



Ormskirk Church of England Primary and Nursery School

Inspire, Aim High, Achieve and Shine

Headteacher: Mr G. Storch, BEd (Hons), PGDip Psych, NPQH

Deputy Headteacher: Mr S. Boyd, BA (Hons), PGCE, MA, NPQH

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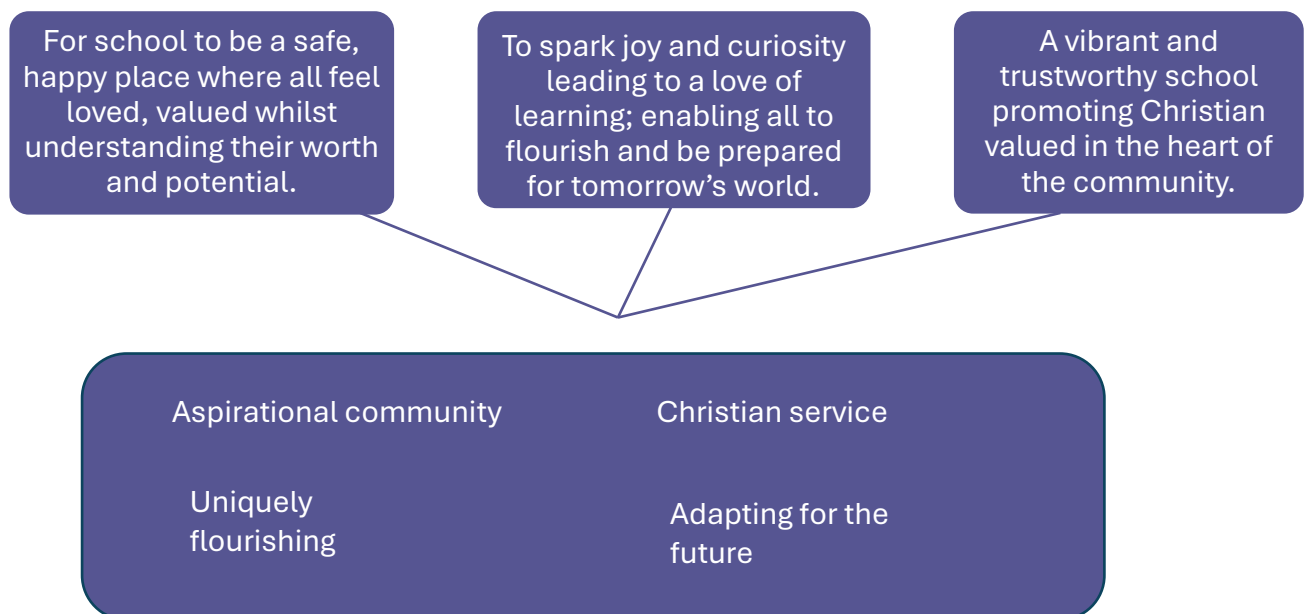
Dear Parents,

I hope you have had a good Easter break and that you have managed to have just the right amount of chocolate. Below is an update outlining some developments for the rest of this term.

Ormskirk CE 'Bigger Picture'

As I communicated at the start of last term, governors have identified the following three aims to work towards achieving over the next three years. These aims are for the whole school community including parents, children, staff and governors. From the three aims, governors have identified four overarching themes which will form the basis of school development decisions over the next three years which governors will use to monitor the impact of school's work.

Below is a diagram that outlines the three aims, and the overarching themes school will use to make school development decisions.



As I outlined last term, we have decided to focus on school development priorities that focus on the themes of uniquely flourishing and adapting for the future last term and this term.



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Adapting for the future- Digital Technology Update

At the end of last half term, governors agreed to a significant investment in digital technology in line with school's strategic aims over the next three years. This investment included the following:

- Upgraded broadband- we now have a “leased line” with a fail over. This means that our broadband connection comes straight from the exchange and as a result should be much more reliable. As much of the work of schools is undertaken using applications that require internet use, this will help future-proof school and ensure a reliable connection. To ensure a reliable connection, our broadband cable will be buried in the ground from the top of the main drive into school. This will require some groundworks and may cause the main drive to be closed for a period of time, but I aim to ensure that this happens at a time that causes minimal disruption to school.
- Devices- many of the devices that staff and children access during the school day were in need of upgrading. As a result, we have decided to make a significant investment in this area. This has allowed us to provide children with shared iPads from N1 – Y2 and 1:1 iPads from Y3-Y6. This is significantly more than before and whilst it is an opportunity to make a tangible impact on teaching and learning and curriculum experiences for children, we also recognise the negative impact that incorrectly used digital technology can have on children. As a result, we have invested in significant professional development for staff to ensure that they are able to use technology with children in a way that enhances their learning. The devices will not replace exercise books nor will we stop teaching handwriting. We have spent a significant amount of time researching this approach, including visiting another school which are ten years into their technology journey. We do not expect devices to be used immediately in every lesson, but there will be a gradual increase in their use this term and beyond. Below are some answers to questions you may have.

Why is the school investing in a 1:1 device programme?

Our aim is to enhance teaching and learning by giving every pupil access to powerful digital tools that support creativity, critical thinking, collaboration, and

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deeper engagement with the curriculum. The devices are not for passive screen use; they are tools to help pupils learn more actively and demonstrate their understanding in richer ways.

What will children actually be doing with the technology?

Pupils will use devices to *create, investigate, explain, and collaborate*. Examples include:

- Creating videos to explain science experiments
 - Designing presentations or digital books
 - Producing podcasts based on research
 - Annotating texts and sharing ideas
 - Collaborating with classmates on shared documents and projects
 - Recording explanations or reflections for their teachers
- Technology becomes a tool for thinking and creating—not simply something to look at.

Does this mean my child will spend more time in front of a screen?

Not in the way that many people think about “screen time.” We distinguish between passive use (e.g., watching videos) and active learning (e.g., creating media, researching, problem-solving). The programme is designed to encourage active, purposeful, meaningful learning, not prolonged passive consumption. Devices are used when they add value—not all the time. Pupils will continue to take part in practical activities, discussions, written work, and teacher-led learning.

How will this improve learning?

The devices support many modern teaching approaches, including:

- Inquiry-based learning: Pupils investigate questions and present findings using multimedia.
- Project-based learning: Longer projects include research, design, collaboration and high-quality digital outcomes.
- Collaborative learning: Pupils can work together easily, give peer feedback, and co-create projects.

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- Ongoing assessment: Teachers can review digital work, provide immediate feedback, and monitor progress more effectively.
Technology enhances great teaching—it does not replace it.

Will teachers receive training?

Yes. Successful 1:1 programmes place teacher training at the centre. We have committed to 25 days of CPD for staff both this academic year and next supporting them to achieve the following:

- Design lessons that encourage active learning
- Choose the right tools for different curriculum areas
- Integrate technology meaningfully
- Manage devices safely and effectively in the classroom

This ensures the investment directly supports high-quality teaching.

How will this prepare pupils for the future?

Pupils gain essential digital skills, including:

- Communicating and presenting using modern tools
- Creating high-quality digital media
- Evaluating online information critically
- Organising their work effectively
- Using technology safely, responsibly, and thoughtfully

These are skills needed for further study, employment, and everyday life.

Will traditional learning still happen?

Absolutely. Devices complement learning—they do not replace books, writing, discussion, or hands-on activity. Pupils will regularly move between:

- Using devices for research or creation
- Practical experiments and activities
- Teacher-led explanation
- Group discussion
- Written work

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Is the focus of this programme the device?

No—the focus is better learning.

The device is simply a tool that helps pupils:

- Create rather than consume
- Investigate rather than memorise
- Collaborate rather than work alone
- Demonstrate knowledge in richer ways

If you have any further questions regarding school's use of digital technology, do not hesitate to speak to me at The Hub in the morning or on the gate at the end of the day on Friday.

Uniquely Flourishing- Outdoor Learning, Social Spaces and Attendance.

Alongside our development of digital technology, we are also fortunate to be in position to have extensive grounds and a member of staff who is passionate and knowledgeable regarding outdoor learning. As we should be in for better weather over the course of this term, it is the perfect time to utilise what we have to ensure that we make the most of the position we are in. This term, Mr Peetoom will be leading outdoor learning across various year groups. This will include orienteering on our bespoke course, gardening and planting various plants.

On the theme of outdoor spaces, the PFA kindly made a significant donation towards the development of the faith garden (a quad area off the Y6 corridor). They have allowed us to purchase another table tennis table, a life size chess set and have the area re-stoned and paved creating a space that children from Y2-Y6 can access during playtimes (photos will follow soon). I am extremely grateful for this donation and without the PFA's support, projects like this are increasingly difficult to fund. If you are interested in getting involved with the PFA to allow them to continue to support school do contact PFA@ormskirk-ce.lancs.sch.uk to find out how you can help.

As I have mentioned previously, attendance is a priority for school as it has slipped below where we would like it to be over the last few years. I would greatly appreciate it if we could work together to make sure that school's attendance is as close to 96% as possible. This includes (where possible) booking medical appointments after the school day. This will ensure that school can help support your children to uniquely flourish by continuing to improve learning outcomes and ensure a sense of belonging as

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part of an aspirational community. I appreciate that illnesses cannot be helped and there are times where children will need to be off, but hopefully, now that the weather should improve this term general coughs and colds should diminish and that we can work together to ensure children attend as well as possible. Mrs Bull will continue to be available in her pastoral role to support families to remove barriers to good attendance. She is often in The Hub in the morning and is contactable via Study Bugs or school gateway.

Final Messages

Mr Storch is due to return from his role as Headteacher of Little Digmaor on 1st May. Until then, Mrs Harrison will continue as Acting Deputy Headteacher until 30th April. Finally, make sure that your book school dinners in advance and toast for this term. It is available for you to book on the gateway app. Also, swimming is on as normal this week.

Yours sincerely,
Mr Boyd

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