



Update from the Governing Board to Parents, Families and Carers





Dear Parents, Families and Carers,

With the end of the Autumn term approaching fast, and with Christmas nearly upon us, we thought it would be helpful to provide you with an update on the Federation's Governing Board.

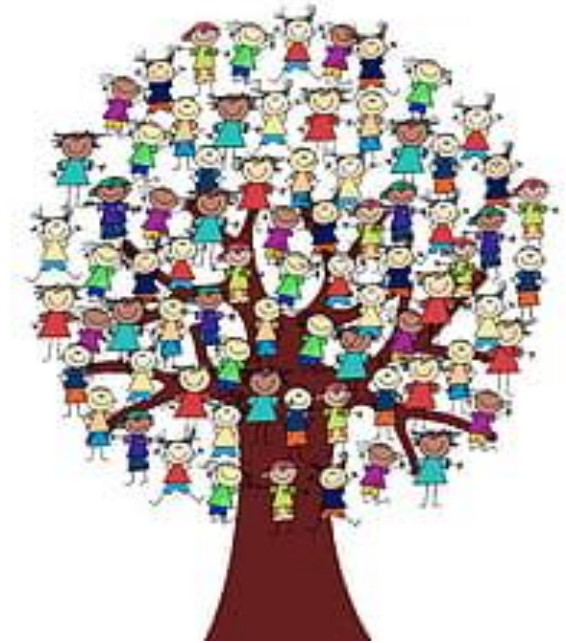




Community Spirit

As Governors, we are continually impressed by the commitment and dedication shown by staff, by parents, families and carers, and by the Make A Special Kid Smile (MASKS) Charity. There really is such a wonderful community spirit across the Federation, which helps make Booker Park and Stocklake Park such special places, that help support, nurture and develop our incredible children and young persons.

This was fantastically demonstrated by the recent MASKS Christmas Fayre, which was a wonderful event attended by so many members of our school community. Organising and running such an event, which was enjoyed by so many children, their families, carers and staff, and raised an incredible amount of £6,231.91, involves a lot of people and a lot of hard work. The Governing Board would like to thank and congratulate everyone who played a part in arranging and running this terrific and extremely worthwhile event.





The Role of the Governing Board

The Vale Federation has a Governing Board consisting of parents, members of the local community and the Principal.

The Governing Board has overall responsibility for the aims and direction of the Federation. Bradley, Marianne, Rhonda, Steve and their teams are responsible for the implementation of policy, the curriculum, and the day-to day management and operation of the Federation and its two schools, and are accountable to the Governing Board.

You can find out more about the role of the Governing Board, the members of the Board, and how we fulfil our role and responsibilities in the sections at the end of this letter.





Our Objectives

Each year the governors review and agree the Governing Board's key objectives for the academic year.

The following objectives have been agreed for the 2025/26 academic year:

1. Actively contribute to the development of the Federation's Strategic Plans and oversee and monitor the delivery of those plans.

2. Oversee and monitor the implementation of the Federation's School Development Plans, driving further improvements across our schools.

3. Oversee and monitor the successful implementation of the staffing plans, including the Health and Wellbeing Plan.



4. Build the capability and skills of the Governing Board, maintaining quality of governance, following the retirements of two long-standing Governors, Connie and Nigel, and strengthen and effectively use succession planning.

5. Continue to improve engagement with key stakeholders, holding 'Governor Stalls' on at least one Parent Evening at both Booker Park and Stocklake Park.

6. Support the Senior Leadership team in engaging successfully with the Local Authority and other key stakeholders.

7. Complete a follow-up review of governance, with the National Governance Association, and build the recommendations into the Governance Development Plan.



Mission, Vision and Values

An important responsibility of the Governing Board is to each year review and approve the Federation's strategic plans and school development plans. At the beginning of that process, the Governors and the school senior leadership team first consider and agree the:

- Mission – defining the Federation's key purpose
- Vision – setting out where the Federation aspires to go
- Values – the core beliefs of the Federation and how we go about working together



The Governing Board agreed that the existing Mission and Vision are still relevant and appropriate.

Mission: *“Together, overcoming barriers, enabling each child and young person to reach their full potential”.*

Vision: *Inspire – Enable – Achieve*

“Through a multi-professional approach, we will create a high quality, inclusive, happy, and safe school environment where pupils with a range of learning difficulties are:

- Inspired to engage in learning*
- Enabled to realise their greatest level of independence and emotional resilience*
- Supported to recognise and celebrate their achievements now and in the future”*

The agreed set of Values can be found on the Federation’s website.



Strategic Plans – 2025/26

Having agreed the Federation's mission, vision and values, this year, for the first time, the senior leadership team and the Governors worked together to develop a set of longer-term Vision Statements for the Federation, covering five strategic themes:

Pupil Experience - *Where Every Child Belongs and Flourishes*

Technology - *Personalised Learning Through the Power of Innovation*

Employer of Choice - *Empowering Educators to Inspire Every Child*

Centre of Excellence - *Specialist Support, Shared Success*

Preparing for Adulthood - *Pathways to Purpose, Possibility, and Independence*

These themes then inform the content annual School Development Plans, which each year will be aligned with and designed to achieve those five strategic themes.



Working with Bradley, Marianne, Rhonda and Steve, the Governing Board have now approved the Federation's School Development Plans for 2025/26. Those plans focus on the following areas:

Booker Park

1. Quality of Teaching

- Strengthen subject leadership through clear structures, targeted training, and regular monitoring;
- Embed consistent, creative, and accessible approaches to the teaching of phonics and literacy across the school, ensuring all staff are equipped with the knowledge, training, and resources to develop pupils' literacy skills through a communication and engagement led curriculum;
- Develop and embed a whole-school system for collating, analysing, and interpreting pupil progress data at cohort and subject level, to enable leaders to monitor trends over time, evaluate curriculum effectiveness, and inform school improvement priorities.



2. Behaviour

- Develop and embed classroom environments that proactively meet pupils' sensory, communication, and regulation needs, reducing behavioural distress and increasing pupil autonomy and self-regulation;
- Embed a consistent, trauma-informed, relational approach to behaviour support across the school, ensuring all staff are confident in fostering emotional safety, co-regulation, and restorative responses.

3. Personal Development

- Increase access to enriching extracurricular opportunities, including school trips and after-school clubs, that are meaningful, inclusive, and tailored to the needs of pupils with SLD, autism, and PMLD.



4. Leadership and Management

- Embed and evaluate the new departmental structure to ensure consistent leadership, clear roles and responsibilities, and effective communication across all departments, leading to high-quality provision and strengthened accountability;
- Embed and evaluate a whole-school model of group reflective supervision to promote staff wellbeing, professional reflection, and improved practice, ensuring it is delivered consistently, with quality and impact monitored over time.

5. Early Years

- Implement a consistent, high-quality pre-formal curriculum within the Early Years department that aligns with whole-school practice and meets the holistic needs of pupils with SLD, PMLD, and autism.



Stocklake Park

1. Quality of Teaching

- Deliver high-quality teaching of reading and writing across the school, using consistent approaches within the teaching of phonics, reading and writing, to support personalised learning and improved student outcomes;
- Strengthen subject leadership through clear structures, targeted training, and regular monitoring, ensuring confident curriculum delivery and improved teaching strategies across all subjects;
- Maximise individual learning opportunities through effective use of time, ensuring all students are actively engaged in personalised learning;
- Effectively use assessment to inform curriculum planning, ensuring personalised, well-sequenced learning that supports sustained student progress.



2. Behaviour

- Demonstrate a secure understanding of emotional regulation and consistently apply SCERTS-informed strategies to support positive behaviour and reintegration;
- Embed trauma-informed practice through enhanced staff capacity and targeted student support, promoting emotional wellbeing and readiness to learn.

3. Personal Development

- Give students access to inclusive, community-based experiences that promote independence, social interaction, and personal development, with pupil voice actively shaping their learning journey.



4. Leadership and Management

- Embed the extended leadership structure, ensuring consistent oversight, effective communication, and strategic impact across both departments;
- Introduce and embed a structured supervision model across the school, providing regular, reflective support that enhances staff wellbeing, confidence, and retention.

5. Sixth Form – Preparation for Adulthood

- Strengthen Post-19 transition planning through targeted careers support and vocational profiling.

Progress in implementing these plans will be reviewed and monitored by the Governing Board, working closely with Bradley and his team, throughout the year ahead.



New Governors

The School Governors come from a variety of different backgrounds, and have a real part to play in the success of the Federation and our two schools, making a valuable contribution to children's education, opportunities, and futures.

Being a Governor is a challenging but immensely rewarding and enjoyable experience. It provides a great opportunity to make a real difference to young people, give something back to the local community and use and develop skills in a Board level environment.

We would encourage all members of the local community, regardless of age, experience and background, to consider becoming a Governor.

If you're interested in finding out more about becoming a School Governor, please do email Bradley at btaylor@thevalefederation.com or Dave Pearce, our Chair of Governors, at dpearce@thevalefederation.com.





And Finally... But Importantly

On behalf of the Governing Board, I thank you as parents, carers, families and friends for all that you do to support the children and our schools. I also thank all the members of staff who do such an incredible job in making Booker Park and Stocklake Park such wonderful places, overcoming the day- to-day challenges, and providing your children with the opportunity to be the best they can be, in a safe, caring and supportive environment. Working together in partnership, we can help our children and young persons to achieve so much.

Thank you for taking the time to read this letter - we do hope you found it helpful and interesting.

On behalf of the Governing Board, I wish you and your children all the very best for the Christmas and New Year holiday.

Yours sincerely,

David J Pearce

David Pearce

Chair of the Governing Board, the Vale Federation





The Role of the Governing Board

The Vale Federation has a Governing Board consisting of parents, members of the local community, and the Principal.

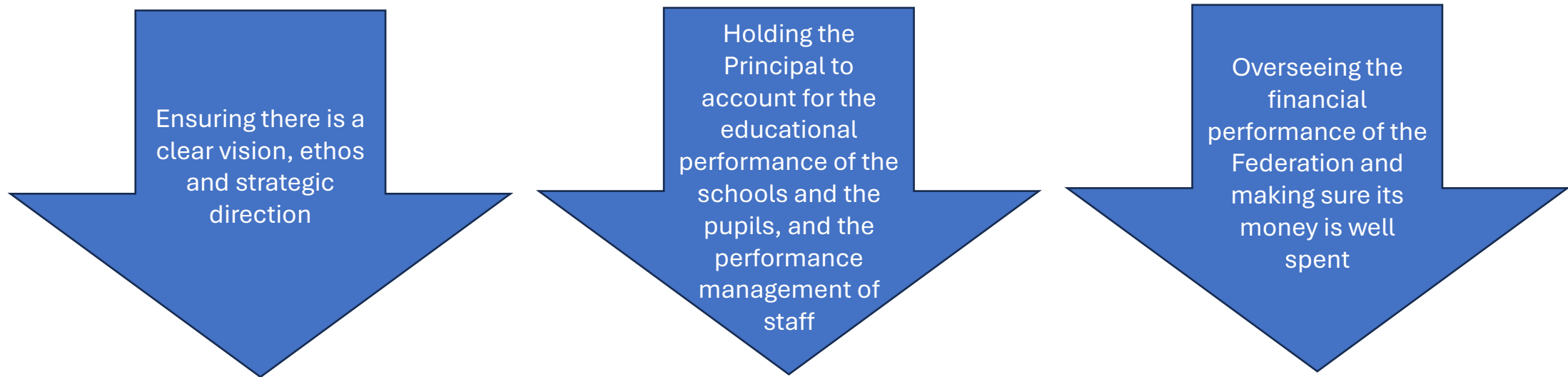
The Governing Board has overall responsibility for the aim and direction of the school and is accountable to the Local Authority and parents for the way our two schools are run.

The Governors are not involved in the day-to-day running of the schools which, together with the implementation of policy and the curriculum, is the responsibility of Bradley, Marianne, Rhonda and Steve and their teams.





The Governing Board of any school has three core functions, as set out by the Government's Department of Education:



In performing these core functions, we also have a responsibility to ensure that the voices of the different groups of stakeholders are heard and taken into account.



Who We Are

Type of Governor	Number of Positions	Governors
Co-opted Governors (from the local community)	6	Becky Belardo Natalie Hearmon Tendai Nyamapfeni Margaret Nyambayo Prashanta Parbhoo
Local Authority Governor	1	Dave Pearce (Chair of the Governing Board)
Parent Governors	2	Luke Askew Jonathan Cook
Principal	1	Bradley Taylor
Staff Governor	1	Neil Smith

The Board are ably supported by our clerk, Emma Burley.



Fulfilling our Role and Responsibilities

As Governors, we fulfil our role and responsibilities in several ways, including:

Participating in twice-termly meetings of the full Governing Board.

Being members of various sub-committees, each focusing on different aspects of our responsibilities and the operation of the Federation and the performance of the two schools.

In conjunction with Bradley and the senior leadership team, setting the Federation's strategic plans and school development plans and overseeing their implementation.

Individual Governors focusing on particular topics and how they are applied and function throughout the schools, such as the curriculum, quality of learning, behaviour, health and safety, pupil and staff wellbeing, post-19 provision, finance and resources, and child protection and safeguarding.

Regularly visiting the schools to meet pupils and staff, monitor performance, progress, and compliance with policies and procedures.