



The Governor Bulletin aims to provide a direct communication channel from governors to parents about the school's development priorities and long-term strategic plans. Previous issues can be found on the Governing Body pages on the school's website.

## From the Chair

Welcome to all the new families who joined the school community in September this year. We hope you and your children have settled well into life at Great Tew School and are looking forward to the adventures ahead. If at any time you would like to find out more about how the school is led or how you can get more involved in school life please don't hesitate to contact governors via the school office. Also, see the article below on the role of *Parent Governors*.

So six weeks on from our Ofsted inspection we look to the future with an extremely positive and affirming inspection report and a very clear idea of our strategic priorities.

Eleven years is a long time for a school to go without an inspection – so much has changed in the world of education since 2008. You may be interested to know that it is likely the school's excellent 2019 SATS results were the trigger for inspection – in line with Ofsted's announcement that it would be inspecting a percentage of the top performing exempt schools. We are pleased with the report – it captures the essence of the school and reflects the long term development priorities already identified by school leaders.

Thank you for the support you gave in completing the Ofsted online survey, an overwhelmingly positive response, and for your words and emails of support.

The governors would like to take this opportunity to thank Mrs Miles for the exceptional way in which she led the school through the challenging inspection process, enabling staff and pupils to really show what a special place Great Tew School is. It is very pleasing that the values of the school, so strongly demonstrated by staff and children, were recognised by the inspectors and reflected in the final report.

So now to build on these strong foundations. Annually school leaders identify Key Strategic Priorities for the coming academic year. In 2018/19 the school was focussed on continuing to improve outcomes in Maths and English, further developing a broad and culturally rich enquiry-based curriculum, enhancing structures for strategic planning and communication with the whole school community. Developing provision for personal, social and health education, including supporting children's awareness of their own mental health. In addition, attention was on the school grounds and their development as a learning environment.

The school's 2019 performance data bears testament to the hard work and dedication that went into the improvement of outcomes in Maths and English. See the article by governor Viv Bennett, below.

Cont...

## Autumn Term – 2019

### Next Full Governing Body meeting 28<sup>th</sup> January 2020

#### Who are the Governors?

Chair: Jane Zibarras, Co-opted Governor

Vice Chair: Naomi Roberts, Parent Governor

Lucy Miles, Headteacher

Peter Collins, Parent Governor (previous Chair)

Viv Bennett, Local Authority Governor (previous Chair)

Hugo Brown, Parent Governor

Una Tibbetts, Co-opted Governor

Lauren Nimmo, Staff Governor

Cathy Higgins, Co-opted Governor

Matt Bull, Associate Member

Angela Murrey, Associate Member

Madeleine Rickard, Clerk

Contact governors via the School Office: [office.2104@great-tew.oxon.sch.uk](mailto:office.2104@great-tew.oxon.sch.uk)

#### **Great Tew Primary School, Ofsted Inspection Report, October 2019:**

"Pupils delight in learning, and all, including the youngest children, are eager scholars."

"Pupils' behaviour is impeccable. Their excellent manners stand out and contribute to the school's magical atmosphere."

"The school contributes exceptionally well to pupils' character development."

"[The headteacher] has ensured that pupils achieve high standards and that they receive a well-rounded education, which includes a full range of subjects."

"Staff put children's safety and welfare at the heart of everything they do."

"Astute governors assure the school's continued success."

However, school life is most certainly not all about tests and data, and last year the school was positively bursting with creativity. Art and music flourished. The Drawing School was introduced with children across all years being taught the fundamentals of drawing. Going forward each young artist will add to their skills, building an art portfolio during their time at the school.

Thanks to the Supporters Club many musical instruments were bought allowing everyone to participate in varied musical experiences throughout the year. And, drama – the annual Nativity Performance provides an opportunity for the very youngest members of the school to experience acting and singing in front of an audience, and of course the Key Stage 2 (Y3-6) Summer Performance *Lion King*. The school (and village) were filled with the music of rehearsals and for the performance itself the weather was kind and we were transported from a playground in Oxfordshire to the African Savannah (imagination inspired by a stunning backdrop and costumes worked on by staff and parents) as the children acted and sang with skill and infectious enthusiasm.

Before they moved on from Great Tew School last year's Year 6s participated in the first strategy meeting for the redevelopment of the school's outside learning space. Since then two further consultations have taken place. These meetings provide an opportunity for the children to express opinions and be part of a strategic decision making process. The outcomes of the consultations will be published shortly and then a programme of works will follow. The goal is to take as much of the school's broader curriculum out into its very special setting.

*If you have a garden and a library, you have everything you need. Cicero*

*"The SATS results this year are really good and we are very proud of our Year 6 children, but we know, and hope, that what they remember and treasure from their time at Tew are the friendships they made and magical moments like this." Head teacher, Mrs. Miles, following a performance of the Lion King.*

In 2019/20, building on the above achievements, the school will continue to focus on providing a broad, well-structured curriculum, and in particular raising standards in Music, Art and Computing. The children are also going to be involved in creating a set of environmental principles.

There is a focus on problem solving and mental fluency in Maths (statutory Year 4 times table checks will take place from this summer). Presentation and debate opportunities are being developed and children will continue to learn about local, national and global communities and different religious, ethnic and socio-economic groups. There will be an on-going focus on children's mental well-being as they are supported in their development into independent thinkers and resilient learners.

We will keep you informed of progress and wish everyone a successful 2019/20. *Jane Zibarras*

## **IMPORTANT notices...**

**The Impact of Term Time Absence** Sometimes children are unavoidably absent from school during term time and there are procedures around authorised absence to ensure the safety of the child and to minimise disruption to their learning. However, there are times when children are taken out of school for non-essential reasons and governors must make sure the impact is understood.

Obviously the child's own learning can suffer. A week's absence from curricular learning might mean, for example, that a child misses an entire Maths topic or key stages in their literacy development - a huge amount is covered in every classroom, every week. Because teachers are acutely aware how such missed learning can impact on a child's progress, well beyond the weeks following their return, every possible effort is made to enable those children to 'catch up' so that they can once again learn alongside their peers. 'Catching up' means that a class teacher has to focus on an individual child for extended periods – during which time the teacher is unavailable to the other children in their class. It is not hard to see how this impacts on the cohort as a whole and is particularly challenging in mixed year groups when lesson planning must be rigorously adhered to.

On a safeguarding note, it is absolutely vital that the school is informed about any absence. If a child is not in school, staff are statutorily required to locate the child and establish that they are safe.

Attendance is generally very good at Great Tew – successful outcomes are impossible without good attendance – thank you for everything you do to support this.

**Parking and Safeguarding** Keeping all our children safe is a top priority of the school and its governors. However, it is clear that we have an ongoing issue with parking at drop off and pick up times.

In order that all children can access the school site as safely as possible it is absolutely vital that no one parks on the white lines around the Green and the very clear KEEP CLEAR signs. Vehicles should also not be driven up onto the side of the triangle now known as 'The Beach' due to the unsightly destruction of the kerb caused by careless parking.

Children and families approaching the school from the carpark must have clear lines of sight when crossing the roads - when cars are parked on the white lines visibility is seriously impaired – and accessing the safety of the Green is made difficult.

Drivers should also be aware that, as was recently pointed out to us by a member of the Fire Service, emergency vehicles cannot access the village when the cars are parked all over the white lines – the possible impact of this is unthinkable.

So, as most parents and carers do, please drop off and pick up with consideration and help us keep all members of our community safe.

## Parent Governor Election Spring Term 2020

Would you like to become involved in the leadership of the school? Do you have skills, experience, ideas and enthusiasm that the governing body of Great Tew would benefit from? Would you like the opportunity to contribute to the improvement of the Great Tew experience for pupils, staff and families? If so perhaps you will consider standing as a parent governor.

There are three parent governor seats on the Great Tew Governing Body. The role of parent governors, like all other governors, is entirely voluntary and self-nominated candidates are voted for by the parent body of the whole school via a well-publicised election process. Successful candidates serve a term of four years – though a governor can step down at any point. There will be an election for a parent governor in Spring Term 2020.

We regularly review the skills of the Governing Body. This year we are delighted to have recruited Cathy Higgins, a school bursar with past experience of working in Great Tew school, as our Finance Governor. We are now particularly looking for candidates with experience of buildings management and/or contract management – our picturesque premises come with challenges! If you have such experience to bring to the board please do think about standing for election. Equally if you have buildings management experience, but do not currently have the time to commit to a full governor role, please do ask about perhaps supporting the school in a different capacity.

A full role description is available from the school office and governors would be happy to discuss what the role involves. [Chair.2104@great-tew.oxon.sch.uk](mailto:Chair.2104@great-tew.oxon.sch.uk).

## Academic Performance by Viv Bennett

We are very proud of the education the school offers its pupils. Great Tew School aims to work in partnership with parents to develop happy, confident, responsible children who achieve their full potential. One important aspect of this is, of course, academic performance.

Great Tew's excellent academic results are frequently highlighted in national league tables and 2018-19 was another high achieving year.

Key Stage 2 attainment results for 2018-19 (13 pupils)		School result	National result	Percentile rank *
Reading, Writing and Maths combined	% at least reaching expected standard	100%	65%	1
	% reaching the higher standard	54%	10%	1
	Scaled score	110.7	104.7	1
Reading	% at least reaching expected standard	100%	73%	1
	% reaching the higher standard	85%	27%	1
	Scaled score	113.2	104.4	1
Writing	% at least reaching expected standard	100%	78%	1
	% reaching the higher standard	69%	20%	1
	Scaled score	109.9	101.6	1
Maths	% at least reaching expected standard	100%	79%	1
	% reaching the higher standard	54%	27%	4
	Scaled score	108.2	105	11

\* this means the school was in the top 1% of English schools for the vast majority of Key Stage 2 test results last year.

Key Stage 1 attainment results for 2018-19 (14 pupils)		School result	National result	Percentile rank
Reading, Writing and Maths combined	% at least reaching expected standard	71%	65%	32
	% reaching the higher standard	50%	11%	1
Reading	% at least reaching expected standard	86%	75%	15
	% reaching the higher standard	64%	25%	1
Writing	% at least reaching expected standard	79%	69%	41
	% reaching the higher standard	57%	15%	1
Maths	% at least reaching expected standard	79%	76%	44
	% reaching the higher standard	50%	22%	1

The government also measure pupils' progress between Year 2 and Year 6 and the school is given a progress score for each subject.

**Key Stage 2 progress results for 2018-19 (13 pupils)**

	School result	National result	Summary
Reading	+5.03	0	Significantly above national and in the highest 20% of all schools
Writing	+4.03	0	Significantly above national and in the highest 20% of all schools
Maths	- 0.51	0	In line with national

As governors we know we must look behind the headline statistics because, in schools with small classes, annual results can give a misleading picture. Our class sizes are not large enough to represent a valid statistical sample and one child obtaining, or missing, a score by just one point can have a disproportionate impact on the school's results. Governors therefore also look at three year average statistics, some of these have been outlined below.

**Key Stage 2 attainment results for 2017-19 (37 pupils)**

		School result	National result	Percentile rank
Reading, Writing and Maths combined	% at least reaching expected standard	81%	64%	10
	% reaching the higher standard	27%	10%	2
Reading	% at least reaching expected standard	86%	73%	16
	% reaching the higher standard	54%	27%	2
Writing	% at least reaching expected standard	86%	78%	21
	% reaching the higher standard	54%	19%	1
Maths	% at least reaching expected standard	86%	77%	22
	% reaching the higher standard	30%	24%	27

**Key Stage 1 attainment results for 2017-19 (43 pupils)**

		School result	National result	Percentile rank
Reading, Writing and Maths combined	% at least reaching expected standard	70%	65%	34
	% reaching the higher standard	37%	11%	1
Reading	% at least reaching expected standard	88%	75%	6
	% reaching the higher standard	63%	25%	1
Writing	% at least reaching expected standard	74%	69%	33
	% reaching the higher standard	40%	15%	1
Maths	% at least reaching expected standard	79%	76%	39
	% reaching the higher standard	47%	21%	1

Governors acknowledge that pupils' academic performance remains high at Great Tew School and we know that our work is to ensure that the school maintains and builds on this success whilst also delivering the broader curriculum (outside these core subjects) in a nurturing setting that allows all our pupils to flourish.

We take this opportunity to thank all the pupils, parents and especially the staff for the hard work, dedication and skilled teaching that lies behind these excellent academic results.

And finally, a reminder of the key responsibilities of school Governors:

- Setting the school's vision, ethos and strategic direction;
- Holding the headteacher to account for the educational performance of the school and its pupils;
- Overseeing the financial performance of the school and making sure its money is well spent.

Governors are volunteers who share a commitment to improving learning at Great Tew School. We represent the School's main stakeholder groups - parents, staff, Local Authority and the community.