



Leading our School

School Improvement Priorities for 2015-2016

October 2015

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Priority 1 is to review provision for all vulnerable learners to accelerate their progress and attainment. This involves development of the new INCo role, updating information about precision teaching programmes, reviewing PPG strategies and further training to make more Teaching Assistants outstanding.

Priority 2 is to embed an enriched curriculum through focused work in the foundation subjects. This involves developing key skills across the curriculum, reviewing what constitutes outstanding subject leadership, updating safety knowledge, reviewing home learning procedures, and

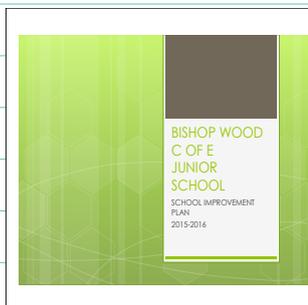
developing reading areas in all classrooms.

Priority 3 is to further develop outstanding behavior for learning across the school. This involves promoting excellent behavior at unstructured times and reinforcing British values in all aspects of school life.

Priority 4 is to develop further challenge in Maths so that more pupils make accelerated progress. This will happen through further emphasis on high quality training to embed and enrich the Mathematics curriculum.

Priority 5 is to improve and enhance communication and space in the school.

This involves an external office Administration Review from School Business Services to ensure efficiency and effectiveness. It also involves developing plans to improve the outside play space for the children and an internal plan to create more teaching spaces and suitable areas for confidential meetings.



See the current School Improvement Plan on the statutory section of the school website

5 key areas of development:

- ✓ Reviewing provision for all vulnerable learners
- ✓ Embedding an enriched curriculum
- ✓ Developing outstanding behavior for learning
- ✓ Developing challenge in Maths
- ✓ Improving communication and enhancing space in the school

Promoting British Values

Schools and other public sector establishments have been issued with the PREVENT duty by the government. Broadly speaking it is our duty to prevent radicalisation and promote the importance of British Values in our school. All three teachers responsible for safeguarding in the school will have

completed their compliancy training in this area by half term and this will be rolled out to other staff later in the year.

British Values are embedded in the Christian values of the school and consist of:

- Respect and tolerance
- Law



- Democracy
- Freedom

[Further details on the school website.](#)

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Assessment Update

In primary schools in England we are in a state of flux regarding assessment. Primary children are no longer assessed using levels. Instead we are expected to record children as working at, above or below age related expectations.

Assessment should support good teaching and learning. It should help teachers and pupils keep track of progress and drive improvement because assessment is for learning.

As a result of this change there are no more numbered levels; there is a lift in age related expectations and changes to the Year 6 Testing arrangements.

To ensure that assessment for learning underpins all teaching we have adapted our marking and feedback procedures in line with best practice. Teachers now mark in pink and green pens. When a child has done a task well the teacher will be "tickled pink" and will indicate this with a pink pen and areas for improvement to move the learning on will be indicated with a green pen as in "green for growth". Editing for improvement by the learners will be completed with purple polishing pens.

Assessment for Learning



Who wants to know what?

Pupil	<ul style="list-style-type: none"> What do I know? What do I need to do next? Am I getting better?
Teachers	<ul style="list-style-type: none"> Where are they in relation to where they need to be? What are the gaps in their knowledge and understanding? What do they need to learn next?
Parents	<ul style="list-style-type: none"> What can they do? What do they need to know next? Where are they in relation to where they should be? How can I help?
Leaders & External Agencies	<ul style="list-style-type: none"> Are the children meeting expectations? Are they making progress? Is provision as good as it should be? Are there groups making less progress than others?

KS2 Outcomes 2015

Once again very high standards were achieved by Bishop Wood pupils in the SATs tests in 2015.

All four floor standards were exceeded in Attainment (Level 4+ in Reading, Writing, Mathematics) and Progress (2 levels+ from KS1 to KS2 in Reading, Writing and Mathematics).

Hertfordshire is a very high achieving authority overall but once again the school results exceeded the local and national

figures in almost all areas of performance.

The Level 6 papers, which are only accessible to a very small percentage of the primary school population in the country, showed significant success in Mathematics and English Grammar, Spelling and Punctuation at Bishop Wood School so we are very proud of this.

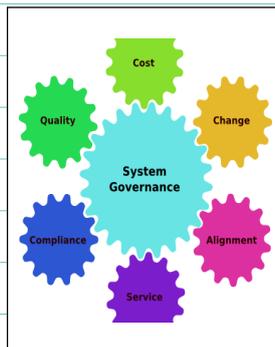
For further detail on the statutory



test results please see the information on the statutory section of the school website where the graphs show consistently high performance.

School Governance

All schools have a Governing Body. Here at Bishop Wood we have a very lively and talented team of governors who are passionately committed to supporting the needs and the development of the school, particularly the



children and their learning. The role of a governing body is wide ranging but primarily it oversees the strategic development of the school. It has a monitoring and accountability role and acts as a "critical friend" to the school

community. The team are aiming to achieve the Governance, Leadership and Management Quality Mark by the end of the school year which means it will be able to demonstrate best practice and full compliance with all aspects of governance such as organisation and teamwork, recruitment and retention, strategic planning, innovation and change, and support and challenge.

Religious Education

This term we will be looking at ways we can enhance our RE curriculum by inviting visitors into school to talk about their faith with the children. This is something the children have asked Mrs Ridgway about when they have discussed their learning in RE - they have many questions they would like to ask about how faith affects people's lives today. If you are able to support us with this, or know anyone who is willing to, then please do let Mrs Ridgway know.

As an outstanding Anglican school staff continue to strive for excellence in their teaching

of Religious Education and we are currently collating evidence for the RE Quality Mark.

The Autumn Term is always busy with preparations for church festivals, but it may surprise you to know that the first plans for our Christmas this year started in January. We regularly review our collective worship and our celebration of festivals, both as a staff and with the children. There was an overwhelmingly positive response to the idea of holding a carol service in church this year instead of our nativity play. Father Huw and Mrs Ridgway have planned an

outline for our Advent preparation and ideas for the service. Year 5 will take the lead, as they have in our nativity plays. The teachers are particularly keen to sing traditional carols, so these will have an important part too. We look forward to sharing our celebrations with you on the evening of 16th. December.



Meet our new staff: Miss Francis

Hello. I am Miss Francis and I teach 5F. I grew up in Bristol not far from Mrs Hardman and chose to study Mathematics and Education at Durham University as I always knew I wanted to teach. Here I began an arts and crafts club at a primary school and coached a junior football team. Once I graduated I taught at a village primary school in Bath and then headed to London to qualify as a maths specialist

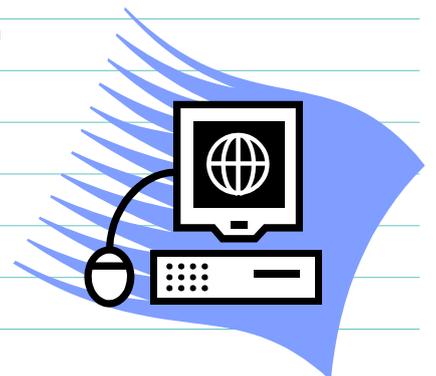
primary school teacher. Since then I have worked in inner London schools but I am now settled in Aylesbury. Out of school I enjoy travelling, running and baking.



Meet our new staff: Mrs. Ing

Hello, I'm Mrs. Ing. I am teaching Class 3I and am responsible for leading Computing, ICT and eSafety in the school. I am delighted to be here at Bishop Wood as the school and its surrounding area are very important to me. Having grown up in Tring and attended Bishop Wood as a child, I also began my teaching career here in 2001,

known then as Miss Lindley. In the following years, I went on to gain experience teaching across the primary age range in Aylesbury as well as getting married and starting a family. We have now returned to live in Tring and I feel privileged to once again be part of the Bishop Wood community.



History



Bishop Wood CE Junior School

Frogmore Street
Tring
Hertfordshire
HP23 5AU

Phone: 01442 822024

E-mail:
admin@bishopwood.herts.sch.uk

www.
bishopwood.herts.
sch.uk

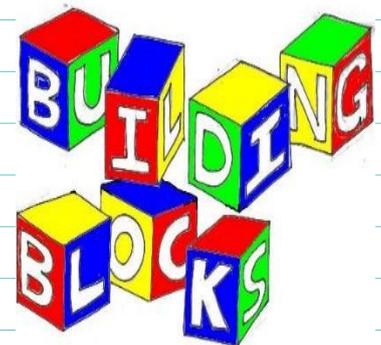
The trust deed for the school - an indenture dated **23 March 1842** granting land "for a school for poor persons of and in the parish of Tring and for no other purpose whatsoever such school to be under the management and control of the said curate and his successors for the time being the school always in union with the Incorporated National Society for Promoting the Education of the Poor in the Principles of the Established Church and conducted according to its principles and for the furtherance of its ends and designs and to be open at all reasonable times to any Inspector appointed or to be appointed conformably to Her Majesty's Order in Council"

Bishop Wood C of E Junior School is:
Busy, Inclusive, Supportive, Happy, Optimistic, Patient
Worshipful, Orderly, Open, Dedicated
At Bishop Wood we grow and learn together, embracing challenge and celebrating success in all that we do.

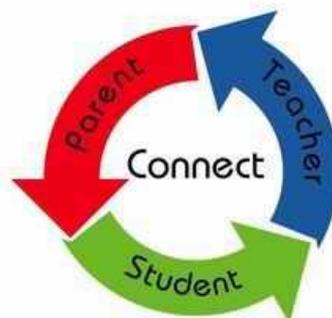
Building Blocks

The Year 3 team are setting up an important partnership project this year with our Year 3 parents called "Building Blocks" and these activities will take place in November with Mrs Ridgway and Mrs. Ing.

we are offering, parents will have an opportunity not only to participate in English and Mathematics lessons, but also to gain a deeper understanding about why we teach the way we do.



Building Blocks provides our parents with the opportunity to both observe and support their child within the classroom; a unique 'fly on the wall' experience to help parents better understand their learning journey at Bishop Wood School..



always very pleased to see you to discuss these concerns. We like to operate an open door policy here at the school and we would like to emphasise that your views and opinions are very important to us as a school community.

Research has long held that children's achievement is closely linked to parental engagement in their education and as a school we fully support this. By attending the three Building Blocks sessions

I would like to remind parents that it is always our aim to work in close partnership at all times. If you are ever worried or concerned about your child or any aspect of school life we are