



# Governors Newsletter

## Spring is here!

Well nearly, let's hope the cold spell will be short lived! We hope this term continues with minimal disruption from covid allowing for a more settled year for us all and the warming weather gives us a much needed spring in our step. As a governing body, we do realise that some parents may have concerns that the recent industrial action may cause added disruption. We would like to assure you that the school's senior team are managing the situation, taking both the needs of the children and the staff into consideration. The governing body acknowledge that the action is as much about the lack of support for schools as it is for pay and hopefully a solution will be arrived at very soon. Easter marks the school calendar this term and our children will explore its meaning beyond the easter egg hunt.

## Changes to Governing Body

Sadly, we have said goodbye to Adam Chapman who has supported the school as a Governor in the role of Health and Safety which he has fulfilled most diligently. The governors and school are very thankful and wish Adam the very best. We will confirm who is to take on this role in the near future. Please take time to get to know us all by viewing our pen portraits using the following link:

<https://primarysite-prod-sorted.s3.amazonaws.com/botleyprimary/UploadedDocument/f1d35d73-4c75-4a0e-b9cd-81a7998fed95/governor-pen-portraits-22-23.pdf> .

## SIAMS

As a Church of England controlled school it is required that, along with an OFSTED inspection, we have the 'Statutory Inspection of Anglican and Methodist Schools' (SIAMS). This is a key element of the life of all Church of England and Methodist schools in England. SIAMS inspections explore the question, "How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?" The Head Teacher has informed you all of its contents and the development areas highlighted. As a governing body we feel that the school has found a comfortable balance between its role as a church-controlled school and its identity for inclusion of children of various beliefs. With that said, continuing to build strong foundations to visualise our school values should always be our goal.

<https://www.churchofengland.org/about/education-and-schools/church-schools-and-academies/siams-inspections>

## Spring Term 2023

### Issue 2

Included:

- Changes to Governing Body
- SIAMS
- Governor focus
- School Development Plan
- Ofsted

## Governor Focus

Each issue will focus on a member / members of the Governing body to share with you their role and how they contribute towards supporting the school and its children and parents. The focus today is Becs Nichols:



I joined the Governors in 2021 as a parent governor. In this role, there are 3 main areas where I help the school:

- Planning the strategic direction of the school
- Oversee financial performance and make sure money is well spent
- Holding the Headteacher and school leadership team to account

My role is strategic rather than operational. I don't get involved with the day to day running of the school, but I support and challenge the school's leadership team to drive school improvement. Coming from a wide variety of backgrounds, the Governors are each able to bring a different perspective which helps in our role as a 'critical friend'.

What does my role actually involve? I meet with the other Governors at least twice a term (in person or via Zoom) and between meetings I undertake school visits relevant to my 'roles' on the Whole Governing Body. Here's a little about my areas of responsibility:

### **School Development Plan (SDP) review team**

The School Development Plan is a document written as a response to the school's annual Self Evaluation, and it aims to address the points identified to develop the whole school. As one of the SDP review team, I meet termly with the Senior Leadership team and teachers to review progress against the plan, ensuring that evidence is documented. This might involve reviewing children's work, discussing data with teachers, challenging and discussing key milestones, and making suggestions for improvement which are fed into an 'action plan'.

### **Headteacher Review**

The Governing Body plus an external advisor are responsible for performance management of the Headteacher. Alongside two other Governors, I am part of the Headteacher Review group. This role involves undertaking regular performance management reviews with the Headteacher through the year, conducting their annual appraisal and setting their objectives for the following year.

### **Pay Committee**

As one of the Governors on the pay committee, I help to ratify the pay policy, approve teachers' salaries, including recommendations for awarding performance-related pay in line with the school's pay policy and report final decisions (not confidential information) to the Whole Governing Body.

If the opportunity arises to join the Whole Governing Body, and you're thinking of applying, I would thoroughly recommend it! Not only is it a real eye-opener into what's involved in running the school, but it is genuinely really rewarding to play a small part in helping the senior team with the overall direction and performance of Botley School.

# School Development Plan

All schools are required to have a School Development Plan (SDP), this demonstrates that the school takes an in-depth look at areas for improvement and ways to achieve those improvements. It is also important that the school has ways of evidencing that they have achieved the goals that they have set..... so it's not just a paper filling exercise.

We, at Botley, are very lucky to have such a dedicated team which makes the question "what can we do better?" a hard one to answer. However, we can always find areas for improvement in all we do, as can the team at Botley. Over the coming year we will share with you the focus for each term and how it is hoped to be achieved. More often than not the focus will become apparent, for example, an increase in spellings or fitness but others may not be so. To achieve these ideals takes a lot of dedication the teaching and support teams and hopefully you yourselves will be able to support the school by understanding the ideals and goals set to improve your child's wellbeing and education.

## School Development Plan

### Key Priority

Developing consistency in the planning and recording of high quality learning tasks that demonstrate high expectations of all children.

This is to be achieved partly by:

#### Autumn term

- Inset day
- Teachers will set up routines, procedures and embed expectations within their classes at the outset of the year.

The use of WAGOLs (What A Good One Looks Like) are built into planning and children are given opportunities to fully engage in their learning activities with enthusiasm and pride. This is demonstrated through monitoring activities and in discussions with the children.

**89% achieved**

#### Spring term

- Teacher's ability to plan high quality learning activities that engage children is developed and evidenced.
- Increased opportunities for outdoor learning demonstrated within children's subject books.

**WAGOLL** stands for 'What a Good One Looks Like'.

For example:

If we want our children to become outstanding writers then they need to see outstanding writing or at least writing that models what they are working towards. They set the standard for the quality of work needed in order to achieve the standard for the quality of work needed in order to achieve the lesson objective.

<https://www.literacywagoll.com>

SEND stands for

Special Educational  
Needs and Disability

### Key Priority

Support development of the most effective teaching practices to enable all groups of learners to make targeted or better than targeted progress.

This is to be achieved partly by:

#### Autumn term

- Teachers plan effectively for different groups of children.
- Lessons are structured to ensure appropriate teacher input and task design.

**85% achieved**

#### Spring term

- Appropriate teaching methods are embedded to provide all groups with quality first teaching.
- LSA's are deployed effectively to support different groups of children.

### Key Priority

Effectively use data to impact positively on the progress of SEND and Disadvantaged children.

This is to be achieved partly by:

#### Autumn term

- Interventions are effectively measured for impact and alternations made a result.
- Planning monitoring to ensure that results of assessment have been considered by teacher and used to plan appropriately in order to support good progress.

**94% achieved**

#### Spring term

- Development sessions undertaken to analyse data and how this can be used to forward plan.
- Teachers use small steps to plan effectively for the needs for SEND and disadvantaged children.
- Consistent approach to benchmarking diagnostic assessments.

## Ofsted

'The contribution of governors to the school's performance is evaluated as part of the judgement on the effectiveness of leadership and management.' (Ofsted School Inspection Handbook).

## FOBS

FOBS – Friends of Botley School is our Parent Teachers Association (PTA). Over the years they have done a wonderful job supporting the school and bringing in the extra

They hold different events throughout the year to bring in funds which are always fully supported by the parents and carers.

**They can be followed on Facebook and/or Instagram**

## Prayer

Lord God, we thank you for life together at our church school in the heart of Botley. As a whole school community may we all delight in learning and teaching. May our love, respect and encouragement towards each other bring healing and wholeness for us and the world.

**Amen**

**Revd Gregg Mensingh**

## Key Priority

Ensure consistent approaches to the promotion of positive behaviours by setting out high expectations that are implemented by all members of staff.

This is to be achieved partly by:

### Autumn term

- All staff consider rights and responsibilities at school in the light of our school Christian Heart Values with each of their classes in order to construct a Class Charter that is agreed by all members of the class. This will be unique to each class but first within the school ethos. This will need to be displayed within the classroom so that the teacher can make reference to it as required.
- Information on behaviour expectations and the behaviour policy is sent out to all parents so that there is a clear parental understanding in this area. Uniform expectations also shared.
- School engages full within anti-bullying week (14th to 18th November) in order to continue to ensure that children are confident in their understanding of bullying (STOP) and how this is dealt with and managed within the school.
- School approaches to bullying are shared with parents through a booklet so that they have a clear understanding of the school's approach.

**94% achieved**

### Spring term

- Clear and consistent systems are in place for break/lunchtime (playground and dining hall), worship, movement around the school and in classrooms.
- Pupil groups are established and effectively being used to support behaviour through role modelling and positive reinforcement.
- The Fundamental British values of democracy, individual liberty, the rule of law and mutual respect are threaded throughout the curriculum offer to develop skills that support all children to contribute positively.
- There is a rigorous and consistent approach to recording behavioural concerns for all staff.
- Expected learning behaviours are understood and demonstrated by all pupils.

## Ofsted

Still waiting.

The school is fully prepared and have our full support in all they do to ensure our children's welfare, wellbeing and education are paramount in their considerations at all times.