



The Blake CE Primary School

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Committed to the care and education of your child within a Christian setting

Parent Forum June 2019 – Recrystallising The Blake School's Vision

Vision is at the heart of the school and governs everything from who is employed to how behaviour is dealt with, from curriculum to the content of school policies.

The vision was last reviewed during 2014 when the school was considering joining the Oxford Diocesan School's Trust and was agreed as below.

Current School Vision

As a school with a Christian setting we aim to be:

A Loving community: As part of a community sustained by Christian Values, all members of our school will achieve their own potential, and with love and respect will encourage each other to do the same.

A Learning community: Following a high quality curriculum with high expectations, enriched in every way by the Christian Ethos, our children will grow in knowledge, skills, and a sense of awe and wonder, the joy of learning, appreciation of the natural world and an ability to question, and reflect a habit of excited exploration.

A Flourishing community: Grounded with a deep understanding of the worth and the unique value of everyone as a child of God, suffused by Christian values and equipped with knowledge, a love of life, moral strength and spiritual depth. Our children will be prepared to joyfully take their place in the world with a sense of meaning and purpose.

The current process is an opportunity for all stakeholders to agree together a fresh re-working of the school's vision in a way that is relevant for the school in 2019 and for the coming years.

Central to the current school's vision is that a child's abilities or skills do not equal the sum of their value. All children are offered a rich, challenging and broad curriculum in line with national expectations, but the vision of The Blake School is about much more than turning out identical Year 6 pupils who have simply reached expected academic standards. All those involved at The Blake School are part of the process of shaping children as they grow, allowing each child, whatever their unique skills and personality, to develop and reach their potential. Being part of a Church School means that children are valued for who they are, not simply for what they are, and this will remain intrinsic to the recrystallised vision.

All stakeholders; parents/carers, staff, children, volunteers, governors, alumni, St Mary's Cogges and the community are being asked to reflect on what they intrinsically feel they know about The Blake School, considering how they would hope the school's vision will have impacted on children by the time they leave Year 6, what difference it will have made to them.

The children at The Blake School have already begun to reflect on what they feel lies at the heart of the school, some of their ideas are below.

People are always thinking about each other

Everybody can be part of The Blake; I like it that everybody is different

Everybody communicates with each other and this makes The Blake School a community

At the forum, to help parents/carers begin to think about how the vision may be re-shaped those present were invited to write on post-it notes answers to the following questions –

1. What do you really value about what the school already is/already does?
2. What memories do you want a child leaving The Blake School in Year 6 to take away with them?
3. What do you think children should experience whilst at The Blake School?
4. When a child leaves The Blake School, what key characteristics would you like them to possess?
5. When a child leaves The Blake School what skills would you hope they will have mastered?
6. If you had only ten words to describe The Blake School now, and that you hope will continue to describe it in the future, what would they be?

These questions are available to answer online and responses from all stakeholders will be being sought. The governors will be taking all the feedback received and producing some detailed documents setting out the thoughts and reflections in which the school's vision is rooted. These documents will underpin a revised vision statement.

The forum closed with an open question and answer session details of which can be found at the end of this document.

If you wish to provide feedback on any aspect of the crystallising of the school's vision please complete the online questionnaire, which can be accessed [here](#) or email the governors – governors@blake.oxon.sch.uk
Paper copies of the online questionnaire can also be collected from the school office. We would encourage you to share the questionnaire widely as the governors are keen to receive input from as many stakeholders as possible.

When will you expect the next visit from Ofsted?

You never know! Inspectors must visit the school within 30 months of the last inspection where the school was graded as Requiring Improvement (By June 2020).

Staff and Governors would welcome Ofsted whenever they return, a much more positive inspection outcome is anticipated.

Ofsted has changed their framework. The new framework has a significant shift to the positive and focusses not just on data but on the quality of the children's journey. The new framework is much better suited to the school's vision.

What is the current school data?

Governors are tracking the school data very carefully and are encouraged by the positive trends across the school.

The statutory outcomes will not be known until almost the end of the academic year but from the mock tests and the school's internal tracking outcomes are anticipated to be on or around national levels.

Outcomes at the end of Year 2 (KS1) and at the end of the Reception year are also anticipated to be on or around national levels.

What action has been taken since the Ofsted inspection?

The school had a year of accountability following the inspection during which the school's processes and actions were all scrutinised carefully. Staff and governors have worked tirelessly with ODS to ensure that all of the areas for development, agreed with and noted by Ofsted, have been addressed. This has led not so much to a revolution, but further evolution of what the school was already doing. The current season is now much more one of celebrating development and sharing good practice.

Are children now being prepared more for formal testing?

Yes, but it is important to continue to tread the balance. Children in Year 6 do sit some more formal mocks now to help them prepare.

As well as preparing for the physical environment of testing children are now being given additional experiences to help them work at speed as this was an area we identified as potentially letting them down.

Children at the top end of the school have twenty minutes of early morning maths every day on top of the maths input later in the morning. Early morning maths familiarises children with a test environment, supports working at speed and covers the whole spectrum of maths learning.

What's next?

Staff are looking at the skills structure that is in place across all subject areas considering whether children are able to build on the skills learned one year when they move on to the next e.g. does the art curriculum allow children to build on the skills they have mastered in Year 1 when they move into Year 2?