



# Governor Newsletter

October 2017



## School Development Priorities

Every year the governors, in consultation with the staff, agree development priorities for the school; these priorities form the 'School Development Plan' (SDP)

The results from the questionnaires completed by parents and staff and the views of the children all inform the decisions made about the development priorities. The school's performance data and national initiatives also feed into the plan.

The draft Development Plan was discussed by governors in July and the final plan was agreed at the start of the autumn term. Governors agreed monitoring visits for the forthcoming year and will be reporting progress against the priorities.

The School Development Plan is organised under the four Ofsted areas: Leadership and Management; Quality of Teaching, Learning and Assessment; Outcomes for Pupils and Personal Development, Behaviour and Welfare.

The Plan also has a section relating to the development of the school's Christian ethos.

In relation to the Ofsted criteria the primary objective is to support the rapid progress of all children in order that standards of academic achievement will be raised across the school.

Staff and governors are committed to the development of the whole child and this year there will therefore be a focus on developing children's resilience and perseverance as well enabling them to recognise their learning journey as part of their bigger life journey.

There are three key development priorities.

1. Ensure that the school's systems of tracking, planning and teaching will raise the number of children who meet Age Related Expectations in Maths, Reading and Writing.
2. Develop good strategies and teaching methods in spelling, presentation and handwriting in order to raise the standard of writing across the school.
3. Improve progress and outcomes in Maths by teaching for depth.

A summary of all the priorities contained within the School Development Plan is attached to this newsletter and can also be found on the school website.

You can find out more about the work of the Governing Board and who the Governors are by looking at the [School website](#) and reading our termly summary of business.

If you wish to contact the governors you can do so via their email address [governors@blake.oxon.sch.uk](mailto:governors@blake.oxon.sch.uk) or you can speak to parent and staff governors who are often in and around the school at the beginning and end of the school day.

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

### Christian ethos

1. Profiles are used to track pupils' development in mindsets such as resilience and perseverance.
2. New RE syllabus introduced and embedded to allow for more high-level questioning by children
3. Reflective spaces are created and used in classrooms and across the school

**What will success look like?** School values will be increasingly linked to Growth Mindset and children will recognise their learning journey as part of a bigger life journey.

### Leadership and Management (Senior School Leaders and Governors)

1. Ensure the school's systems of tracking, planning and teaching raise the number of children meeting Age Related Expectations (ARE) in Maths, Reading and Writing.
2. Extra/cross-curricular activities and opportunities for extending learning beyond the classroom are introduced and developed
3. Staff are equipped to use self-reflection on healthy and sustainable working practices to balance the delivery of a high-quality curriculum with personal well-being

**What will success look like?** The number of children meeting ARE will be increased across all groups. All stakeholders will have awareness of and ownership of the SDP. Curriculum development will be in line with 'The Way Ahead'

### Personal development, behaviour and welfare

1. Positive behaviour strategies are employed consistently throughout the school.
2. Children are equipped to deal effectively with anger/friendship issues
3. The role of the Home School Key Worker is developed to support parents and therefore enrich family life

**What will success look like?** Outstanding behaviour is driven by the whole school community having ownership of the school's values and positive behaviour procedures. Children with high level needs are well supported and managed to ensure that the learning of other children is not disrupted.

### Teaching, learning and assessment

1. Improving progress and outcomes in maths by teaching for depth
2. Marking and feedback impacts directly on progress
3. Develop good strategies and teaching methods in spelling, presentation and handwriting to raise the standard of writing across the school.
4. Increase support and monitoring within science

**What will success look like?** Target Tracker will be embedded and used effectively. Technology will be being used to maximise learning opportunities. Best practice, top tips and training will be shared. Cursive handwriting will be being used throughout Years 1 - 4

### Pupil Outcomes

1. Raise standards in writing.
2. Increase progress and attainment in reading
3. Provision for children with Special Educational Needs supports rapid progress
4. Provision for children in receipt of the Pupil Premium supports rapid progress
5. Interventions are allocated in response to assessment

**What will success look like?** Planning will be improved by the effective use of assessment. Overall attainment across the school will be in line with, or above national standards.