



The Blake CE Primary School
Governing Body Business. Term 1.



School Development Plan

Governors have discussed the development priorities for the school for 18/19 and agreed how to monitor progress against the objectives through the year.

Governors are linked to specific objectives and are responsible for meeting staff members, visiting the school and reviewing data in order to monitor progress. Reports from all governor visits are brought to meetings of the governing body and discussed.

The summary of the objectives within the School Development Plan are with this update.

Governors have already received and discussed monitoring reports relating to provision for the more able, gifted and talented, the new inspection framework for church schools and the provision for children who are vulnerable, or have additional needs.

Attendance

The governors routinely monitor children's attendance. In line with national legislation absence from The Blake School is only permitted for illness, approved educational activities, or in exceptional circumstances.

Whole school attendance last year was 95.7%, up marginally on attendance the previous year.

The current Year 5 cohort had the best attendance in the school last year at 96.7%, only marginally beating the current Year 3 cohort.

Governing Body Business

The work of the Governing Body is governed by delegated powers from ODST. ([Scheme of Delegation](#)) How the Governing Board carries out these delegated functions is governed by 'Standing Orders'. The standing orders have been reviewed and approved for the forthcoming year.

Governors have also approved and signed a 'Code of Conduct', which sets out the behaviour required of all governors.

Details of the Governing Body, their attendance and any declarations of interest can all be found on the [school website](#).

Governors have discussed, amended and approved the following documents –

Safeguarding, Driving at Work, Complaints, Attendance, Data Retention and the safe destruction of documents and admissions 20/21

Copies of many school policies are on the [school website](#). Copies of policies not on the website can be requested from the school office.

Safeguarding

Safeguarding and Child Protection is given the highest priority at The Blake School and is routinely monitored by governors.

Governors have all read the relevant sections of the updated 'Keeping Children Safe in Education' guidance and completed a quiz to demonstrate their knowledge.

If you would like to contact the governors you can do so via the school office, or you can email them on governors@blake.oxon.sch.uk

Our three key development priorities for the year are –

1. Embed the new teaching approaches in English and Maths and distribute excellent practice through the school.
2. Children identified as more able are challenged to meet their full potential.
3. Develop metacognition in order to give children greater confidence and resilience in tackling their own learning.

Christian ethos

1. The breadth and depth of the curriculum positively impacts children's character development and resilience.
2. New RE syllabus introduced and embedded to allow for more high-level questioning by children

What will success look like? Profiles are used to track pupil's development in mindsets such as resilience and perseverance. Children formulate their own questions when faced with a key concept.

Leadership and Management (Senior School Leaders and Governors)

1. Sharpening and ensuring the accuracy of the judgement's leaders are making.
2. Evaluation of teaching, learning and assessment is based on the demonstrable impact on pupils
3. Ensure all children are well prepared for statutory testing at the end of phases.

What will success look like? Year group reviews show that teaching adjustments are being made and having an impact. Gap analysis is being well used. Governors are able to clearly articulate the school's position against national.

Personal development, behaviour and welfare

1. Pathway developed for vulnerable pupils who are, or who may become, at risk of exclusion.
2. Outdoor learning opportunities are increased and maximised.
3. Maintain a culture of high standards of behaviour both for learning and around the school.

What will success look like? Children report increased consistency in relation to behaviour, especially at lunchtimes. One lesson of outdoor learning takes place in each class each week. Staff know what resources and strategies are available to support children with particular needs.

Teaching, learning and assessment

1. Excellent practice is celebrated and distributed through the school.
2. Metacognition developed to raise pupil's expectations, develop resilience and understand their next steps.
3. Progression of non-core subjects is monitored consistently.

What will success look like? Shared observations and lesson studies will be experienced by all teaching staff and a clear coaching culture will exist. All children will be clear on their next steps of learning and how to get there; pupil conferencing will be used in every classroom.

Pupil Outcomes

1. Raise attainment in maths for all groups.
2. Children identified as more able are challenged to meet their full potential
3. Use the 'MITA' course and material to ensure that TAs have the maximum impact on pupil progress

What will success look like? Children working with regular TA support will show accelerated progress. Overall attainment in maths across the school will be in line with, or above national standards.