



Grapevine

Spring 2023



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Message from Sarah Hurtado

Acting Headteacher

Dear Strathmore Community,

Looking through this publication of our Grapevine has made me feel incredibly proud. I hope that when you read through the pages, you will feel the same. The amount of work that has gone on this term is hugely impressive and is a show-case for what happens daily in every campus at Strathmore School.

We have had 100% attendance at the annual reviews this year and every review was a celebration of the progress made by each one of our learners. Each child and young adult at Strathmore has developed and progressed. The amount of certificates given out in weekly Celebration Assemblies confirms this.

At our recent FOSS International Evening, the community spirit was strong and to know that once again we can hold whole school events feels great. We are looking forward to future plans for events in the Summer Term and hope you will join us. We have several family events coming up including our Summer BBQ.

Natalie, our Family Worker has organised training to support behaviour at home and also has sessions with the Mental Health Team planned to support parents and carers with their wellbeing.

Jane, our Chair of FOSS has an official opening of our Meadow at The Russell Campus which will be happening in the Summer Term.

The Summer Term is always an exciting term to look forward to as it is the term when we see the learners consolidating all the work they have done over the year (plus the weather is usually better!)

We have a Transition Event planned in May for the families of our older learners and we will be getting ready to support the changes that happen for our pupils when some move classes. After the May half term, I will be able to tell you which class your child will be in September 2023.

I wish you all a wonderful break this Spring and hope that you are able to enjoy quality time with your family and friends. Thank you to everyone in our wonderful school community - our learners, our families, our staff, our Governors and our friends.

With best wishes,
Sarah

Message from the Governors

John Watkin

Dear all,

In the last edition of Grapevine, I wrote that “all members [of the Local Governing Board (LGB)] are volunteers who give up their precious time to support and oversee the work of our fantastic school”. I thought that this time, it might interest you to know more about the activities that we undertake.

A key responsibility of school Governors is “holding the Headteacher to account for the educational performance of the school and its pupils”. A great amount of this is done in our LGB meetings in which Sarah reports to us on all aspects of the school’s performance; examples include annual review outcomes, attendance, staffing and much more. We also monitor how the school is doing with its development plan priorities, its finances and its safeguarding work.

But, if we are to carry out this responsibility effectively, we need to do more than receive reports from the school leadership. It is important that we really know the school, seeing things for ourselves, observe teaching and learning in action and talk to key members of staff, especially the middle leaders. To achieve this, each of us is linked to a key area of the school’s work. These areas are the four SEND areas, finance, safeguarding and, this year at least, staff welfare.

The link governors for Communication and Interaction are **Marc Dodi** and **Dev Desai**. Marc is a lead teacher in Further Education, specialising in Creative and Digital Industries. Dev Desai is a solicitor (specialising in dispute resolution in the real estate sector) and a partner at his law firm.

Cognition and Learning is covered by **Alex Lee** and **Mitch Pender**. Alex is the Headteacher of a local primary school and a mentor for trainee Headteachers. Mitch Pender was an entrepreneur, having helped create several technology businesses, and now works in investment management.

Our link governors for SEMH are **Jane Curzon** and **Rebecca Branch**. Jane's background is within the media industry, working as a marketing specialist for large media companies. Jane is also the current Chair for our school charity Friends of Strathmore School (FOSS).

Rebecca is an arts education manager experienced in developing and delivering high quality creative learning programmes, resources and training with many London schools.

Jane and Rebecca are also our link governors for safeguarding.

Finally, **Aminta Townshend** and I are the LGB links for Sensory and Physical area. Aminta, having worked in film and TV production is now Vice-Chair of Richmond Parent Carer Forum, and a parent rep on the Richmond & Kingston SENDIASS Advisory Group. I am a retired Headteacher and education consultant.

Message from the Governors continued

Tom McFall is the lead governor for finance. Tom meets regularly with AAT's finance Director and keeps us all up-to-date with Strathmore's financial performance. Tom, an expert in finance, is a father of one - this keeps him very busy!

Finally we are very grateful to our staff governors, **Amy Upton** (teacher at the Darell School campus Co-Lead for Expressive and Receptive Communication) and **Laura Dyer** (HLTA at Strathmore and formerly SECO at a nursery school), who have kindly agreed to oversee improvement in staff wellbeing and workload, one of this year's development priorities for the school.

I am sure that you will agree that this is a very diverse and skilled governing body. This year, all of us have now had monitoring meetings with key staff and reported our findings to the board. We have been hugely impressed with what we have seen and learnt; and we are very grateful to the many staff members who have given us their time and insights.

Some of you might have noticed that I have named eleven governors here. There is one more, of course, and that is **Sarah Hurtado** herself. I am sure you all know what she does!



Marc Dodi



Dev Desai



Alex Lee



Mitch Pender



Jane Curzon



Rebecca Branch

**Message from the Governors
continued**



Aminta Townsend



John Watkin



Laura Dyer



Amy Upton



Sarah Hurtado

Message from Lauren Crew, Deputy Headteacher

Our Curriculum, Framework and Learner Progress

What a brilliant term of Annual Reviews! Spring is always so busy but it is an incredible opportunity to connect with Strathmore families, discuss progress, what's going well or not going well and the next steps.

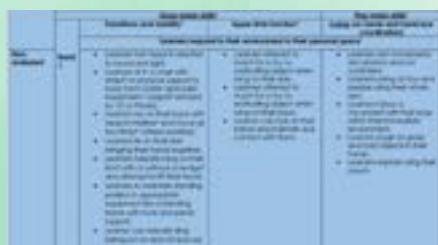
In the Annual Review or in conversations with your child's class team, you may have heard the term 'Strathmore Framework'. This is our developmental framework made up of skills from early development all the way up to the National Curriculum levels. The framework was written during the 2020 lockdown by a working party of professionals who work with the learners across all ages and developmental levels (leadership team, class teachers, therapists, educational psychologist and proof-read by a local child development specialist). Each framework area was expertly crafted to create our own structure of skills that are specialised for our learners. We used the Early Years Foundation Stage 'Development Matters' document as a model to guide us as a starting point and built on from there.

Our framework is broken into 9 curriculum areas:

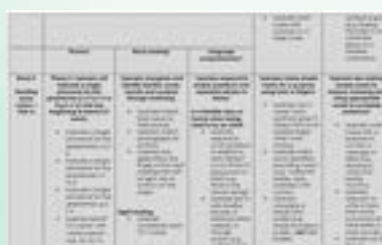
1. Expressive Communication
2. Receptive Communication
3. Skills for Independence
4. SEMH / RSE (Social, Emotional and Mental Health / Relationships, Sex Education)
5. Motor Skills
6. Physical Development
7. Maths
8. Literacy
9. Exploring the World Around Me and Being Creative

Within those curriculum areas, are developmental skills that are split into strands e.g. within Motor Skills: Fine Motor, Gross Motor. Within Literacy: Phonics, Word Reading, Language Comprehension, Writing Transcription, Writing Composition.

The skills are banded developmentally and depending on where the learners best fit, they are then placed within the banding descriptors. To say a learner fits in a particular band, must mean they have mastered the skills in the previous band. Of course, there are some exceptions to the rule depending on the child's needs/disability.



This image shows a screenshot of a blue document, likely a page from the Strathmore Framework. It contains a table with columns for curriculum areas and developmental skills. The text is small and difficult to read, but it appears to be a detailed list of skills and their corresponding bands.



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Message from Lauren Crew, Continued

Lots of our learners have 'spikey profiles' where they could have mastered a skill in one area of interest but not in another. In order to accommodate for this, the class planning is reflective of a range of bands and learners are grouped in 'best fit' groupings. Within these groupings, the learners have their own individual learning outcomes, linked to skills they are learning.

Curriculum progress is tracked through regular assessment across the year (plotting the learners in the band where they are currently working) and ensuring there is evidence related to different subject areas that are explored through the learning zones in the classrooms (as well as EHCP evidence). The middle leaders (curriculum leads) get together at points across the year to analyse data related to their subject area and identify where training may be needed for staff/more opportunities for learning provided for the learners.

Each half term, the Senior Leadership Team and teachers meet 1:1 to discuss the learners' progress in their EHCP outcomes. The evidence is moderated at random (e.g. choosing a random piece of video evidence to watch together to form a professional discussion about whether the learner has achieved, exceeded or made some progress towards a target). Based on these meetings, interventions are sometimes planned for and planning adapted. Therapists support teachers to set the half-termly step for OT targets and communication targets.

The curriculum is delivered similarly across the school with small adaptations the older the learners get. Learners access a 'continuous provision' which is made up of different zones within the classroom that hold differentiated equipment on shelving. This equipment is relevant to the learners' abilities/needs and the skills they should be learning at that learning zone. As the learners get older, the names of the learning zones mature (e.g. from 'Exploring' to 'Experimenting') but the skills continue to be those that the learners need or have not yet mastered, before moving them on too quickly. In some classrooms, some learning zones deplete all together depending on the cohort and what skills they are demonstrating in a variety of environments. In these cases, the priority may be to move learning outside of the classroom. As the learners progress further up the school, the amount of community access increases along with opportunities for work experience or activities that will enrich their lives further.

If you have any questions about the topic for Summer term, please reach out to your child's class teacher to get a picture of what will be happening in and outside of the classroom! Equally, if you have any ideas for special trips (one off trips to a special place) please get in touch as we are always looking to further develop our Educational Visits offer.

If you made it this far, thanks for reading!

Lauren 😊

Message from Laura Wriggleworth

Assistant Head of Primary

Spring term is one of the shortest but busiest terms of the Strathmore calendar.

Seasonally, Spring is a time for new beginnings and growth, so it is fitting that this coincides with the end of our assessment cycle and when we hold most of our annual reviews, in which we look at the progress our learners have made and set new targets for them.

I have been lucky enough to attend a lot of the Primary children's annual reviews this term and it has been a great opportunity to meet some more parents. It has also been wonderful to listen to the teachers and therapists talk so knowledgeably about the learners in their care and how they support each other and families to ensure our children achieve their potential. There were many 'Wow' moments that we were able to celebrate and it made me feel very proud to be part of the Strathmore community.

Spring term has also been full of musical opportunities.

Music for Autism came in to run a workshop for all campuses. These interactive concerts feature professional musicians and give our learners the opportunity to enjoy an enriching and inclusive activity, and experience the joy and power of music. Well done to Sarah Terrey for organising this fabulous event!



Message from Laura Wriggleworth continued

Alex Bossom and John Morcom, our fantastic music therapists, also invited parents and carers to take part in music workshops with their children. These sessions enabled them to join in some great games and activities that they can then try at home too.



These were just some of the highlights and they certainly helped get me through the cold, short winter days. The clocks have now gone forward, the evenings are getting lighter, and our classes are ready for the next stage in their learners' journey!

I hope you all have a fantastic spring break and I look forward to welcoming you back for another fun filled Summer term.

Enjoy the holidays,
Best wishes
Laura

Early Years and Key stage 1

The Early Years and Key Stage 1 Classes consist of 3 classes across 3 campuses:
Delphini, Nova and Astra.

We meet together as a team every half-term term to discuss planning and activities that we are going to set up in our continuous provision for the next half-term. We ensure the learner voice is embedded within our planning, from asking them questions, to observing what motivates them to learn.

Continuous Provision

Our theme for Spring term was “**When I Grow Up.**”

We focused on different professions such as:

- Farm / farmers
- Rescue services
- Artists
- Families and people who are familiar to us.

We plan for the same or similar activities across the Early Years in order to ensure we provide a consistent offer across the school. **We have 6 learning areas** which are changed every two weeks. Here are some of the **highlights from Spring:**

- Reading: exploring traditional tales with puppets and sound buttons.
- Role Play: exploring pancakes for Pancake Day, focusing on skills for independence and exploring new tastes and textures.
 - Sand: exploring vegetables in sand and recreating farms.
- Water: exploring the rhymes ‘5 little ducks’ in the water area to develop our maths and phonics skills.
- Exploration: exploring the artist Jackson Pollock and we did lots of splatting. We also focused on printing using vegetables which support our fine motor skills.
- Construction: exploring our local community, focusing on transport, which helps us on transport and early functional play skills e.g. cars on mats.



Early Years and Key stage 1

Cultural Capital

In Early Years we provide learners with different opportunities that range from different cultures, religions, art and trips which provides them with a breadth of experiences.

Some examples from this term:

- Music for Autism
- Celebrations embedded within our learning zones: Holi, Pancake Day
- Embedded within our Strategies e.g. Fun with Food: with a focus on Lunar New Year
- Weekly Assemblies with a topical theme e.g. International Mother Language Day
- Weekly trips to the local park



Early Years and Key Stage 1



Inclusion Opportunities for our older primary learners

Café Vanilla:

Every Thursday a group from **Leo** and **Hercules** class attend Café Vanilla which is hosted at our Grey Court campus. Learners look forward to this weekly event which offers an alternative environment to practice and develop communication and motor skills. As well of course, meet our friends!

Learners in this group are also sharing a playtime with older peers which offers another opportunity for social interaction and engagement with less familiar staff and peers.



Gardening:

On Wednesday afternoons a small group of learners from **Hercules** and **Leo** class walk to the allotment which is on the grounds of our co-located mainstream school. Each week learners are practicing the development of their motor skills as well as generalizing their understanding of number skills.

Prior to half term we counted and dug holes for our bulbs. On return to school our hyacinths were in bloom! ☺



Inclusion at our Russell Campus

During the Spring Term there have been lots of opportunities for Strathmore learners to engage with their peers at The Russell School and to make use of their facilities.

Learners from **Leo** and **Luna** have joined in with the Russell choir and will be performing at the Rose Theatre in March.

VIP pupils from The Russell join learners in the Strathmore playground at lunchtime, while **Leo** class spend lunchtime with The Russell learners in their playground, with **Luna** doing the same once a week.

Learners from **Luna** have also been joining a Russell class for phonics lessons and are making even more progress as a result!

Leo class have also been using the Russell kitchen for their cooking lessons.



Primary Key Stage at SRR

Out and About with Perseus and Phoenix

During Spring 1, learners from both **Perseus** and **Phoenix** class experienced time together socially, walking collectively, and then exploring and playing together at Diamond Jubilee playground. This enabled them to engage in activities otherwise not accessible, as they mixed in different friendship groups and enjoyed a range of play equipment at the park. This has supported learners to build their relationships with both their friends and staff and continue these friendships back in the school playground.

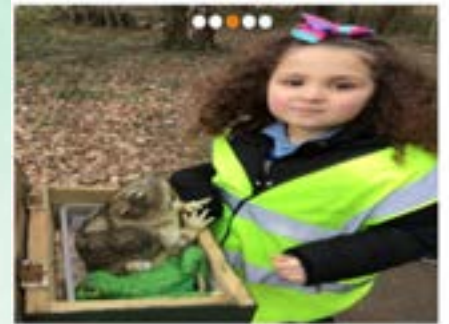
During Spring 2, in **Perseus**, this was expanded upon by visiting Marble Hill playground. You can see from the photographs that they enjoyed various activities such as the swings, roundabout and climbing frame.

Phoenix class had a wonderful time visiting Holly Lodge in Spring 2. All learners had the freedom to explore the woodland area and various sensory activities. This included creating butterflies, discovering sounds through instruments and bubble activities. The pond was a particular favourite and learners enjoyed using the net to see what they could catch.

At both playgrounds the learners engaged with other children and did very well sharing resources such as the bubble gun and also shared playground equipment.



Primary Key Stage at SRR



Physical Development in Early Years and Primary

Our learners love being active, and we have insured that have had a busy Spring Term in preparation for Sports Day and outdoor adventurous activities in the summer term.

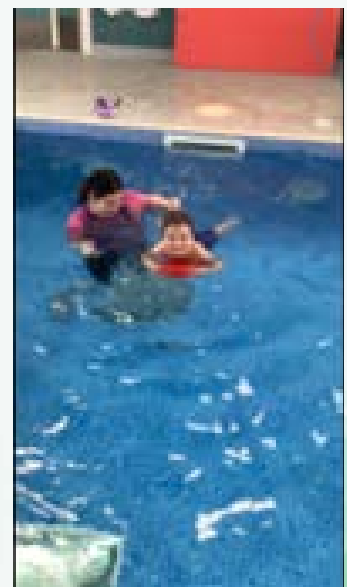
All learners have experienced a tennis and boxing day where specialised coaches have come into school to deliver sessions to our learners working on hand eye co-ordination and movement skills. To motivate the learners to move, bubbles and balloons were used.

Astra class have experienced the Hydro Pool for the first term with weekly lessons and some of the learners can follow three-part instructions jumping in, and swimming a length across the pool with floatation aids. **Hercules** class have also been swimming this term, interacting with each other in the Hydro Pool.

Upper PE groups have had rugby sessions from coaches from Richmond Rugby where they have played lots of team games focusing on controlling the rugby ball and following instructions.

We finished off the term with Synergy Dance delivering workshops to the **Russell** campus and **Astra** class, where the learners moved and grooved to a variety of tunes.

All classes have access to bikes and trikes for one lesson a week and these lessons continue to be popular with learners in order to develop their cycling and navigation skills. Please remember you can hire bikes and trikes out over school holidays if you want to continue to work on the skills your child has learnt at school.



School Development in Reading and Phonics

Our school has chosen **Little Wandle Letters and Sounds Revised** as our systematic, synthetic phonics (SSP) programme, to teach early reading and spelling. All learners are working on a phonics phase that is individual to them, these range from phase 1 to phase 5. We follow the planning and implementation of Little Wandle, along with our Strathmore Strategies!

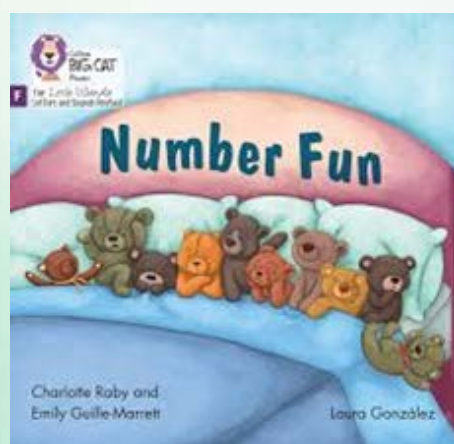
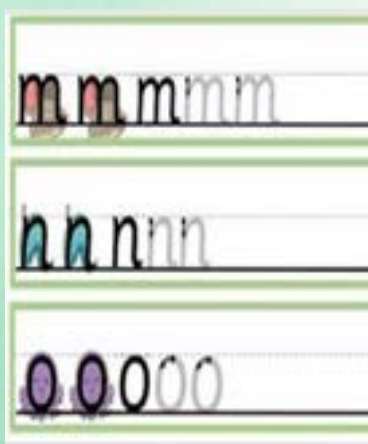
Phase 1 works on the seven aspects of sound: environmental, instrumental, body sounds, rhythm and rhyme, alliteration, voice sounds and oral blending and segmenting.

Phase 2 aims to develop the following skills: Knowledge and understanding of at least 19 letters. Practicing letter recognition for reading and recall for spelling. Practicing oral blending and segmentation.

Phase 3 introduces children to the remaining, more difficult and/or less commonly used phonemes. There are around 25 of these, depending on which scheme is followed, mainly made up of two letters such as /ch/, /ar/, /ow/ and /ee/

Phase 4 supports children exploring more polysyllabic words (words containing more than one syllable). This requires children to blend an increasing number of sounds together to read.

Phase 5 guides learners to read and spell words containing adjacent consonants and some polysyllabic words. The purpose of this phase is for our learners to broaden their knowledge of graphemes and phonemes for use in reading and spelling.



World Book Day 2023



Strathmore had a brilliant day when we celebrated **World Book Day**. All classes dressed up relating to their book theme and had a chance to explore different activities in different classes in their school.

Certificates were given out for the best dressed learner, best dressed staff member and best overall class!

The Playleaders at each site organised activities in the playgrounds.

All sites had a parade or fashion show to showcase their costumes to the rest of the school.

World Book Day has its benefits such as increased vocabulary, empathy, and improved concentration, making reading vital for children. But it also provides an opportunity for many children to own their first book, which is something special.

All learners would have received a book voucher that can be spent on a book of their choice and support the school's aim of encouraging reading for pleasure.



Message from Adriana Martyr

Assistant Head of Secondary

The Spring term has gone by and we had a very busy season with annual reviews and we have had a few special events happening this term in the secondary classes:

- **National careers week:** a special thank you to Louise Ross for organising a fantastic array of activities for the learners as well as Luis, Ruben, Deb, John, Roy and Adam and the class teams. This week was a great experience for the learners, and we had very good feedback about the encounters with employers and the cross-campus catering activity
 - The 14-19 learners attended annual reviews and gave their views using their **Dream Bubbles** at annual reviews.
- **Community engagement programme** in secondary gets stronger every year and in the Spring term three learners received their gym membership at St Mary's University gym.
- We welcomed **new members of staff** in some classes, and they have settled very well, completed their induction programmes successfully and are already making a positive impact in the teaching and learning at Strathmore!

The secondary teams this year have shown excellent disposition to support each other and the learners' behaviour and wellbeing, whilst using specialist strategies effectively to promote learning and progress. We are predicting excellent results by the end of this year's assessment cycle. Thanks to the staff for their tenacity and the hard work they put into everything they do.

Have a restful and reinvigorating holiday season and see you all after the Easter break!

Best wishes, Adriana



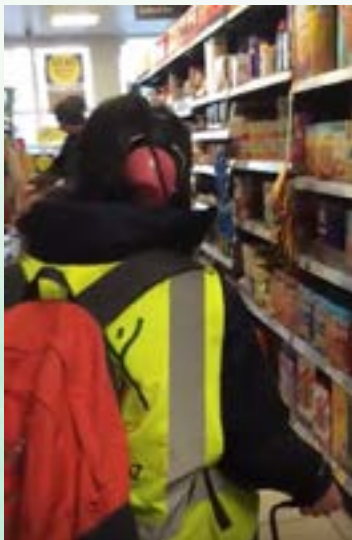
Secondary Curriculum Events and Community Visits at SRR Campus

Vega class has been generalising their maths and communication skills while out in the community. Every week, learners went to Tesco to buy different ingredients needed for independent skills sessions. They used a credit card to pay and the most advanced paid in cash, showing an understanding of the real-world coins and notes.

In early Spring, some **Vega** and **Andromeda** students had the valuable opportunity to participate in the dance event at Guildford Spectrum. They put into practice their upper body motor skills and used their creativity to put together a dance as a team. They performed for the other schools at the event. It was great fun!

During the spring term, **Vega** learners had a weekly trip to the YMCA to take part in spinning sessions. Learners engaged with music while following instructions from the instructor. They enjoyed the races and games. They also practiced different skills such as climbing and pedalling as well as stretching all of their bodies.

Learners from **Vega** and **Capella** enjoyed their sessions in horse-riding this term. They practiced their independent skills putting their helmet and gloves on, as well as developing a better posture on the horse and developing communication skills in the wider community. Learners expressed their excitement during these weekly sessions. Big smiles were seen on their faces while others sang songs while riding the horse. What a great success!



Physical Development Secondary and 14-19

We started the term with a tennis taster day with a coach from Sheen Lawn Tennis Club. He came and delivered tennis sessions to all our secondary classes in January. He adapted the sessions perfectly using balloons and bubbles to motivate our learners.

Andromeda class have been having weekly rugby sessions with a coach from Harlequins Rugby Club who has made sure they sweat every lesson! Some of **Mira** class have been attending Teddington Leisure Centre for generalising swimming skills.

Some learners from **Andromeda** and **Mira** classes have been using St Mary's Gym for weekly gym sessions as part of their preparing for adulthood experiences to promote strong community links.

Select learners from secondary classes at **SRR** have been attending weekly horse-riding sessions on Wednesday afternoons to support balance and core stability.

Capella class have been attending Reflections soft play and sensory room in Hounslow while **Aquila** have been at Wheels For All using their specialist trikes at Kingsmeadow. Both classes have been active and engaged in these new environments.

It was **Pegasus** class's turn for swimming lessons with Annabelle and they have loved using our hydro pool.

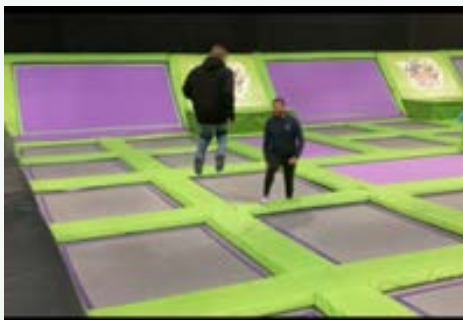
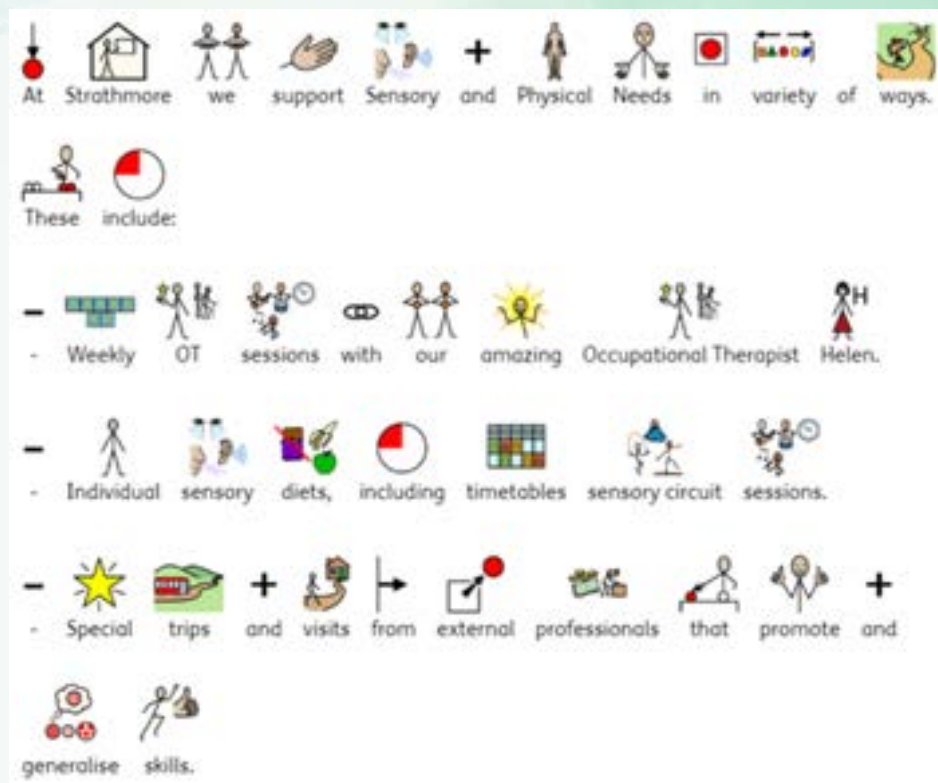
Vega class have been attending weekly spinning sessions at the Hawker Centre working on joining in with sporting activities in a new environment.

We finished the term off with a boxing taster day where learners from our mainstream schools came to support our learners in the session.

Finally, we attended two new sporting events LYG Boccia and we came second and a Synergy dance event where the learners created a dance and performed it to other schools.



Lower 14-19 at Grey Court and SRR Sensory and Physical Development



Lower 14-19 at Grey Court and SRR Sensory and Physical Development

Hounslow Urban Farm Reflections

Over the course of both Spring 1 and Spring 2, **Capella** class has been attending the Hounslow Urban Farm's Reflections Room. This educational visit has not only benefited the entire class but has also built up their confidence over the two terms. Regarding confidence, some learners were unsure and uneasy at first, but, after a few more trips, those learners built up enough confidence and were able to independently walk themselves inside and into the sensory room. This educational visit has benefited our learners developing new movement skills through the exploration of different areas of the soft play such as the sensory floor, bubble tubes, swings, and music corner.

The sensory room

Capella has been attending the sensory room every day. This has given our learners the opportunity to be able to engage in intensive interaction sessions, which have benefited them in a great way, aiding them with eye-contact, forms of communication and the ability to be able to express their emotions. In this room, learners also explore some movement skills and use the hoist for free mobility.



Upper 14-19 at Grey Court and SRR

Social Enterprise and Work Experience

Mira class and **Andromeda** class have been focusing on social enterprises this term. We worked on researching recipes, comparing which one would be healthier, checking on the websites how much it would cost to prepare or bake the meal. When we all voted on which one to try, a selection of students created the shopping list and went to the local supermarkets to get the necessary ingredients.

Back in class, every one helped to prepare. Some have helped with getting the ingredients from the shelves, organising the equipment needed to cook or bake, following recipes or parts of the recipe and tidying up at the end.

To support the students, we also had the Chef and staff from **Richmond Hotel** come to school and deliver a workshop. Everyone enjoyed making the mini-quiches and sweet tarts, and the students displayed their knowledge regarding food hygiene and safety in the kitchen area.

In Spring 2, **Andromeda** came to Grey Court, and the students were able to experience being in our Café Vanilla and cooked their lunch in Mira's class. They put into practice their fine motor skills, reading and comprehension and problems solving skills to complete this learning opportunity. **Mira** class also visited the St Richard Reynolds Campus



**Upper 14-19 at Grey Court and SRR
Social Enterprise and Work Experience**



Upper 14-19 at Grey Court and SRR Social Enterprise and Work Experience

The **Andromeda** class students have taken part in a range of activities linked to Work Experience and Community Skills over the course of the **Spring Term**.

Students had the opportunity to do some gardening work at Saint Richard Reynolds where they planted new seeds.

Students have also been regularly setting up the tables for lunch in our school hall where they have been demonstrating excellent team work and developing important life skills.

Students have been enjoying taking part in shopping trips to buy ingredients for snacks and for our cooking sessions in our Food Technology room.

Our Careers Week at SRR Campus was a great success. Our learners had the opportunity to take part in dancing lessons, talk to police officers and have taster sessions in lots of different career areas.



School Council at St Richard Reynolds Campus

The Spring Term was busy for the Student Council at St Richard Reynolds Campus.

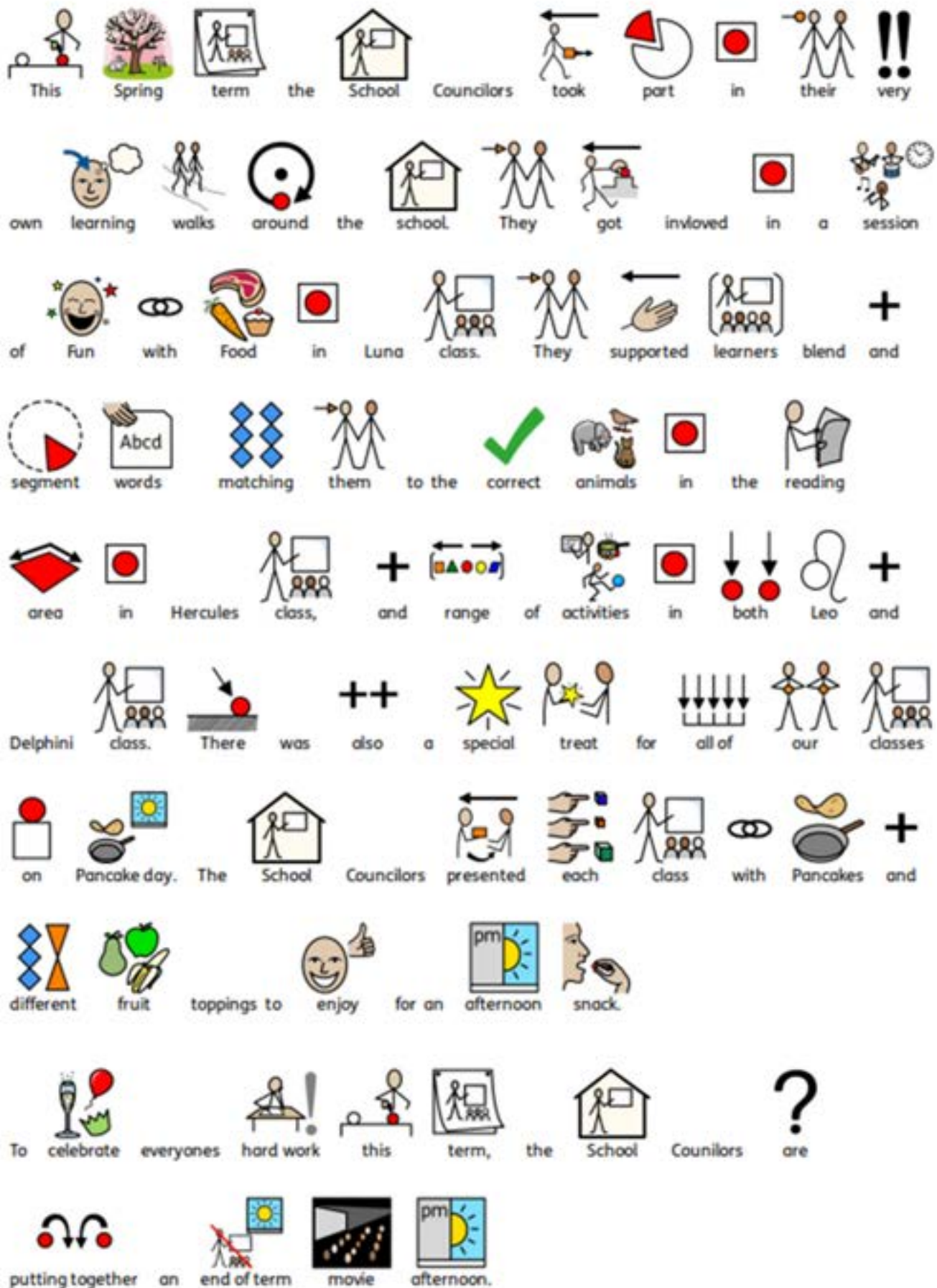
The councillors played a very important part in planning, organising, and running the Friendship Party. They suggested activities, bought snacks and decorations, set the hall and served the snacks during the party. Arika was our wonderful DJ, playing the favourite songs chosen by our learners. Everybody had a wonderful time!!

The councillors nominated the candidates for the Jack Petchey Student Award and voted for the winner. They also decided how to spend money from the grant and fundraised by selling the Christmas cards designed by our learners.

They chose the name '**Rainbow Deli**' for our new café in SRR campus. Recently the members of the School Council gave a tour across the campus to Year 10 GCSE Design Technology learners from St Richard Reynolds School and showed them our adapted cutlery and the specialist equipment we use in our school to support them in their design project.



School Council at The Russell Campus



School Council at Grey Court Campus

The School Council at our Grey Court Campus have made quite a few important decisions for the campus this term. The council nominated people from their classes to be voted for the Jack Petchey Award and then voted on who they thought deserved to win the award.

The Council then met to discuss new activities that could be started in the playground at playtime and lunchtime and voted for games such as tag rugby or football. We cannot wait to introduce these games and will include our volunteer supporters from the Grey Court School.

And finally the Student Council at GC helped vote on what design should be printed on the new Strathmore “out in the community” t-shirts. When the t-shirts were made they all tried them on to make sure they looked how they wanted them to. I am sure you will all agree that they look very smart!





Family Worker News



Spring term Highlights

Puberty Workshop held at Skylarks on Friday 31st January was facilitated by Strathmore's Educational Psychologist- Andy Brown, with our class teacher and lead on SMEH – Matt Wells and School Nurse Maureen Branagan-Freeman. Thank you to all that came, this was a very informative event.

Our annual **Internet Safety** virtual event with Peter Cowley from Achieving for Children highlighted internet safety measures parents can set up at home. Please e-mail familyworker@strathmore.org.uk for information on this if you could not make the session.

Annual Reviews have been happening this term and I have seen some of the post-16 age group families and have been supporting with the transitions process and timelines for applications to colleges.

Thank you to the families that utilise the coffee mornings at the Fox and Duck opposite Russell Campus. This is a great opportunity to chat with fellow parents and myself about any topic. At the final coffee morning of the term we were joined by one of the **Mental Health Support Team** for the borough to discuss what is available locally with regards to mental health, and, a new offer to Strathmore families in the Summer Term. Please join us.

Makaton workshop was on Friday 24th March 2023. This was a popular choice of workshop requested by our families in the parent survey. We are so pleased to have Mike Harris, a Senior Makaton tutor, SEN & Social Communication Specialist working with us. He is a member of the advisory panel of The Makaton Charity. Thank you to all who joined - it was our most popular training session this year. Keep practicing your signing!

As a school we are working towards achieving the '**Leading Parent Partnership Award**' LPPA. This is a nationally recognised award attainable by schools who work closely with the families of their learners. The assessment is made by an external advisor and we aim to achieve this by Summer 2023. You can help by; reading all newsletters, coming along to any events if you can, completing any questionnaires or surveys we send out as honestly as possible, as we can always look at ways to improve, which helps with all aspects of life.

Coffee mornings are always advertised in the school weekly newsletter.

Please contact me if you would like to book a 1:1 session for support or e-mail for a call back on any issues familyworker@strathmore.org.uk

Your borough's local offer page is a good point of information for updates on clubs and events this Easter and beyond.

AfC Info website - Kingston and Richmond :: SEND Local Offer
Synergy (hounslow.gov.uk)

Wandsworth's SEND Local Offer | THRIVE Wandsworth

Best Wishes and enjoy your Easter break.
Natalie Arciero, Strathmore Family Worker



FOSS news



Our **International Evening**, hosted by Friends of Strathmore School, took place on Saturday, March 4th and was a resounding success with over **160** attendees, our biggest turn-out to date!

Guests enjoyed an evening of delicious home-made food from around the globe and fantastic entertainment which included an energetic Bollywood performance and masterclass; a Steelpan musician providing familiar tunes and sounds from the Caribbean, a merry and jubilant Mariachi band (a huge hit with the children), a group of 14 Polish Folk dancers in fascinating traditional dress and a Hoedown Square Dance workshop – the entertainment was spectacular and had the audience on their feet dancing and joining in throughout the duration of the evening.

- Special thanks to KSpark Entertainment, Melodic Melodyman, MariachiRey, Tatry Polish Song and Dance Group and The British Association of American Square Dancers (BAASD).

A big thanks to all who supported the event, we are delighted to announce that **£1,250** was raised on the night through ticket sales, the bar and our amazing Raffle with prizes received from 21 local businesses (an overwhelming show of support for Strathmore School). The proceeds raised will go towards projects and initiatives across all four of our campuses.

Looking forward to International Evening 2024 and I hope many of you will be able to join us!

Jane Curzon – Chair of Friends of Strathmore School (FOSS)

To view pictures and video of the evening, please visit <https://bit.ly/intnight23> or scan







Update on the Meadow

Jane Curzon



In preparation for the summer and for our **Grand Opening of The Meadow** in early June, a band of green-fingered volunteers including The Royal Parks staff (Richmond Park) and school mums, have been working hard at the Russell Campus preparing the soil, cutting back, weeding and sowing new Annuals along with clearing the pond.

The meadow is a **collaborative project with Strathmore School and The Russell School** and was created in 2022 as a Remembrance Garden for a beloved Strathmore School learner who sadly passed away in 2021.

Special thanks to The Royal Parks who have been so supportive with the project in giving their valuable time, muscle power and expert advice; and to Jess Nichols, Fariba Aghbosh and all involved for their hard work too.

If you would like to get involved and join the meadow gardening team, please contact FOSS@strathmore.org.uk

Jane Curzon – Chair of Friends of Strathmore School (FOSS)





Reading for fun! Competition

At Strathmore we are holding an exciting competition taking place over the Easter holidays and we need you to take part!

All you need to do is encourage your child to engage with a book or an activity based around a story of your choice and take a photograph of them in the most unusual place. You could do this activity upside down, in the bath or with your pet... the possibilities are endless!

Photos should be added to Earwig, with the tag... Reading Competition or email your photo to: literacy@strathmore.org.uk with your child's name and class.

If you haven't got access to email, you can print your photo and bring it to school and give it to the class team.

Entries need to arrive no later than the 21st April 2023.

This competition will be judged in 5 categories:

St. Richard Reynolds School (primary)
St. Richard Reynolds School (Secondary)
Grey Court School
Russell School – Delphini and Astra Class.
Russell School – Luna, Hercules, and Leo.

The school council will be judging the winning photos and prizes will be given to the winners. Winners will be announced during our Friday Celebration Assembly.
Can't wait to see your entries. Good luck and happy reading!

