Monday 16 October 2017

Dear Parents and Carers

**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 OFSTED framework has raised the bar even higher. In other words, it is much more difficult than it was to attain an outstanding judgement. We continued to work hard on key areas of the school last year, including areas of maths and english and by improving computing provision. Once again, our end of key stage results are very pleasing so we must have been doing something right! However, we want to maintain and sustain school improvement.

**School Improvement Priorities for 2017 – 2018**

Following the recent Full Governing Body Meeting, we have agreed the 2017 -18 School Improvement Priorities based on a thorough self-evaluation of provision in school. This is part of the 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 Derbyshire County Council 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:

* Ensuring the children recognise and can become ‘good learners’. We will hear them say such things as: ‘I will do better next time by…’, ‘I will keep trying’, ‘There is always room for improvement’, ‘I will learn from my classmates’.
* To raise achievement in maths by increasing the focus on reasoning skills i.e. using mathematical understanding to problem solve.
* To raise achievement in writing, especially for those with higher ability.

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

The school leadership monitors and evaluates improvements on an ongoing basis. 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