Tuesday 18 October 2016

**School Improvement at Curbar**

Dear Parents and Carers

In September, I said that I would write to you again on behalf of myself and the governors to inform you of this year’s school development plans and how the school judges itself against OFSTED criteria.

**How do we view the school?**

When OFSTED last visited school in 2008, we were graded an ‘outstanding’ school. The OFSTED framework has changed many times since then and it is commonly recognised that the present August 2016 framework has raised the bar even higher. In other words, it is much more difficult than it was to attain an outstanding judgement. We worked hard on key areas of the school last year including Special Needs, Early Years, maths provision and other key aspects of teaching and learning. We also integrated the new curriculum across all year groups and put new assessment arrangements into place. Our end of key stage results are very pleasing so we must have been doing something right! As a result, we now believe the school would be looking at a ‘good’ judgement under the new OFSTED framework. However, we want to maintain and sustain school improvement.

**School Improvement Priorities for 2016 – 2017**

Following a Full Governing Body Meeting last week we have agreed the 2016 -17 School Improvement Priorities based on a thorough self-evaluation of provision in school. This is part of an ongoing school improvement cycle that is carried out by all schools.

Both the school improvement priorities (areas for development) and self-evaluation judgements are made by school leadership (including the headteacher, governors and the Children and Young Adults [CAYA] school improvement partner) against OFSTED benchmarks. We look at a range of evidence from across the school and identify areas for development that we believe will support children in their learning during the coming year. The areas for development are:

• Raise achievement in writing in Early Years and Key Stage 1

• Raise achievement in maths at Key Stage 2

• To ensure the achievement of all groups of children is in line with or better than national expectations

• To improve the provision for computing (including infrastructure and resources)

**So what does this mean for school?**

The school leadership monitors and evaluates improvements on an ongoing basis. The staff professional development is designed to support the school improvement priorities. Governors have a role in school improvement by attending key meetings and training and by supporting and challenging leadership. Parents play a part by completing questionnaires, attending meetings and keeping up to date with school initiatives. The children have a voice through the Pupil Parliament. We are confident that, as a community, we can all work together to build on our success and continue to make Curbar School an exciting place to learn and grow.

Kind regards

Simon Beahan, Headteacher