

*A message from Colin Barnard our Chair of Governors.*

During the autumn term Governors spent time looking at the school improvement plan and how it has been developed to ensure that it delivers a good standard of education for the children also ensuring that staff skills are enhanced to be able to deliver it. The main priorities are quality first teaching, the assessment of that, as well as communicating school's approach to relationships and behaviour.

It gives the school a real focus and there are signs it's already having a great impact.

*A message from Francesca Potter - SEND link governor and Quality of Education.*

I'm just starting my third term as a governor and finding out much more about what's happening in school. At the end of the Autumn Term, I met with Mrs Durham to talk about the way that school staff monitor and support children with additional learning needs. The school have recently purchased the Birmingham SEN toolkit and progress tracker. The toolkit supports teachers and teaching assistants to identify areas of need and to set targets. Mrs Durham explained how the toolkit makes it easier to share this information with parents. It was great to hear about the ways that the staff team plan to develop communication with parents, including drop-in sessions to share information and sources of support.

*A message from Carl Boettcher and Andrew Elkington – link governors for Personal Development and Attitudes & Behaviour*

Our visit in November found that a lot of progress is already being made to the objectives and outcomes set in the school's plan. The over-riding impression is of how much thought, effort and work has gone in to creating the Zones of Regulation roadmap, and how much it is already being integrated at this early stage in the academic year. Yes, there are still areas to work on as the year progresses, but the enthusiasm and awareness already shown by the children is great to see first-hand. It was really pleasing to hear that the children were not only focussing on awareness of their own emotions, but of the people around them too. They had a very good understanding of the Zones of Regulation in both what it means regarding the colours and associated emotional states, but more importantly how they used this greater level of self-awareness to understand and modify their behaviour in a moment to avoid a crisis. They were able to easily provide us with multiple examples of how this has helped them (both at school and at home) understand and modify an outcome based on self-awareness. This was achieved in a number of ways by the pupils such as removing themselves from a situation or making other people aware of the effect of a situation. The enthusiasm from the children on this subject was clear to see – many were proud of how they've also made their siblings and parents aware of the technique!

We then watched the related videos from the school website. While the introduction is rightly led by the SEBCO, the focus then turns to the children to give their views on how they interact with and understand each other, and what they think the ZoR's are all about. What was so good about this was how obviously unscripted and uncensored the children's remarks are – meaning that when watching it you really get a sense of how engaged with it they already are.

If you would like to know more about the Governors at Abbey Gates [click here](#) to see information on the school's website. If you are interested in joining the team, or want to know more please let us know by completing the form at the bottom of the website page and we will contact you.

*Abbey Gates Primary School Governor Team*