



Be . Build . Become

*'Encourage one another and build each other up.'* Thessalonians 5:11

# GOVERNOR ANNUAL COMMUNITY REPORT

2025–26 school year



The new hall: a welcoming place for learning, celebration and community, this photograph shows pupils taking part in the recent Creativity Week.

***"Encourage one another and build each other up."***

1 Thessalonians 5:11

**Headteacher**

**Mrs Sarah Marshall**

**Chair of Governors**

**Mr Kevin Moyes**

**July 2026**

## A message from the Chair of Governors

*A year of progress, partnership and growing confidence*

Dear Parents, Carers and members of the Bloxham community,

As part of the Governing Board's commitment to openness and transparency, we have prepared this end-of-year report to share how governors have supported and challenged the school, and to celebrate some of the many positive developments and experiences of 2025–26.

Bloxham finishes the year in a strong position. The school's own evaluation, governor monitoring and external reviews tell a consistent story: leadership, curriculum implementation, assessment, inclusion and Early Years have all strengthened. All priorities in the 2025–26 School Development Plan have been implemented and are becoming part of everyday practice. At the July meeting, governors were also pleased to hear that recent teaching appointments had secured the staffing structure for 2026–27 and that the DfE and Local Authority remained positive about the school's progress.

Governors have continued to focus on our three core responsibilities: setting strategic direction; holding leaders to account for educational performance; and overseeing the use of public money. We met regularly, visited the school, listened to pupils, parents and staff, examined performance and attendance information, and scrutinised safeguarding, SEND, finance, premises and the curriculum. At our final meeting, we also reviewed end-of-year attainment, parent and staff surveys, risks to the 2026–27 School Development Plan and the financial pressures associated with rising levels of need and the partly funded national pay award.

The year has also brought many moments of joy: the opening of the new hall, strong outcomes in Early Years and phonics, residential visits, creative and sporting opportunities, pupil-led environmental action and community fundraising. These achievements reflect the dedication of pupils, staff, families, volunteers, FoBPS and local partners.

On behalf of the Governing Board, thank you for everything you have contributed to the life of our school. As I am preparing to step down from the Board at the end of July for personal reasons, I also want to offer my personal thanks to the whole community.

**Kevin Moyes - Chair of Governors**

### 2025–26 at a glance

|                                                                                            |                                                                              |                                                                            |
|--------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| <b>9</b><br>Full Governing Board meetings,<br>including an additional strategic<br>meeting | <b>25</b><br>unique governor and external<br>monitoring events reviewed      | <b>84%</b><br>of Foundation pupils achieved a<br>Good Level of Development |
| <b>84%</b><br>of Year 1 pupils passed the phonics<br>screening check                       | <b>87%</b><br>of pupils attended at least one<br>inter-school sporting event | <b>98</b><br>families responded to the annual<br>parent survey             |

### Improvement recognised and sustained

The Local Authority's strategy review recognised significant improvement in leadership, governance, culture and phonics and concluded that further multi-agency strategy meetings were no longer required. During the year, RISE and Local Authority reviews found measurable progress in handwriting, writing structure, the 'Bloxham Basics', curriculum knowledge and teaching consistency.

By July, leaders judged that the next phase should be refinement rather than reform: embedding consistently strong teaching, strengthening writing and ensuring that improvements translate into sustained outcomes for every pupil. The final FGB meeting also considered the main implementation risks for 2026–27 and how these should be mitigated.

### Achievement highlights

- 84% of children in Foundation achieved a Good Level of Development.
- 84% of Year 1 pupils passed the phonics screening check.
- In Year 4, 72% achieved at least the national average score in the Multiplication Tables Check; 38% achieved full marks.
- Reading remained a notable strength, while greater-depth proportions increased in reading and mathematics across Key Stages 1 and 2.

### Teaching, curriculum and professional learning

Leaders refined knowledge sequencing, vocabulary, retrieval practice and assessment across subjects. A major focus was strengthening the writing journey, handwriting and foundational writing in Key Stage 1, supported by Local Authority English consultancy, moderation, coaching and staff development. Governors have maintained a clear focus on consistency and the progress of disadvantaged pupils and pupils with SEND.



*World Book Day brought reading to life across the school.*



*Shakespeare Week combined literature, performance and creativity.*

### A pupil's definition of ambition

During a visit to English lessons, a Year 2 pupil explained that ambition means “doing your best and looking to improve” — and that ambitious vocabulary means “making words better”.

### Safeguarding remains a significant strength

Governor and external monitoring found that safeguarding concerns are recorded clearly, reviewed promptly and followed through appropriately. Strong systems, effective multi-agency working and an embedded culture help pupils feel safe and able to learn.

- Governors regularly scrutinised safeguarding reports and the Section 175 action plan.
- Health and safety systems were reviewed, with previous Local Authority audit actions completed.
- Online safety, attendance, welfare and vulnerable pupils remained central to monitoring and challenge; governors also reviewed behaviour incidents and approved a new Mobile Phone Code of Conduct.



*Every pupil contributed a unique artwork to a shared display celebrating diversity.*



*Hello Yellow encouraged open conversations about mental health and support.*

### Inclusive practice and targeted support

At year end, 75 pupils were on the SEND register, including 24 with Education, Health and Care Plans. The school continued to strengthen adaptive teaching, intervention evaluation and the central provision map. Staff development included Inclusive by Design, SEMH and behaviour support, ADHD awareness, speech and language, ELSA, Precision Teaching and neurodiversity.

The nurture and pastoral teams provide weekly and responsive support to children who need it, alongside class worry boxes and regular feelings check-ins. Governors recognise that rising complexity of need is a key strategic challenge and will continue to monitor resources, impact and family communication. At the final meeting they reviewed additional funding applications and the growing pressure created when pupils' support needs exceed the funding provided.

### Pupil voice and belonging

Pupil Parliament led and supported initiatives including Hello Yellow, Odd Socks Day and Children in Need. Elections, manifestos and anonymous voting gave pupils practical experience of democracy, while campaigns promoted kindness, inclusion and active citizenship.

### What parents told us

Ninety-eight families — around 40% of the school community — completed the 2026 survey. Safeguarding, pupils' progress, curriculum quality, inclusion, enrichment and the caring ethos were identified as key strengths.

# A year of memorable experiences

Learning, creativity, adventure and service beyond the classroom



## A new hall for the whole community

The completed hall is now a bright and flexible setting for collective worship, dining, performances, PE and community events. The first whole-school singing assembly filled it with joyful voices.

*Photo: Bloxham C.E. Primary School website.*



## Reading and creativity celebrated

World Book Day transformed the school into a celebration of stories. Shakespeare Week, art workshops and Creativity Week gave pupils opportunities to perform, design, imagine and share their work.

*Photo: World Book Day.*



## Sport, teamwork and generosity

Around 87% of pupils attended an inter-school sporting event during the year. The Santa Fun Run brought the community together and raised £650 for Katharine House Hospice.

*Photo: Santa Fun Run.*



## Adventure and independence

Year 4 pupils experienced their residential at Whitemoor Lakes, while Year 6 travelled to Kilvrough Manor. Pupils developed resilience, teamwork, confidence and independence.

*Pupil artwork from Shakespeare Week.*

## Environmental action led by pupils

Eco Representatives launched Great Big Green Week with daily challenges on food, energy, active travel, waste and time outdoors. Their work sits alongside the school's evolving Climate Action Plan and wider commitment to sustainability.

# What governors did this year

*Strategic leadership, constructive challenge and practical assurance*

Governors do not run the school day to day. Our role is to set strategic direction, hold the Headteacher and leaders account, oversee financial performance and make sure statutory responsibilities are met. The Board used the Circle Model of Governance, with lead governors taking responsibility for specific areas and reporting back to the full Board.

|                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1. School improvement and achievement</b> <ul style="list-style-type: none"><li>• Approved and regularly reviewed the School Development Plan and self-evaluation.</li><li>• Scrutinised attainment, phonics, writing, mathematics, attendance and gaps for disadvantaged pupils.</li><li>• Reviewed Local Authority, RISE, moderation and adviser reports and followed up actions.</li></ul>           | <b>2. Safeguarding, inclusion and wellbeing</b> <ul style="list-style-type: none"><li>• Monitored safeguarding systems, the Section 175 plan and vulnerable pupils.</li><li>• Reviewed SEND provision, intervention impact, nurture and Pupil Premium support.</li><li>• Checked behaviour, attendance, health and safety and online safety arrangements.</li></ul>                                                                                                                                                                                                        |
| <b>3. Finance, premises and resources</b> <ul style="list-style-type: none"><li>• Completed the School Financial Value Standard and monitored the budget throughout a challenging year.</li><li>• Reviewed staffing assumptions, pupil numbers, high-needs costs, lettings and income generation.</li><li>• Monitored premises, insurance and arrangements to make the best use of the new hall.</li></ul> | <b>4. Governance and compliance</b> <ul style="list-style-type: none"><li>• Reviewed statutory policies, the governance framework, delegation, training and skills, approving updated mobile phone, ICT acceptable use, uniform and shared-use lettings arrangements.</li><li>• Completed website compliance audits and maintained transparent publication of minutes and communications.</li><li>• Welcomed Kim Hopkinson as a new parent governor, thanked Louise Thomas at the end of her four-year term and continued recruitment to two co-opted vacancies.</li></ul> |
| <b>5. Community and sustainability</b> <ul style="list-style-type: none"><li>• Issued regular governor communications and considered parent, pupil and staff feedback.</li><li>• Supported the Climate Action Plan and Environmental Sustainability Group.</li><li>• Focused on school promotion, community use of facilities and long-term sustainability.</li></ul>                                      | <b>6. Monitoring that led to action</b> <ul style="list-style-type: none"><li>• Governor and external monitoring generated clear actions on writing, intervention mapping and attendance; the Board also agreed a revised monitoring approach for 2026–27.</li><li>• Premises actions, insurance queries and hall access arrangements were followed up.</li><li>• Tracked actions through an updated log and challenged leaders on progress.</li></ul>                                                                                                                     |

## The breadth of assurance

The consolidated monitoring record contains 25 unique events, combining governors' own visits with external reviews. This gave the Board evidence from classrooms, pupils, leaders, data, finance records, safeguarding systems and specialist advisers — not simply reports presented at meetings.

## Responsible stewardship and community voice

*Using public resources carefully and listening to those we serve*

### Finance and premises

The school faced a very tight financial position because of lower pupil numbers, high needs and alternative provision costs, wider funding pressures and the partly funded 2026–27 national pay award. Governors scrutinised monthly monitoring, staffing assumptions and the three-year outlook, while leaders reduced costs and pursued grants, lettings and other income.

Monitoring found that external hall income had increased from around £4,000 to £8,000. The school has also secured a public-use licence allowing music during rentals. Governors supported further work on secure access and promotion so that the hall can benefit the community and provide sustainable income without compromising pupil safety.



*The new hall is an important investment in school and community life.*



*The hall is already supporting worship, assemblies, learning and community life.*

### Listening and responding

The annual parent survey showed high confidence in safeguarding, curriculum, progress, inclusion and enrichment. Communication was the main area identified for operational refinement: ParentHub and Open Classrooms have helped, and the school will provide clearer explanations for changes to activities or operations. A separate SEND survey provided valuable direct feedback from families using additional support.

Twenty-three staff completed the staff survey and 91% said they would recommend Bloxham as a place to work. Staff highlighted teamwork, care for pupils, curriculum improvement and professional development, while identifying absence cover and sufficient support for pupils with greater need as continuing capacity challenges.

### Community partnerships

Pupils and families benefited from the support of FoBPS, volunteers, Bloxham School, the church, local sports partnerships, the Parish Council, external arts and music providers and many other organisations. Governors are grateful for the time, expertise and generosity that make these opportunities possible.

### Environmental stewardship

The Governing Board supported the Environmental Sustainability Group and reviewed progress against the Climate Action Plan, including energy, waste, biodiversity, active travel, curriculum learning and community engagement. Following a heat-related closure compounded by a local power failure, governors also discussed practical mitigations and supported the application for a county grant

## Looking ahead to 2026–27

*Building on progress while keeping pupils at the centre*

The next School Development Plan is designed to build on the improvements already secured. The direction is clear: greater consistency, sharper evaluation and sustained impact for every child.

|                                                                                                                                                                                                 |                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Consistently strong teaching and writing</b><br>Embed the revised writing model and handwriting policy; strengthen modelling, vocabulary, retrieval and responsive teaching across subjects. | <b>Inclusion and impact</b><br>Use quantitative and qualitative evidence more precisely to evaluate SEND, Pupil Premium and intervention impact and remove barriers quickly.                                                     |
| <b>Achievement and assessment</b><br>Translate curriculum improvements into secure outcomes through formative assessment, fluency, independence and accurate teacher assessment.                | <b>Attendance and behaviour</b><br>Sustain overall improvement while reducing attendance gaps for disadvantaged and vulnerable pupils and responding to complex need.                                                            |
| <b>Early Years and transition</b><br>Build on the strong 84% Good Level of Development outcome and secure a coherent transition into Year 1 and Key Stage 1.                                    | <b>Sustainability and community</b><br>Maintain careful financial oversight, strengthen school promotion, expand community use of the hall, continue climate action and improve resilience to extreme heat where funding allows. |

### Thank you!

The Governing Board would like to thank every pupil, member of staff, parent, carer, volunteer and partner for their contribution this year. We wish our Year 6 pupils every success as they move to secondary school, and we look forward to welcoming everyone back in September.

I will be stepping down from the Full Governing Board at the end of July 2026 for personal reasons, Steve Craggs (Vice Chair) has been elected to succeed me. It has been an honour and a privilege to serve as Chair since being elected on 20 February 2023, and to see Bloxham continue to evolve and flourish. During that time, leadership and governance have strengthened, the curriculum and inclusive practice have developed, the new hall has opened, and confidence across the school community has grown. I am deeply grateful to fellow governors, staff, pupils, families and partners for their support, challenge and commitment. I leave proud of what has been achieved and confident that the school will continue to build on these strong foundations. — Kevin Moyes

### Interested in governance or contacting the Board?

Governor enquiries: [chair@bloxham-pri.oxon.sch.uk](mailto:chair@bloxham-pri.oxon.sch.uk)

School website: [www.bloxhamprimary.com](http://www.bloxhamprimary.com)



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