



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



Attendance

At the start of every year the governors review pupil attendance over the previous academic year.

Levels of overall attendance at the school have remained broadly consistent over the past three years, but governors were pleased to note the drop in the levels of unauthorised absences over the past year.

Governors would like to encourage parents/carers to work with the school to ensure that their child does not miss any learning time other than in exceptional circumstances. School days are full of learning and missing just ten minutes a day amounts to a child missing more than a full week of learning over the course of a year!

Safeguarding

At the start of every school year governors spend some time making sure that they are up to date with the latest safeguarding information and guidance. Governors were reminded of their safeguarding duties and of the importance of information sharing. Safeguarding is everyone's responsibility.

School Development Priorities

Attached to this document is a summary of the school's development priorities for the forthcoming academic year.

Staff are already working on the actions linked to these identified priorities and the impact of their work is already being seen.

Governors have begun their monitoring visits and have provided feedback to other governors regarding the actions that have already taken place and the impact they are having.

Governors will keep parents updated on progress against our development priorities throughout the year.

The new Ofsted framework

In September 2019 a new Ofsted inspection framework was launched.

Some governors have attended training on the new framework and during their October meeting the governors spent some time looking at how a future inspection will differ to those in the past.

The new framework focusses on the quality of education that children are receiving and the breadth of the curriculum that they are being offered, rather than on data outcomes.

Staff are updating planning to ensure that year on year the curriculum builds in all subjects in both knowledge and skills. Governors are monitoring curriculum plans and familiarising themselves with the breadth of the curriculum that children are being offered.

Policies

Governors have discussed, amended and approved the following documents –

Collective Worship policy, RE policy, Admissions policy 2021/22, First Aid policy, Children Missing Education Policy, NQT guidance and Education for children with health needs guidance.

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

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. Ensure that the school's broad curriculum has clear skills-based progression in all subjects.
2. Support staff development and well-being by embedding the coaching culture within the school.
3. Strengthen the rich RE teaching of the school, specifically in relation to the high-quality delivery of the revised scheme of work.

Ensure that the school's broad curriculum has clear skills-based progression in all subjects.

1. Refining planning to ensure the progression of skills in non-core subjects across the year groups
2. Develop experiential and outdoor learning opportunities to enhance children's learning
3. Consistent English teaching approaches are embedded and used effectively across the school, with a particular focus on reading
4. Maths teaching for 'depth' is embedded, with a focus on fluency, problem solving and reasoning
5. Embed the work done already on metacognition
6. Teachers will be provided with strategies to support children with poor speech/language

What will success look like?

- Children's access to a rich vocabulary and experiences will enable them to develop their own rich vocabulary.
- The school's rich curriculum will show progression of skills in all subjects, across year groups.
- All children are equipped to tackle learning and can confidently identify their next learning steps.

Support staff development and well-being by embedding the coaching culture within the school.

1. Year group reviews will be developed to ensure the dissemination of good practice.
2. Further training will be provided on what good coaching and lesson study looks like.
3. Opportunities for the development of supervision models across the school will be explored
4. Secure the maintenance of high levels of SENCO provision

What will success look like?

- The new SENCO will feel well supported and be secure in her role
- Staff will be able to confidently review and evaluate the impact of their planning
- All staff will have been able to observe other classes and year groups, key staff will also have observed other settings.

Strengthen the rich RE teaching of the school, specifically in relation to the high-quality delivery of the revised scheme of work.

1. Ensure that RE long-term plans reflect a range of world views and faiths.
2. Quality INSET delivered on enquiry based RE, monitored and supported by the RE co-ordinators.
3. Additional CPD focussing on the quality of teaching
4. Ensure recrystallised vision is articulated well to all stakeholders and policies and procedures reflect the vision.

What will success look like?

- Long term RE plans will reflect a range of world views and faiths.
- The recrystallised vision and its impact will be well understood by all stakeholders.
- Teachers will be equipped to deliver the revised RE curriculum confidently and to a high standard.