

St Andrew's CE VA Primary School Governors' Annual Review Statement for 2018-19



Do Everything in Love 1 Corinthians 16:14

Who are we?

- Colin Allen Foundation Governor Vice Chair
- Pam Bassindale LEA Governor Chair
- Liz Bunting Foundation Governor
- Jennifer Dolman Foundation Governor
- Jane Burton Foundation Governor (from Sept 2019)
- Donna Fagan Co-opted Governor
- Andy Hall Foundation Governor
- Chris Henderson Clerk
- Amanda Hodgson Staff Governor
- Nathan Muirhead Parent Governor (until March 2019)
- Kim Perree Foundation Governor
- Ellen Ransome Foundation Governor
- Diane Roberts Foundation Governor Ex Officio
- 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 2018 -19?

- By keeping a clear focus on the following **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. Develop potential for each child through the delivery of a broad and balanced curriculum which is well planned, well resourced and stimulating. Any Ofsted inspection to confirm that all teaching, assessment and outcomes are at least good.
Personal development	Value each child as a unique individual. 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 – a place of Christian values where children learn respect for God, 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 Mathematics across the school, with an increased focus on developing mastery and attainment of greater depth. 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 ensure that all teaching is at least good or better. Ensure that writing skills are developed effectively across the curriculum, including in EYFS writing journals. Ensure that pupils, particularly boys, are supported to improve skills and read more widely.
3.	Personal Development & Behaviour	To continue to improve attendance of PP and SEND pupils. To continue to secure good attitudes to learning by ensuring consistency in differentiation and challenge..
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. Regularly check how well standards are improving by clearly referencing the milestones in the SIP. Review the effectiveness of the governing body and access appropriate training.

- By keeping **support and challenge** as the driving force of our work.
- By ensuring that we were well prepared for external **evaluations of our performance** by Ofsted and SIAMs inspections
- By undertaking **self evaluation and training** to further our knowledge and understanding of how to improve our effectiveness

What have we achieved ?

The Ofsted inspection report provided a good indication of how effectively the governing body has been in achieving the aims set out above. Their specific judgements about governance were that:

- *Governors provide strong strategic oversight of the quality of education the school provides. They have a high profile in the school and plan their visits in line with the priorities set out in their improvement plans. They seek out and use a wide range of information, which gives them a deep understanding of the school's strengths and weaknesses.*
- *Governors are passionate supporters of the school. They work effectively with school leaders to check that groups of pupils are achieving well, including those who are disadvantaged or those with SEND.*
- *Governors are reflective and they evaluate their own effectiveness well. As a result, they have improved their practices, including by analysing and challenging leaders' information about pupils' progress more deeply. The governing body fulfils its statutory duties and regularly checks the procedures for keeping pupils safe in school.*

The hard work of the governors, and in particular the Ethos Committee, also contributed to the excellent outcomes of the SIAMS inspection.

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:

- Analysed the outcomes of statutory tests to compare our children's achievement against others nationally and locally
- Ensured that the School Improvement Plan detailed how any weaknesses were to be addressed.
- Regularly examined school data to determine how well children across the school 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.
- Carried out scrutinies of children's books to check standards of presentation and the impact of teachers' marking on writing across the curriculum.
- Met with groups of children to monitor their attitudes to learning in school.
- 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.
- Met with the Subject Leaders for Maths, Literacy, RE and EYFS to discuss standards in their subjects and what they are doing to improve them.
- Taken an active role in children's learning eg listening to readers, 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. Here is her summary:

I have had termly meetings with the SENCo to discuss SEND provision at St. Andrew's. We have also reviewed SEN progress at the Pupil Progress meetings which take place three times a year. The number of children on the SEN register totals 27 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.

The SENCo has organised training sessions throughout the year for both teaching staff and Teaching Assistants. Topics have included; scaffolding, working memory, precision teaching and autism training. Specialist outreach support has been sought to improve our provision for children with autism. The SENCo attends the weekly staff meeting and the termly TA meeting.

A range of interventions are used to support children, depending on the specific needs identified. The impact of these interventions is monitored by the SENCO. This year, as well as providing progress charts, the SENCo has also monitored whether children with SEND are maintaining or improving on their EYFS/ KS1 levels, and also whether they are on track to meet Age Related Expectations (ARE) in statutory assessments.

100% progress was achieved across reading, writing and maths for Year 2 & Year 5.

100% progress in maths and reading and 80% in writing was achieved for year 1

60 % progress in reading and writing and 40% in maths was achieved for Year 3.

100% progress in reading and writing and 80% in maths was achieved for year 4

100% progress in maths and writing and no increase in reading was achieved for year 6

The Ofsted Report confirmed that children with SEND make good progress.

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 2018-19:

The school proactively supports the needs of disadvantaged learners. Progress and attainment are closely monitored and there is an expectation across the school that all children should reach the required standard regardless of background.

Children in receipt of Pupil Premium funding read to an adult daily, and, for the majority of these individuals, reading ages have risen by more than 18 months in the year to July 2019. Now that the expectation of daily reading is fully embedded, for 2019-2020 governor visits will focus on the completion of Maths Passports, with the target that all children achieve at least one passport each term, and reach their year related level by July 2020.

Most children are making at least required progress across the board in reading, maths and writing, and where this has not been the case individual targets have been set. Where children have not yet met the required standard, again, this has been identified, with teachers fully aware of the areas that need further work.

Pupil conferencing revealed that children are happy, feel supported and enjoy learning. The 'Learner Outcomes' questionnaires, whilst subjective, indicate that children have improved their learning behaviours and attitudes to working throughout the year.

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

As governors whose main responsibility is the ethos of the school and the part that collective worship plays in this, we have been really encouraged this year at the enthusiasm and hard work of the staff, and the results have been clearly seen.

In our roles as Foundation Governors we have, over the past academic year, observed 5 Key Stage Worship, 5 Class Worship and 2 Whole School Worship.

We have reviewed the Classes' Reflection Corners twice and also observed R.E. Days which were great fun and really enjoyed by the children.

We have been delighted to see how the new Christian curriculum, Understanding Christianity, has been taken up by the staff and how this has enhanced the teaching of Christianity throughout the school. Next year we hope to focus on how other religions are taught and the impact this has on the children.

It was encouraging to talk to the children and look at the excellent work in their books and in their 'Big Book' as we carried out both a Collective Worship Review and a Religious Education Review and to hear their enthusiasm for the subject and their knowledge and understanding.

Class visits to the church, church services and 'Open The Book', weekly Collective Worship sessions, are also part of the work that we do in St. Andrew's School.

As we reviewed the Classes' Reflection Corners we were pleased to see how these were displayed and how the children told us how they used them.

We attended a course given by The Bridge Project for the staff on 'Spirituality' and during the year we went on a two day course to see how what we were doing as a school fitted into the new SIAMS (Statutory Inspection of Anglican and Methodist Schools – the equivalent of Ofsted on all things religious in church schools) framework and had meetings with the head and deputy in preparation for the up-coming SIAMS inspection.

The climax to the year was the result of 'excellent' for the SIAMS inspection. Do read the report on the web site. It has been another busy but fantastic year and we look forward to the coming year continuing to anticipate great things in a great school!

Liz Bunting and Rev. Diane Roberts

Premises Committee

In the school year 2018/19 we have ensured the school is a positive and safe learning environment by:

- Supporting the submission of a School Condition Application, to the Diocese, to replace the roof and building facias. (This was successful, and work began over the summer break.)
- Ensuring the school decor remains well maintained with bright colours and relevant mural displays.
- Agreed to installing LED lights throughout the school
- Prioritised the installing of further whiteboards in classrooms
- Pressured Wiltshire County Council to repaint the yellow lines outside the school.

- Monitored the ongoing maintenance of the external area i.e. ensured play apparatus repaired, trees surveyed, pest control etc.

Kim Perree

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

Mr Colin Allen is the governor on the Premises Committee responsible for Health and Safety and monitors the premises, facilities and procedures to ensure they comply with safety requirements.

The termly checks carried out with the headteacher identified/rectified the following in the school year 2018/19:

- Dead birch tree removed
- Missing fence panel replaced
- Fire extinguishers and fire alarm serviced
- Identification of faulty electric windows in library
- Waste management policy introduced.
- Portable electrical appliances test undertaken

A legionella assessment was carried out this year and the relevant certificate provided.

Information and certificates referencing the previous removal of asbestos was collated for the Diocese.

A classroom risk assessment review was undertaken. This is completed by each class teacher and focuses on the potential risks within the classroom. For each class, from the assessments completed, it was clear that all possible measures have been put in place to reduce the risk of harm occurring to children and staff.

Finance Committee

The school finances are closely monitored by the Governors and Head teacher.

Running costs continue to rise but the income the school receives (the amount received per pupil) has not increased for the last two years.

The Governors' aim is to ensure that the school continues to provide a good education for the pupils in the best possible and safe environment.

The planned provision of a canopy in the Reception area was completed in time for the start of the new school year and Smart boards have been provided in all the classrooms. Additional play equipment has been erected on the field using a specified physical education grant. A special grant enabled the roof of the Reception class (the original part of the school) to be replaced in the summer holidays.

With ongoing pressures on school budgets close monitoring needs to continue, and forward planned spending carefully considered.

Andy Hall (Chair of Finance Committee)

Communication with Parents

Ethos 'Fishing':

Governors carried out a very useful survey of parents at the Parent Consultation evenings on how effectively the school communicated its vision and values to parents. The responses, written on paper fish and captured in a net (!) were very positive and provided good evidence for the SIAMs inspection.

Y6 Questionnaires

The decision to send out the questionnaires earlier in the final term proved to be a wise one as we received a much higher proportion of replies than last year! The responses were collated and analysed and will be used to inform our planning for next year. In summary:

- Overall the comments were very positive
- The majority thanked staff for the support their children received and how pleased they were with progress reported
- Parents confirmed children were happy at school
- Six reports specifically mentioned the increased confidence experienced by their children
- Some parents would like to see greater challenge for the most able pupils.
- Some children would like longer break times!

Website

As a governing board part of our role is to assist the head with ensuring that the school is complying with its statutory obligations. The government set guidelines to what a maintained school must publish on their web site and Ofsted check this compliance as part of an inspection. This year I conducted the web site audit for the school which involved checking the web site against a check list of 'must haves' and 'nice to haves'. A lot of the necessary content is policies which are there to help us as parents if we need help and protect our children within the school and the wider community. As well as the audit, I bench marked our web site against 2 neighbouring school sites. This highlighted which areas of the site worked well for us and provided suggestions for improvements.

As a result of this audit and bench marking the web site has had some worthwhile tweaking and we have added a governor only section soon which will make communication between governors smoother, cutting out admin and give us more time to concentrate on the things which are really important to us – the pupils and their education.

Most parents probably don't realise what a wealth of information the web site holds, I certainly didn't. Take a look next time you have time – there's lots of content that can help you and your child through their primary school years with us. You might even find a special photo of your little one enjoying learning!

Sallyanne Sheppard

Reflections from a new governor

There is clearly a good ethos in the Governing Body and Teachers, which is reflected in the OFSTED and SIAMS report. Neither could have outstanding aspects or whole without the culture from the Governing Body and Teachers. This is reflected by individuals' attitudes

that we are not there for what we want out of this role as a governor but to work together. As a result the challenge is appropriate from Governors to the school and accepted without becoming defensive. This difference was evident when I attended the LA Governor induction and hearing others talk about how they perceived their role and the relationships between other Governing bodies and schools. It is also clear having attended the induction that we as Governors clearly know and demonstrate not getting involved in areas that are the headteacher's and teachers' remit, instead being able to hold them to account for this remit.

As a new governor all my questions about our role as Governors, the governing Body, our policies and procedures have always been answered or if not, used as an exercise to clarify that we all know about it - developing a Governor Induction Booklet and buddy process induction booklet is a good example.

Jennifer Dolman

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 frequently discuss learning with children and this was reflected in their articulate responses to the Ofsted and SIAMS 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.

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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.