



St Andrew's CE Aided Primary School Governors' Annual Statement 2017-2018

Who are we?

- Colin Allen Foundation Governor
- Chris Andrews Clerk
- Pam Bassindale LEA Governor Vice Chair
- Liz Bunting Foundation Governor
- Donna Fagan Co-opted Governor
- Andy Hall Foundation Governor Chair
- Amanda Hodgson Staff Governor
- Nathan Muirhead Parent Governor
- Kim Perree Foundation Governor
- Ellen Ransome Foundation Governor
- Diane Roberts Foundation Governor
- Sallyanne Sheppard Parent Governor
- Karen Walker Headteacher

What do Governors do?

In order to support the continued development of St Andrew's School, the governors are expected to fulfil the following key roles:

- To ensure clarity of vision, ethos and strategic direction
- To hold the headteacher to account for the educational performance of the school's pupils and staff.
- To oversee the financial performance of the school and ensure its budget is well spent.

Apart from attending full Governing Body meetings, governors also attend committee meetings which focus on the following specific areas:

- Teaching and Learning
- Finance
- Premises
- Ethos
- Pay and Performance

How did we plan to fulfil our roles in 2017-18?

- By keeping a clear focus on the **strategic aims of the school** and supporting and promoting the caring Christian ethos of the school

Strategic Aims	
Teaching and Learning	Develop confident and successful individuals who enjoy learning, make good progress and achieve well through high quality teaching and a broad and balanced curriculum which is stimulating and well resourced. Any Ofsted inspection to confirm that all teaching, assessment and outcomes are at least good.
Personal development	Value each child as an individual and help all children to become happy and confident individuals with a sense of self-respect and self-reliance, who can live safe, healthy and fulfilling lives in the school and the community.
School environment/ethos	Create a secure and caring environment and a centre of faith and trust where children learn respect for themselves and others as well as for our core values of love, honesty and respect.

- By closely monitoring and evaluating the progress of the **School Improvement Plan** in the following key areas:

SIP Priorities for 2017-2018		
1.	Attainment & Achievement	Aim for improved attainment and progress in Reading Writing and Mathematics across the school. Ensure that all learners, including those who are disadvantaged or vulnerable to underachievement are supported to achieve in line with others nationally.
2.	Teaching & Learning	Provide development and support to maintain the tight focus on securing high quality teaching and learning, through effective marking and feedback and through the effective use of AfL to clearly identify starting points and learning outcomes for individuals.
3.	Personal Development & Behaviour	Ensure that behaviour, attendance and attitudes to learning continue to be a strength of the school.
4.	Leadership & Management (Governance)	Ensure that safeguarding of children remains a top priority. Maintain a consistent and effective level of support and challenge to secure improved pupil outcomes. Further improve the governors' engagement with parents and the community.

- By keeping **support and challenge** as the driving force of our work.

What have we achieved ?

Teaching and Learning Committee:

Governors at St Andrew's spend a lot of time discussing how well children in St Andrew's are learning as this is surely the key function of any school. We recognise what the school does well and what can improve. The School Improvement Plan details the actions the school needs to take to improve outcomes for children and Governors have used a range of data and observations to monitor how effective those actions have been. For example, this year we have:

- Regularly examined data to determine how well children are progressing in literacy and numeracy.
- Attended Pupil Progress Meetings to discover what steps teachers are taking to support children who are not meeting their progress targets..
- Compared our children's achievement against others nationally and locally
- Carried out scrutinies of children's books to check standards of presentation and the impact of teachers' marking
- Observed children's attitudes to learning in school, especially in Maths.
- Monitored how effectively the broader curriculum fosters enthusiasm and a love of learning, and how well it prepares children for the next stage in their learning.
- Visited the classrooms of individual classteachers to hear about they manage teaching and learning.
- Taken an active role in children's learning eg listening to readers, providing booster maths lessons, helping out with activities.

Some members of this committee are responsible for monitoring and reporting on the following specific areas:.

1. Provision for pupils with SEND

Donna Fagan is the SEND Governor. It is her responsibility to ensure that pupils with SEND have the same opportunities to access the curriculum as other pupils and to monitor their progress.). The following is a summary report of her work since taking over from Lisa Brain at Easter:

- I had two meetings with the SENCO to discuss SEND provision at St. Andrew's. The number of children on the SEN register totals 26 of which 7 have an Education Healthcare Plan (EHCP). An EHCP is a legal document which describes a child's specific needs above a certain threshold and explains the extra help that will be given to meet those needs.
Some children have very complex needs, which present a unique challenge. In the SENCO's opinion the number of EHCP children for the size of school is high, although this is based on anecdotal evidence.
- I also looked at the progress data for the SEN children for the last school year, although the progress data as shown in the SEN Learner Progress Profiles is good, it is not as positive for attainment.

100% progress was achieved across reading, writing and maths for Year 1 & Year 4.

75% progress was achieved across reading, writing and maths for Year 5.

100% progress in writing and 66% in reading and maths was achieved for Year 3.

50% progress in writing and maths and 25% in reading was achieved in Year 2.

I asked the SENCO for clarification regarding the 100% progress for writing in year 3

- We looked at the progress of all children on a range of intervention programmes, but these do not identify SEN children specifically. The SENCO is hoping to address this in due course.

2. Provision for Disadvantaged Learners

Ellen Ransome is the governor responsible for the monitoring and evaluation of progress, outcomes and learning behaviours of children in receipt of Pupil Premium Funding (PP). The following is her summary report for 2017-18:

- Pupil Conferencing

Children had, in general, very positive learning attitudes. There was an understanding that reading more helps you know more, and they enjoyed the challenges set by teachers to encourage them to read.

With regards to home learning there was a general enthusiasm for 'games' (Times Table RockStars, and to a lesser extent, Mathletics). There was a general consensus that it was tricky to find a time and space to do 'other' homework, and children felt frustrated if it was a complicated project or a task that seemed unhelpful and just homework for homework's sake.

Many children noted they found asking questions difficult and a bit scary, and there was a feeling amongst some higher ability children that they were sometimes left to their own devices a bit too much and not helped with the harder activities they were attempting.

- End of Year Progress and Attainment of Pupil Premium Children

Most PP children made improved their reading age by over a year, with the majority making 2y+ progress. However, about 40% of PP children did not reach the level expected for their cohort at the end of the year in reading. This highlights the need to continue to prioritise reading with these individuals with an emphasis on the understanding and comprehension of the texts.

On average for the PP cohort, slightly less progress has been made in maths and writing.

- Review of Learner Outcomes/Attitudes Questionnaire

A review of the 'Learner Outcomes' questionnaires (where teachers assess learning behaviours on a scale 1-5) showed that in general children improved their learning behaviours and attitudes to learning over the year. There are no areas across the school that stand out as being particularly weak.

3. Safeguarding/ Child Protection

Pam Bassindale is the Nominated Governor for Safeguarding, responsible for ensuring that all statutory requirements are met, especially with reference to Child Protection. Please see following summary:

The OFSTED inspection report this year confirmed that St Andrew's provides a safe and secure environment for the children in our care through our careful monitoring of all aspects of safeguarding. This year we have

- ensured that all Child Protection training is appropriate and up to date

- monitored the outcomes of the 'Bully Ballot' and pupil questionnaire
- approved the introduction of a new Bully charter
- followed rigorous selection procedures to ensure that all new appointments are suitable and safe.
- Published parental guidance on keeping children safe on line

The Pay and Performance Committee

The focus of this panel's work has been to ensure that leadership of teaching and learning continues to be strong. This year we have:

- Taken part in the formal procedures for appraisal and monitoring of teachers' performance, including that of the headteacher
- Set challenging targets for pupil progress and attainment
- Made recommendations for pay awards where appropriate.
- Received reports from the LA on the Head Teacher peer review outcomes.

Ethos Committee

In our roles as Foundation Governors we have, over the past academic year,

- observed 6 Key Stage Worship and 8 Class Worship.
- reviewed the Classes' Reflection Corners twice and also observed an R.E. Day.
- attended a planning meeting, with Amanda Hodgson and Sharon Hallis, followed by a staff meeting to look at the new Christian curriculum in relation to the Bible.
- carried out both a Collective Worship Review and a Religious Education Review and shared our findings with governors and staff
- supported Church Services and Open The Book, weekly Collective Worship sessions, and a weekly Lunch Time Club .

As a result of our review of the Classes' Reflection Corners we made recommendations to ensure that all staff understood the importance of maintaining these areas well. We will arrange to carry out another review early in the new academic year.

It has been another busy but fantastic year and we look forward to the next year and our SIAMS Inspection!

Liz Bunting and Rev. Diane Roberts

Premises Committee

It has been a varied year for the Premises Committee. This year we have:

- Overseen the planning and development of the covered outdoor area in the Reception playground ensuring that works are carried out to the highest safety standards. This has resulted in a new education resource.

- Established that the roof above the Reception Class was repaired and safe after the winter storms. In the next school year, the committee will submit a bid to the Diocese for a replacement roof.
- Confirmed that all relevant Health and Safety risk assessments were carried out and that any actions arising have been completed. This has resulted in new record keeping and safer storage of chemical substances used in the school kitchen.
- Ensured that the school's critical incident plan is up to date.
- Monitored the environmental health problem of rodents in the school grounds and ensured that the school and Wiltshire County Council have the problem in hand.
- Following the success of using the bollards across the lane, we have further encouraged safer parking around the school by appealing to Wiltshire County Council to re-paint the fading yellow lines outside the school. This has resulted in safer parking, but it is an ongoing issue that still needs to be addressed as a few parents are ignoring the yellow lines.
- Ensured the school keeps to the maintenance schedule and continues to be a pleasant environment for pupils and staff.
- Continued to monitor school security by checking that external doors are closed, and that it is embedded into school life to keep them closed. This has resulted in very a hot school 😊!
- Benchmarked school spend on premises against similar sized schools. This has led us to instigating an investigation into expenditure on water as this was out of line with similar schools.

Kim Perree

Mr Colin Allen is the governor on the premises committee responsible for Health and Safety and he reports as follows:

The aim of the governing body is to provide a safe and healthy working and learning environment for staff, pupils and visitors.

To enable the governing body to do this, part of its duty is to ensure there is an effective and enforceable policy for the provision of health and safety throughout the school. For example, termly premises health and safety compliance checks are undertaken by the H&S governor with the Headteacher.

All health and safety policies are strictly monitored and areas that we look at as a governing body include (but are not exclusive of):

- External areas and play equipment
- Vehicles on site
- Fire evacuation
- Building issues including temperature, ventilation, lighting and electricity
- First aid and medical provision

The safety of the children outside the school is also of vital importance which is why the parking issues were identified in our H&S audit. Some further examples of areas identified previously include the fixing of loose roof tiles and the removal of the dead birch tree in the playground.

It is always preferred that any building works to the premises are carried out during holiday periods but when this is not practicable, every precaution is taken to ensure the safety of the children, staff and visitors is paramount. This has been well demonstrated by the installation of the brand new canopy for the Reception class which was erected in the 2018 summer holidays.

Finance Committee

At the start of the 2017/18 financial year we had a balance of £89,940 which included £20,000 earmarked for the Reception Class canopy, £5,000 for the specific P.E. Grant and £22,000 for the universal infant school meals fund (this is paid over the academic year and hence would cover four months ,April to July).

The balance comes from careful budgeting when we moved to 7 classes and the consequent increase in pupil numbers.

The funds delegated by Wiltshire Council for 2017/18 totalled £725,317. This was after the sums required for the Council to look after maternity leave arrangements, free school meal eligibility, Behaviour support, and support for ethnic minorities were allowed for.

This was also after a deduction of £7362 as our calculated income exceeded the Wiltshire Council cap following the implementation of the new funding formula.

Approximately 80% of our income is spent on staffing, (teachers, support, admin and catering). The remaining 20% covers curriculum needs, ICT, general repairs, heating etc.

Money was spent on a new roof for the conservatory in the Reception class, a new boiler pump and hand dryers in the new classroom toilets. We also purchased 16 new laptops for the pupils use, a new server, and 3 Clever Touch Boards. (£3000 each and replaced the failing projectors)

At the end of the Financial year (31st March 2018) the balance stood at £78,442, which included the ring-fenced sums of P.E. Grant (now £11625) and Catering of £17,606. The reception class canopy cost of £20,000 has been allocated, but not yet spent.

The delegated funds for 2018/19 is £750,860 after the pre-agreed sums for the Council arrangements (as listed above) had been deducted, and £45,540 Pupil Premium.

The budget set by the Governing Body indicates a likely overspend for 2018/19 of £57,056. This is covered by the amount brought forward from last year and leaves a balance of £21,386.

Going forwards it is likely that the budget in 2019/20 will also have an overspend of £77,009 resulting in a deficit of £56,000 which will increase in subsequent years.

We will have to watch and monitor developments in overall school funding as many schools are/will be in a similar position.

Andy Hall

Parent Views 2018

During parents' evenings in the last year staff and governors have engaged with parents to obtain views of the school via Ofsted's 'Parentview' survey. Guest passes were set up with Parent View so parents could be logged into the site via school tablets during waiting time at parents' evenings to give their view off the school. Participation was excellent with 43 parents completing the survey, providing additional data to contribute to school self-evaluation.

Results showed parents felt strongly that the school was safe, their children were well looked after, pupils were well behaved and the school was well managed and led by its head and staff. 100% of parents asked said they would recommend the school to other parents.

Sallyanne Sheppard

Overall Impact

The Governing Body are proud to be a part of the constant drive to improve and develop the school and were pleased that the most recent Ofsted Report reflects the role we play in this.

"Governors know the school well and visit often. The improvement plan sets out the actions to make improvements in pupils' progress."

Governors frequently discuss learning with children and this was reflected in their articulate responses to the Ofsted inspector's questions.

Frequent monitoring and challenge by governors have contributed to improved outcomes for pupils in statutory tests and across the school

We are also constantly striving to improve our own performance and will continue to work hard to ensure that your children's learning and safety are central in all that we do.

-----o0o0o0o-----

Thank you for taking the time to read this Annual Statement.

We would welcome any questions or suggestions. Please feel free to contact us at school.