

Friday 27th June 2025

Dear Parents and Carers,

I had the privilege of attending the Collaborative Review Day (CRD) at the school earlier this month and wanted to share some of the incredible work I observed. The CRD days are termly opportunities to focus on particular areas of the School Development Plan, with a view to providing constructive support. This was the third and final CRD of the year. These are technical days and not everything is appropriate to share, but here is a summary of what I hope are helpful highlights for parents.

Maths

Maths is a key focus in the School Development Plan, and the impact of our new maths lead, Miss Ellie, is already clear. She has been working closely with staff and senior leaders to develop the current provision. There is a strong emphasis on maths fluency, which helps children solve problems quickly and accurately.

Ms Ellie explained that there are three aspects to maths fluency: fact fluency, computational fluency, and procedural fluency. These distinctions help teachers target support where needed and develop specific skills. As a psychologist, I find these pedagogical aspects particularly exciting — they give children opportunities to build awareness of their strengths and identify areas where they might need additional support, fostering both self-awareness and metacognitive learning.

There were some lovely examples of maths in action: in Reception, the chicks were hatching, and children counted them, adding one more for the remaining cracking eggs. Maths lends itself well to experiential learning — for example, Year 4 practised times tables lying down while looking at the trees, and Year 3 explored measurement and volume outside in the beautiful JKPS grounds.

Early Years

One of the main focuses in Early Years has been supporting children with transitions and emotional regulation. This is being approached across multiple layers: through

routines, classroom environments, familiarity, consistency in staff approaches, and the presence of familiar adults.

Big transitions are already being planned — from Reception to Year 1 and from Year 1 to Year 2. In September, furniture will be moved into new classrooms so that children become familiar with the new room configurations. Visual guides to classrooms and staff introductions will be shared on Tapestry, alongside meetings with children and parents.

Smaller transitions are also carefully considered — such as consistent language, working walls, shared materials and resources, teaching approaches, and book consistency across classrooms.

Both Year 1 classes experienced changes in teacher mid-year, so EYFS lead Ms Sarah paid particular attention to helping children settle. Working closely with Ms Donna, a whole-class ELSA (Emotional Literacy Support Assistant) intervention is being delivered on Wednesday afternoons, alongside the Zones of Regulation. The Early Years teaching teams have moved quickly to re-establish routines and build new relationships — with a noticeable positive impact. The new teachers already feel like part of the JKPS fabric.

Also — I was delighted to hear there's a nursery band called "The Helen Kellers"! This scoop is currently under investigation by the Mog Chronicle team... watch this space.

Inclusion

Mr Tom is the Mental Health Lead at the school, and along with Sarah and Alice, there is a strong and consistent emphasis on Inclusion at JKPS. As always, there's a lot to share:

- "Fabulous Fridays" are helping keep staff buoyant as they head into well-deserved weekends — a lovely way to celebrate the Herculean efforts of the team.
- New Wellbeing Champions in the school have completed Anna Freud Centre training.
- The Trust is rolling out the Thrive model, a framework supporting children's social and emotional development. JKPS is one of the early implementers, with key staff identified for training.
- The school is revisiting its Behaviour and Ethos Policy to improve consistency, clarify expectations and consequences, and ensure that staff continue to work within a relational approach.

SEND

Although we are preparing to say goodbye to Georgia, SEND remains a priority at JKPS and continues to receive considerable time and energy. The CRD focused on provision mapping and opportunities for staff development in knowledge and skills. Staff have recently completed updated training in Autism, dyslexia, emotional regulation, and de-escalation strategies.

There is a rigour to CRD days that helps the school both develop and think creatively about future changes. The educational scrutiny and focus on every child in every class were compelling — all of our children are held in mind. Teachers are constantly considering how they can stretch, engage, support, and inspire.

No school is perfect, but the self-awareness and willingness of JKPS staff to learn and grow in so many aspects of school life is truly admirable.

As always — thank you to all the staff at JKPS.

Warm regards,

Anna

Chair of the [ACC](#)