

'Do Everything In LOVE' ~ 1 Corinthians 16 v14



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23 September 2025

Dear Parents and Carers,

We are having a fantastic first term at St. Andrew's. The children have settled well and are keen to share their learning. Some classes already have visits booked and we have lots of opportunities planned for the rest of the year.

We had a visit from Pickwick CEO and our Director of Education last week and as always, the children made us incredibly proud! They were enthusiastic about their learning and were fully engaged with their activities. We were delighted with the feedback received.

Harvest

Our theme for worship this week is Harvest and as usual we are requesting donations for the Salisbury Foodbank. Although there is a list of suggested items at the end of this letter, they are always grateful for any donations, including toiletries. Please send any donations to school by **15 October**. Thank you for your support.

Curriculum

This academic year, we have introduced a new curriculum framework, Curious-City, to better support the children's learning in History, Geography, Art, DT and Science. Additional information can be found at the end of this letter.

Affordable Schools

As most of you will be aware, we are an 'Affordable School' – this includes our uniform being more affordable by removing the requirement for school logos. We also work closely with The Friends of St. Andrew's (FOSA) to provide a range of opportunities, many of which are fully funded or subsidised. This is just a reminder that FOSA regularly hold pre-loved uniform sales, but if you need anything in particular, please do not hesitate to contact FOSA via their Facebook page.

Parent Teacher Meetings

Parent Teacher Meetings will be taking place shortly. They will take place on the following dates from 3.30-6pm.

Tuesday 7 Oct – Y1, Y2, Y4, Y5

Wednesday 8 Oct – Rec, Y1, Y2, Y3, Y5, Y6

Thursday 9 Oct – Rec, Y3, Y4, Y6

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Booking sheets will be available from Monday 29 September. They will be available to sign up before and after school. For data protection, please sign up using your child's first name and initial only. If you are unable to attend school to make a booking, please contact the school admin team who will be happy to help. Meetings will take place in classrooms as usual and we politely request that you keep to your appointment times.

Safeguarding

I have noticed recently that a number of children are riding bikes and scooters on school grounds. To try and keep everyone safe, please remind your children to dismount before entering or until they leave the school gates.

Please do not park in the lane at the side of school as this is a huge risk to pupils and families, especially when drivers reverse onto Church Road.

Also, the children should not be using the play equipment after school. Our rules within school are that the play equipment should only be used when supervised by a member of staff. This is to try and keep the children safe. If children play on the equipment after school, we can take no responsibility for their safety.

For PE, long hair should be tied back and earrings removed.

Just a reminder as well that we are coming to the time of year when the children need a coat in school every day. It has been quite chilly the last 2 mornings and the weather is certainly feeling quite autumnal so please make sure your child has appropriate clothing.

And finally, I hope you have all managed to sign up to the free Class Dojo app where the teachers will be sharing information about the children's learning. If you require any support, please pop into the school office and speak to Mrs Budgell.

Yours sincerely

J Fernie

Headteacher

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What is Curious-city?

Written by teachers for teachers, the Curious-city approach not only inspires and guides teachers to create contextually relevant enquiry-led experiences, it enables a setting to create a bespoke, locally focused curriculum that enhances the National Curriculum 2014 for learners.

As a set of interwoven approaches that sit alongside a series of curious and creative learning opportunities, Curious-city provides just enough guidance for teachers to inspire learners with local people, places and stories, yet lots of room for additional contextualisation. Over the course of a few years, every setting using the Curious-city approach will have created a bespoke curriculum specific to their locality whether using existing content or our progressively cognitive planned series of enquiries.

Most schools discover that they are ‘doing’ much of it, but the Curious-city approach is about streamlining, aligning and ensuring that everything is purposeful, **progressive** and imperative to a learner’s experience.

What is enquiry-led learning?

In a nutshell, enquiry-led learning provides learners with **key questions** that are too big to answer in one go, but not so conceptually large that they do not understand. The purpose is to **challenge** learners to be different **States of Being**, such as Artists or Historians, and through a scaffolded process answer big questions by producing something, such as a piece of writing, performance or animation. The younger children tend to answer ‘what’ questions with tangible outcomes; Years 2, 3 and 4 tend to have ‘how’ questions with a mix of tangible and conceptual outcomes and the older children often answer ‘why’ questions in more abstract, conceptual or discursive ways.



Geographers • Mathematicians • Artists • Authors • Scientists • Philosophers • Linguists • Engineers • Musicians

What do we mean by States of Being?

The emphasis is on children learning, not being taught subjects. For instance, teaching Science is a different thought process than planning for learners to become Scientists. Active, practical and experiential, the **States of Being** are essential to settings becoming curiosity driven and all staff are expected to use the States in visual timetables, termly planning, displays and newsletters. Each State of Being is characterised to help the children understand what it means and to also challenge stereotypes around them. A setting may make them more suited to them, providing even more relevant context.



As reported by teachers and parents alike, this is one of the most influential parts of Curious-city. A parent of an EYFS child in one school reported that since the use of States of Being within learning zones (introduced part way through the year), their child suddenly offered how they have been an engineer, artist or mathematician at school without prompting; gone are the days of ‘*I didn’t do anything today*’.

How might it affect lessons?

Think of a child’s time in school as a series of experiences rather than a set of lessons. Sometimes experiences are short, sharp and immersive, other times they are light-touch events over a longer period of time. This is exactly how we have structured the Curious-city enquiries. The usual focus of English and Maths teaching continues, enhanced by locally rich and relevant experiences. The enquiries might last a few short weeks or be more immersive across at least 5 or 6 depending on the complexity of the content.

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What can I do?

- Ask, ‘What were you at school today?’ instead of ‘What did you do at school today?’ If they are not sure, you can be sure that they were probably an author and mathematician and maybe a scientist, athlete or an artist.
- Use the terminology - *enquiry*, *challenge* and the names of the States of Being when talking to your children about their learning.
- Who do you know who might represent one of the States of Being themselves; do you know an engineer, a scientist, an artist, a musician. Perhaps you are one! If so, contact your child’s teacher and come in and talk to the children about who you are.
- Trips and visits are an important part of school life and are challenging without family support - not just financially but also accompanying learners on the trips themselves. ● Do you have a link to the local area around the school, some family history perhaps? Help the school make the enquiries as locally relevant and real as possible.

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Harvest appeal



Help support your food bank this Harvest

In the three weeks leading up to Harvest, the food bank will provide over 550 food parcels for local individuals and families facing hardship.

Donate food



Donate an item or two from our shopping list, ensuring we can provide food for people facing hardship in your community.

Donate money



Help to cover the costs of storing and distributing food, as well as developing sustainable projects.

Shopping list

Tinned meat/fish

Tinned potatoes

Tinned tomatoes

Tea/Coffee

Sponge/packet pudding

Rice pudding/custard

Jam

Fruit juice (long life)

Milk (long life)

Biscuits/ Snacks

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