

### Bubble Words and Doodle Words Combined

Write the words in bubble writing and draw an image.

### Speed Write

Choose a word from the spelling list. How many times can it be written accurately in one minute?

### Word Pyramid

Begin with the first letter of the word. Add another letter to each stage of the pyramid until the word is completed.

Challenge: Remove a letter at each stage to reverse the process and end up with a diamond shape.

beca  
becau  
becau  
becau  
becau  
becau

### Spelling Flowers

Count the number of letters in the word. Draw a flower with the same number of petals. Write a letter in each petal and the full word on the centre of the flower.

### Upper and Lowercase Words

Write the word in Capital Letters and again in lowercase.

Sensible  
sensible

### Alphabetical Spellings

Write the words on the list in alphabetical order, making sure that they are written in neat handwriting.

### Spelling Tennis

One person starts with the first letter of the word; the other person says the net word. The winner is the person who says the last letter.

### Spelling Scramble

Scramble the letters up in each word on the spelling list. Unscramble them to reveal the correct spelling. This can be tricky and is best done after a few of the other strategies.

Scrambled	Unscrambled
h e e r s	h e e r s
h o b b i s	h o b b i s
h e e r s	h e e r s
h e e r s	h e e r s
h e e r s	h e e r s
h e e r s	h e e r s
h e e r s	h e e r s
h e e r s	h e e r s
h e e r s	h e e r s

### Across and Down

Write the word across the page. Use the first letter to write the word again down the page. Add the other letters needed to complete each word.

four  
four  
four  
four

### Story Writing / Silly Sentences

Write a short paragraph, a story, or silly sentences that include your spelling words. Write the spelling word in fancy lettering or in a coloured pencil and underline it.

### Spelloidrome

Playing on Spelloidrome helps children to embed the spelling pattern. They must first look at the word list before playing on the games to learn their spellings for the week. Spelloidrome compliments the strategies outlined in this document which are used by teachers as part of spelling lessons.

