

Governor Letter to Parents 2022- 2023

Thank you for your continued support for the school over the last year.

It has been a great year building on previous successes and fully developing our Hope, Perseverance and Hope Curriculum.

We are proud of the way we work with our community.

Ofsted visited this year and their report can be found here, <https://files.ofsted.gov.uk/v1/file/50222853>. This forms the majority of externally verified intelligence.

Strengths

The school's values of 'building friendships, encouraging perseverance, and inspiring hope' permeate through the school. Staff and pupils are proud of their school. Parents and carers receive lots of support to make sure that pupils attend school regularly; this is a real success.

Pupils feel safe and well supported. Staff provide a warm welcome to parents and pupils at the start of each day.

Families are appreciative of the wide-ranging support that staff provide. Staff share leaders' high expectations for pupils' behaviour.

Pupils behave well in lessons and at playtimes. If any bullying occurs, leaders take prompt action to make sure that it stops and ensure that pupils are well supported.

This year, pupils have taken part in history-themed visitor days and an outdoor education day where they took part in archery, kayaking and paddle boarding lessons.

Pupils take on leadership roles such as a playground buddy or a values ambassador, working on projects related to reducing waste and improving sustainability. Pupils experience a broad and balanced curriculum.

They have targeted the curriculum development.

Feedback went on to say:

Governors know the school well and hold leaders to account. They are committed to improving the school. Staff feel well supported by leaders who take their workload and well-being in account.

Leaders have made sure that reading is a high priority. They promote it through fun events, including inviting pupils into school in their pyjamas to 'curl up with a good book'. Most pupils enjoy reading both at school and at home. Some staff, but not all, have been trained in how to teach phonics. Consequently, the teaching of phonics is inconsistent and not always effective. Leaders know this and are already taking steps to address it. A consistent approach to teaching reading comprehension has been introduced and this is taught well. Pupils receive extra support to catch up in reading when needed. This is having a positive impact. Leaders introduced a new reading scheme to encourage pupils to read at home. Due to improvements in the teaching of reading, pupils are reading with increasing confidence, accuracy and fluency.

The mathematics curriculum has been redeveloped recently. Leaders have carefully considered the important knowledge and skills they want pupils to learn and when. Most teachers possess the necessary subject knowledge to teach mathematics. It is usually taught well, but there are some

inconsistencies in practice. Leaders are aware and have begun addressing this. This work is having a positive impact

Safeguarding:

The arrangements for safeguarding are effective. All staff are well trained in identifying any pupils at risk of harm. They understand the importance of safeguarding and take this role very seriously. They report any worries they have, and leaders respond to their concerns swiftly. Leaders are unafraid to challenge other professionals when necessary if they do not receive a swift or appropriate response to the issues they have raised. They work closely with external agencies to make sure that pupils receive the support they need. Pupils learn how to stay safe online and in the local community. They have a range of strategies to stay safe.

Other Feedback

Primary Advisor states in the summary report:

- There is secure capacity to improve.
- Leaders have invested in Read, Write Inc (RWI) Phonics. The programme, along with the training and support provided to fully implement it, is having a positive impact for pupils who were struggling to read.
- Reading is prioritised across the school.
- The senior leadership team are cohesive, reflective and strive to improve with a common purpose and vision. A recent SEND whole school review noted, *“The SLT team, alongside other staff work well together to support pupils, trying to find solutions to areas of difficulty. The expertise of staff in school means you triage to problem solve but also use advice from professionals and outside agencies well.”*
- Leaders and staff place a high priority on promoting and supporting good behaviour across the school, both in and outside of the classroom. Staff say they are proud of the way the school helps pupils to feel safe and flourish. They value the positive difference the pivotal education behaviour strategies for de-escalation and restorative practice have had on behaviour in and out of class.
- **Staff feel valued and supported. In a recent staff survey, 100% say they can access support if and when they need it and one staff member said, “I am proud of the support we give to each other.”**

We want to also share with you the sad news that Brian Green, one of governors, passed away earlier this term. He was a steadfast champion of our school and community and will be missed.

What does the school need to do to improve?

The curriculum has recently been redeveloped. In some subjects, the sequence of learning is not well planned. Some staff do not have the expertise needed to teach all aspects of the curriculum effectively. Leaders should ensure that important concepts and knowledge are organised and taught in a clear sequence over time for all subjects. They should ensure that staff have the necessary expertise to teach the whole curriculum as they intend so that pupils, including those with SEND, achieve well.

As Governors, we will support and challenge the school to achieve this.

Actions have already been taken in the Summer term to be ready for the autumn term.

The school continues to survey pupils and parents and use this voice to shape the offer.

Next year the school will offer more clubs.

Progress against targets

Year 6 Writing results showed positive progress.

Internal data shows improvements.

The school is welcoming in more parents for open afternoons and support meetings.

Attendance is higher than national averages.

School Development Plan going forward.

Priority 1: The delivered Curriculum meets the needs of our pupils and raises attainment and increases progress to be in line with national expectations (national: 75%. Our current data indicates around 53% average ARE across KS2)

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- **The curriculum will allow every pupil to succeed in line with the vision.**
- **WE MUST RAISE ATTAINMENT through improving the progress rates pupils make.**
- It teaches and explores our core values of Hope, Friendship and perseverance. (Expanded on in pupils attitudes and behaviour).

To further develop our curriculum offer with a focus on securing knowledge so that pupils know and remember more.

Priority 2: To further develop pupils Behaviour, attitudes and own development to make the most of school and life.

- To develop the level of challenge received by the most vulnerable 20% so as to diminish the difference between school to national and allow pupils full access to the curriculum.
- To ensure all groups are included and supported to flourish

This was a strength in ofsted.

Empower pupils and adults to develop hope and perseverance, so that they are able to engage/explore the challenges of school and the wider world.

Priority 3: All pupils receive Quality first teaching from empowered and well trained staff. This leads to an increase in progress and attainment.

- **Training on curriculum concepts.**

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Staff teaching continues to be good, ofsted target the sequencing of learning. We have booked further session with Severn training alliance.

Priority 4: To increase support for wider personal development and To extend our offer the wider community support we offer to better provide for our pupils.

We work together to create a caring, friendly and safe school family, to enable the whole school community to flourish and each person reach their full God-given potential.

Governors and the head have identified these targets to improve the school further in 2023 and 2024.

Governors action Plan based on the above

- We will create a term by term action plan for us to use when visiting the school and to guide our work.
- Paid for additional sessions from the Severn training alliance to support the school.
- Facilitate a project with Redhill on Curriculum and Spelling.
- We have recruited one new parent governor, and will induct them this term.
- We will monitor the vision of the school through visits and surveys
- Complete Staff wellbeing survey.
- Continue to hold the headteacher to accountable
- Work with Local Authority to ensure provision meets needs of pupils.
- Provide the budget for more reading resources.
- Provide more Extra curricular clubs.

Our main strategic duties are:

- ensuring clarity of vision, ethos and strategic direction for the school.
- This is done through the School development Plan and other documents and visions.

- holding the headteacher to account for the educational performance of the school and its pupils.
- We do this in partnership with the Severn training alliance.

- overseeing the financial performance of the school and making sure its money is well spent.
- The budget is supported by the local authority.

Comments from Chair

The school has pushed forward with the changes needed to make further improvement.

The school has a clear action plan and we will continue to monitor this this year.

We thank you all for the support.