



## Governors Newsletter Autumn Term 2018

Our Christian value for life focus is *Generosity*

### INTRODUCTION

Now that the new school year is well underway, the Governing body would like to highlight to parents the outcome and actions arising from the Ofsted inspection that took place in June. For those not familiar with Ofsted, it is short for the Office for Standards in Education, Children's Services and Skills.

Ofsted is a government department whose job it is to inspect and regulate services that care for children and young people, and services providing education and skills for learners of all ages. Ofsted inspections are periodic but very important (and quite stressful!) events for schools, with an inspector observing and assessing all aspects of school life. Ultimately they provide useful guidance to the Head and governors in terms of what is going well and what areas might require improvement, thus helping to plan for the future.

### OFSTED OUTCOMES AND ACTIONS

As many of you will be aware, Ofsted awards one of 4 ratings for each school that is inspected; Outstanding, Good, Requires Improvement or Inadequate. Following North Cerney's last inspection in 2013 we received a Good rating. The June 2018 inspection confirmed that we remain Good, and highlighted many of the qualities you will recognise in the school, such as the family environment and the care provided for the children. The Good rating was a real achievement for the school, especially given the recent change in leadership and period of transition last year.

However, the rating is really only the start. The inspection identified some key targets for improvement. All had already been identified by Mrs Pascoe as requiring attention, and these now form the basis of a Raising Attainment Plan (RAP) which provides a roadmap to ensure all are addressed by the time we are next inspected. The targets and some examples of work underway to achieve them are as follows:

**1. Learning planned across the curriculum provides all pupils, especially the most able, with challenging work.**

> Governors and teachers track the progress of higher attaining children to ensure they are on track to meet their potential. Lessons, books and planning are monitored to check that learners at all levels are challenged.

**2. Early writing skills are taught systematically to enable pupils to meet or exceed the expected standards for their age.**

> We now have a long term plan for writing throughout the school. This ensures that pupils experience writing across the genres. We have new resources for teaching handwriting throughout the school and children are given writing opportunities every day.

**3. Teachers plan more extensively to develop pupils' mathematical reasoning skills to enable them to solve more complex problems in all aspects of mathematics.**

> Teachers are planning from a range of resources that provide children with daily opportunities to use and apply their mathematical skills and knowledge through a variety of learning tasks. There will be a maths evening next term to provide parents with more detail about how maths is taught.

**4. The school's pupil premium strategy contains a clear rationale with defined, measurable outcomes to raise standards for all disadvantaged pupils, especially in writing and mathematics.**

> Pupil Premium Funding is more clearly targeted to pupils' specific needs and teaching assistants evidence how their time is spent supporting pupils. All children's progress is tracked to ensure the best outcomes.

**5. They make greater use of the strong partnership with parents to raise pupils' attendance.**

> Our small numbers mean that just one family holiday in term time has an impact on our whole school percentage and we are taking steps to raise awareness of the consequences. Attending school is not really about Ofsted targets. The children missing their education are disadvantaged. Essential building blocks in a sequence of maths or English learning will have been missed and this impacts on future understanding and, more importantly, children's confidence in themselves as successful learners.

The Governors and DGAT are working closely with Mrs Pascoe to monitor progress against the RAP. It will be critical that the teaching staff, governors and parents all work together in this endeavour to make our school even better.

*Adam Stoten: Co-opted Governor, Chair of the Finance Committee*



I have lived in North Cerney for about 8 years and my son (Rohan) and daughter (Mina) are in year 2. In the dim and distant past I trained as a scientist, but having decided that my laboratory skills were mediocre at best, decided to pursue a career in commercial science. Most of the last 15 years have been connected with Oxford University, either working with Oxford scientists to help translate their discoveries and inventions into new products and services, or working in spinout companies from the university. My current role as Chief Operating Officer for Oxford University Innovation involves overseeing projects spanning everything from self-driving cars to quantum computers to new life-saving vaccines, all with the aim of helping the university's research have positive impact in society. I am also on the boards of two spinout companies, so translating this experience into supporting the governance of a primary school setting is very rewarding. The financial elements of my job also help in my role as chair of the Finance Subcommittee. Above all, I am passionate that children appreciate the science that is part of everything around us.

**Please remember that we really welcome feedback from parents regarding topics for future newsletters - please do get in touch with suggestions.**