

This Is Our School: Crowmarsh Gifford CE Primary



Faith ♦ Service ♦ Integrity ♦ Responsibility ♦ Truth ♦ Excellence

Agenda

- Introduction
- Progress in the Last Year
- School Development Plan
- Growth-Mindset
- Digital Leaders Presentation
- Teachers' Curriculum Presentation
- A Brief Overview of IT
- Governor Involvement in School
- PTA Presentation
- Q&A with Sub-Committee Representatives

This Past Year...

What have we
achieved?

Some of our Milestones....

- Top 20 schools in Oxfordshire (League Tables) based on KS2 end of Year 6 data
- Outstanding judgement overall in SIAMS
- 100% phonics success in year 1
- Foundation International Schools Award
- SSAT Children's Attainment Award

Curriculum Achievements

- Successfully rolled out new exciting and engaging curriculum
- Peer to peer coaching
- Tailored training to ensure 'outstanding' practice
- Budgetary and financial support to provide resourcing across the school
- Established a breakfast and after school club
- Increased parent understanding of key areas
- Leading the network in key areas

Pupil Progress and Success....

- Challenging every child to develop a growth mind-set
- Preparing children for success in modern Britain
- A focus on 'individual' children and their 'individual' needs
- Open classrooms every small term, more opportunities to learn about what the children do in school
- More opportunities for pupil leadership (House Leaders, Sport's Leaders, Librarians, Worship Team, Digital Leaders, etc.)
- Christmas performances – every child had a part to play
- Wide variety of extracurricular activities throughout the day to spark children's interest

School Development Plan

Last Year's Successes

- ✓ Safeguarding– new safeguarding induction/training for staff/visitors
- ✓ Outstanding progress
- ✓ SIAMS
- ✓ Guided Reading
- ✓ Timetabling of learning groups – Break out groups
- ✓ Handwriting
- ✓ New curriculum written and rolled out across the school
- ✓ Community

- ✓ New server, network and wireless system installed
- ✓ Learning spaces developed
- ✓ Reinforcement of good behaviour/manners and respect
- ✓ House system
- ✓ Health and safety excellence
- ✓ Website (Twitter, Blogs, Class Pages, Texts)
- ✓ Prospectus, handbook
- ✓ Transition into reception class
- ✓ Communication
- ✓ Distributed leadership “Every teacher is a ‘leader’ of learning”
- ✓ New Teaching for Learning and Marking policies implemented
- ✓ Established breakfast/after-school club
- ✓ International school work
- ✓ Partnership Work – Wallingford Partnership, Oxfordshire Teaching School’s Partnership (OTSA) and SSAT (School’s Network – National)

SDP This Year

Key Highlights

- Raising pupil's achievement (focusing on groups of pupils)
- Focusing on questioning in all lessons
- Involving parents more in their child's learning
- Raising profile of reading and 'talk'
- Embedding climate of challenge and growth mind-set
- To further embed transition into reception
- Distributing leadership within staff and pupils
- Enhancing links with the community
- Developing outdoor space
- Key updates – EYFS (Ofsted)

Our Learning Journey.....

- Working with Di Pardoe – again leading this with our partnership schools
- Based on research by Carol Dweck about ‘mindset’
- Research shows how teaching these skills helps raise children’s achievement across the board.
- It is about ensuring ‘every’ child reaches their full potential

What do we mean by successful citizens?



Successful learners who enjoy learning, make progress and achieve

Confident individuals who are able to live safe, healthy and fulfilling lives

Responsible citizens who make positive contributions to society

What does it mean to be ready to learn?

What do we mean by learning success?

What do successful learners do?

What is real achievement?

How can we best promote and support learning at home?

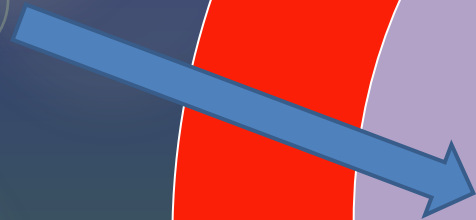


Striving for a future where our children:

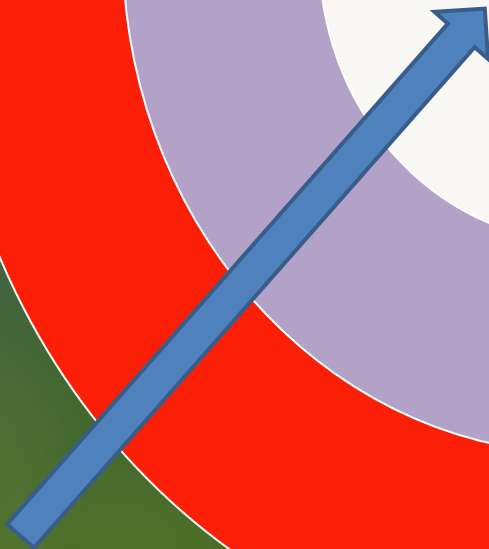
- *have the opportunities to be the best they can be*
- *are confident and motivated and embrace challenge*
- *persevere and are resilient in the face of difficulties*
- *use critical and creative thinking to solve problems*
- *work collaboratively and independently*
- *take responsibility for themselves and their learning*

How do you feel when you
are learning?

**Learning is
a bit tricky**



**Learning is
easy**



Danger zone

Challenge zone

Comfort zone

**Learning is
too hard**



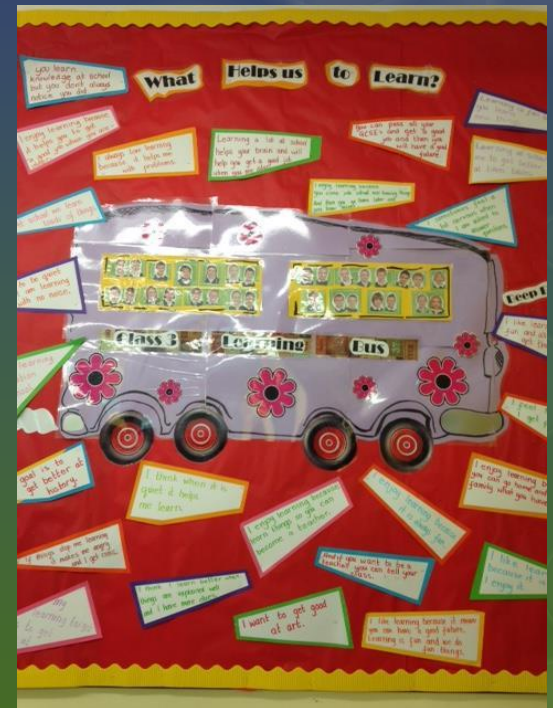
“Dweck's research falls into the category of most of the best of our research into education, in that it merely ends up confirming the eternal truths of the classroom: turn up, work hard, study, do well; work harder, do better; believe you can improve and you probably will, believe that you can't and see what happens.”

Tom Bennett

The power of YET.....



What does a 'purple learner' do?



I will be a purple learner when I...

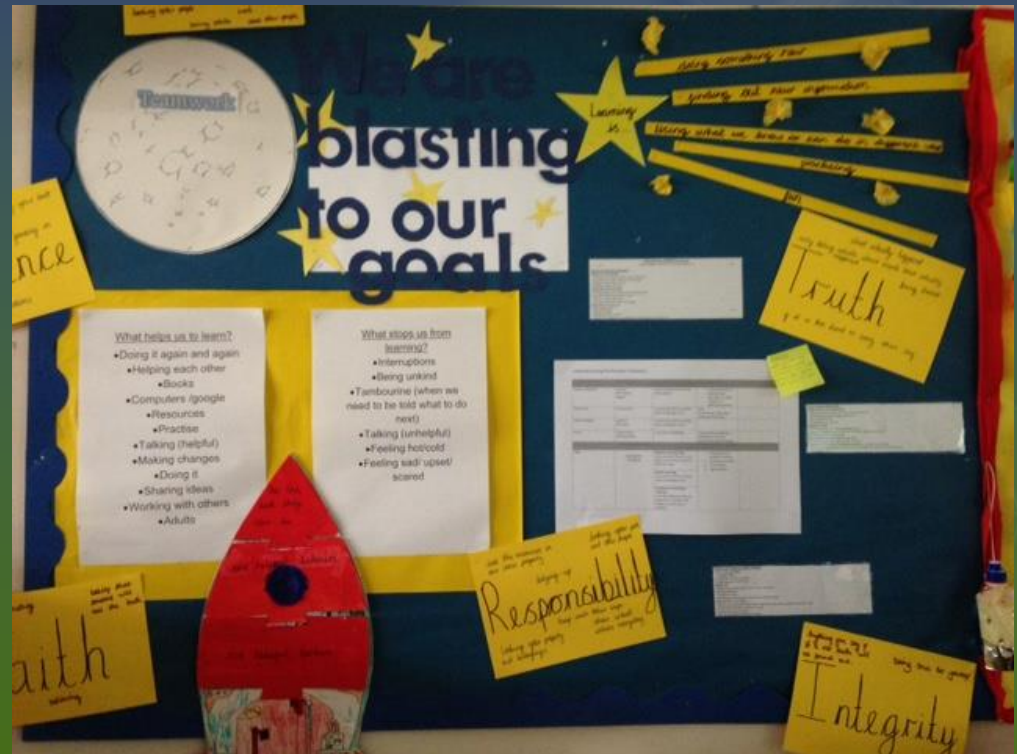
tackle problems positively

persevere when things get difficult

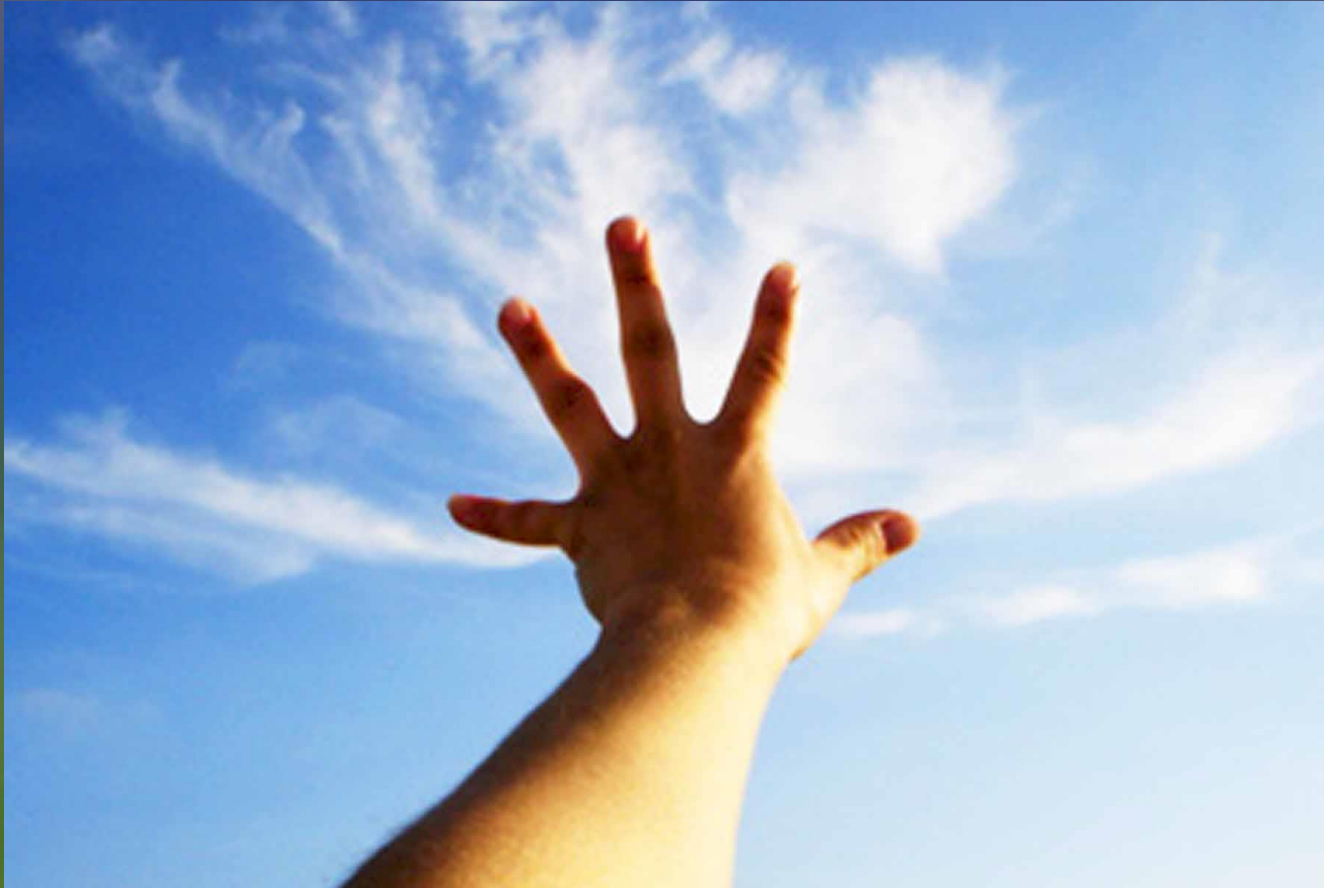
think for myself before asking for support

stay determined

aim high



*...the best learning experiences lie within
the extended grasp...*





*What is
challenge?*



The Challenge of risk taking...



The challenge of persevering and keeping going...

What is achievement?

Think of something that you have achieved.....



Now consider how you achieved it.....



...something that has been done or gained by effort

...the act or process of completing something successfully after working hard



... 'overcoming difficulty'

“Motivation is the most important factor in determining whether you succeed in the long run. What I mean by motivation is not only the desire to achieve, but also the love of learning, the love of challenge and the ability to thrive on obstacles. These are the greatest gifts we can give our students.”

Carol Dweck 2006

A good learner is someone who....



- thinks hard
 - has a go
- shares ideas with others
 - works with a partner
 - finds out new things
 - always tries hard
 - helps other people
 - listens carefully
 - doesn't distract others
 - tells the truth
- understands what they have to do
 - doesn't give up

A black and white photograph of Henry Ford, an older man with white hair, wearing a light-colored shirt and a dark bow tie. He is leaning over the front of a vintage open-top car, working on the engine. Another man, younger and wearing a suit and tie, stands to the right of the car, looking on. The car has a license plate that reads "330-A". The background is slightly blurred, showing trees and a fence.

**IF YOU THINK YOU CAN DO IT,
OR YOU THINK YOU CAN'T DO IT,
YOU ARE RIGHT.**

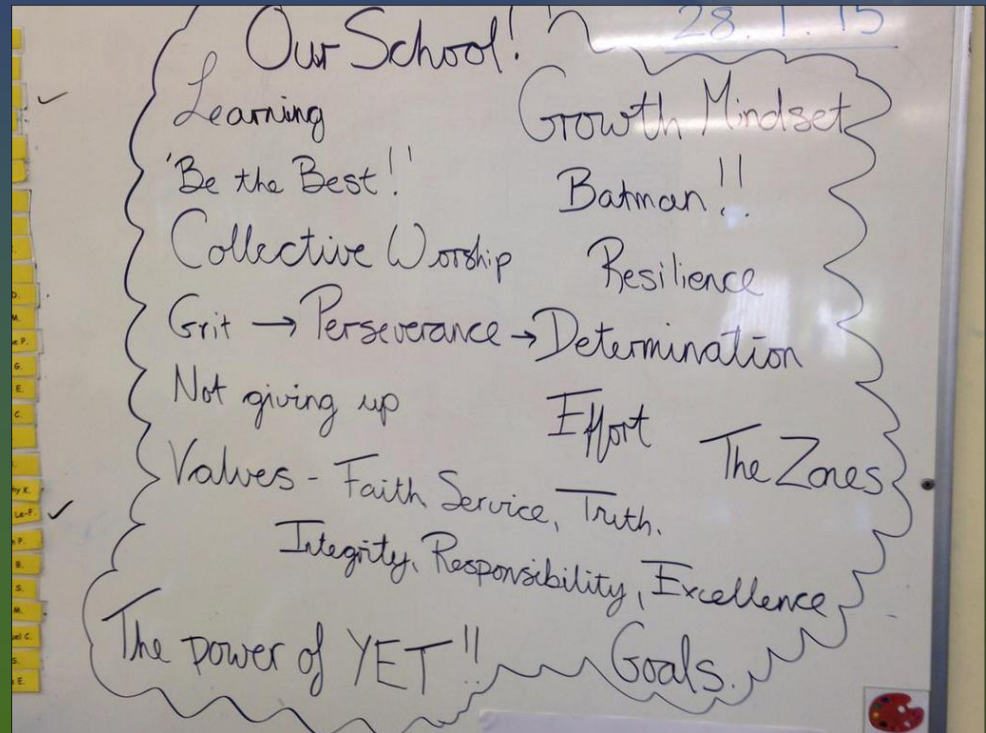
- HENRY FORD

The background of the slide features a vertical gradient from dark blue at the top to a vibrant green at the bottom. Scattered across this background are numerous thin, white-outlined circles of varying sizes, some of which overlap, creating a bokeh-like effect.

Digital Leaders
What we love about
Crowmarsh Primary

Our creative curriculum designed to create 'well-rounded' children....

- Assessed Subjects – Reading, Writing, Maths
- Science
- Computing
- Music
- German
- PSHCE/RE
- Geography/History
- Art/Design Technology
- P.E
- After-School Activities
- Cooking
- Trips – extending the curriculum
- Multiculturalism



Key Reading

- Towards Successful Learning – Di Pardoe
- Think Like a Learner – Di Pardoe
- Mindset – Carol Dweck
- Outliers – Malcolm Gladwell
- Visible Learning and the Science of How we Learn – John Hattie and Gregory Yates
- The Learning Powered School – Guy Claxton, et al.
- Expansive Education – Bill Lucas, Guy Claxton and Ellen Spencer

IT in School

- Current Position – Network, Netbooks, Other Equipment
- Vision for the future – renewal of Netbooks and additional resources
- Priority 1 - Essential Investment
- Priority 2 - Ideal Investment
- Further Meeting to be held shortly to focus purely on IT and to galvanise fundraising efforts

Governor Involvement in School

- “Whole school” approach
- Governance is strategic, Management is operational
- **3 main roles:**
 - Ensuring clarity of vision, ethos and strategic direction
 - Holding the Head Teacher to account for the educational performance of the school and its pupils and the performance management of staff
 - Overseeing the financial performance of the school and making sure its money is well spent

Governor Involvement Cont:

- We do not get or become involved with the day-to-day management of the school,
- No micro management of leadership team
- Role is driven by the strategic planning cycle in collaboration with all staff members
- Do act as 'critical friend' to HT and school but have to maintain over-arching view
- Everything around "How" is for the HT, everything around "What" is for Governing Body

GB Areas of Responsibility

- Teaching & Learning – pupil achievement and quality of teaching for the ‘whole’ school
- Finance – approving and monitoring the school budget
- Staffing – number, policy on staff pay, appointment, welfare, conduct, grievances, discipline, performance management
- Premises
- Pupil Behaviour and Discipline
- Special Educational Needs
- Health & Safety
- Safeguarding

Terms of Reference for Finance, Personnel, Premises & H&S

(Flora Barton, Rob Mullan, Penny Hannigan, Laura Millbourn, Jeremy Goulston)

○ **PERSONNEL AND FINANCE COMMITTEE**

○ **Personnel**

- ☐ To review and update the staffing structure after consultation with the head teacher
- ☐ To adopt the pay policy for all categories of staff for approval of the governing body, and to be responsible for the administration and review of these policies
- ☐ To oversee the appointment procedure for all staff , to oversee the process leading to staff reductions and the system for staff appraisal
- ☐ To make recommendations to the governing body in respect of the annual performance review of the head teacher (by select committee)
- ☐ In consultation with the head teacher, to make recommendations to the governing body in respect of the annual performance review of the assistant head teacher and other staff and to monitor staff absence

○ **Finance**

- ☐ To draft, in consultation with the head teacher and Oxfordshire County Council, the school's annual budget
- ☐ To prepare a budget position statement including virement decisions for each termly meeting of the full governing body
- ☐ To monitor the expenditure of all voluntary funds kept on behalf of the governing body
- ☐ To ensure that the school operates within the Financial Regulations of the County Council
- ☐ To make recommendations to the governing body in respect of service agreements
- ☐ To approve arrangements for repairs and maintenance including contracts.

○ **PREMISES AND HEALTH AND SAFETY COMMITTEE**

- ☐ To advise the governing body on priorities, including Health and Safety, for the maintenance and development of the school's premises.
- ☐ To keep under review the governing body's Health and Safety Policy and make recommendations for revisions.
- ☐ To oversee arrangements for repairs and maintenance.
- ☐ To oversee arrangements for the use of school premises by outside users subject to governing body policy.

Terms of Reference for Curriculum & Standards (Flora Barton, Michelle Andrews, Karen Murray-Vaughan, Alison Butler, Sarah Lowe, Tony Crabbe)

- It is the specific intention of the committee to promote and ensure maintenance of high quality teaching for all children.
- Assist the governing body with its understanding of the curriculum, current trends, needs and development within each curriculum area.
- Work with the Head teacher and staff to monitor and evaluate curriculum provision and standards of attainment throughout the school.
- Work with the Head teacher and staff to raise standards in the school.

○ **This committee supports the governing body in fulfilling its aims by:**

- Ensuring the school is fulfilling its statutory obligations regarding the Foundation Stage and National Curriculum.
- Reviewing the schools strategic plan and SDP. This document details the teaching and learning priority plans
- Collaborating with staff to provide information on how the curriculum is taught, evaluated and resources.
- Performing curriculum focussed governor visits are required.
- Ensuring curriculum policies are relevant and up to date.
- Considering the identification assessment and provision given to children with special educational needs.
- Reviewing available information about the schools performance including county and national benchmark information.
- Contributing to the School Development Plan
- Working with the School Management team, to advise the governing body of the school improvements and achievements within the targets that have been set by the school.

Reconstitution

- Government Regulation that all GBs reconstitute
- Review of numbers, designations and effectiveness
- Lost 4 Governors since July last year who collectively have served circa 30 years in office but who have yr 6 children, not unexpected
- Need to recruit more Governors once Reconstitution approved (September 2015)– focus on skill sets to contribute to effective governance
- Please consider it! A vital role that is rewarding

Curriculum Co-ordinators

Area / Subject	Staff Co-ordinator	Governor
Maths	Karen Murray-Vaughan / Annette Marsh	Tony Crabbe
English	Andy Silvester / Katie Lucas	Nigel Hannigan
Science	Andy Silvester / Katie Lucas	Rob Mullan
R.E.	Peta Hustwayte	Jeremy Goulston
ICT	Karen Corrigan / Corinna Bailie	Nigel Hannigan & Laura Millbourn
Geography	Monica Nixon / Alison Butler	vacancy
History	Monica Nixon / Alison Butler	vacancy
Art & DT	Monica Nixon / Karin Selwood	vacancy
Music	Zara Zimmerman	vacancy
PE	Flora Barton & Corinna Bailie	Michelle Andrews
Early Years	Zara Zimmerman	Sarah Lowe
Special Needs	Flora Barton / Karen Murray-Vaughan	vacancy
PSHCE		Laura Millbourn
More Able (G&T)	Karen Murray-Vaughan	Michelle Andrews
Assessment	Flora Barton	Michelle Andrews
Other Areas	Flora Barton / Karen Murray-Vaughan	Various