



The Governing Body are constantly striving to improve and develop the school and we look forward to another busy year and we will continue to work hard to ensure that the teaching and learning and safety of your children is central in all that we do.

Thank you for taking the time to read our annual report. If you should have any questions, please feel free to contact us.

St Andrews V.A. Primary School



Governor Report to Parents 2016—17

What do we do

Our aim is to **support** and **challenge**. Throughout this Annual Report we have detailed the following areas where this occurs.

Support: Premises, Health & Safety, Christian Ethos, Special Educational Needs & Disability, Keeping Children Safe, School & Community involvement

Challenge: Leadership & Management, Teaching & Learning, Monitoring budget

When do we meet

The full Governing Body meets at least once a term. In addition, sub-committees meet regularly to discuss specific issues. They report to the full Governing Body for formal ratification of proposals.

You can trust we are good at what we do

In 2015, we were awarded the 'Governor Mark' which is a national award. It is a kite **mark** which provides external evaluation of the quality of governance in a school.



Y6 Leavers

We wish all our Year 6 children the very best in their onward moves and for the future. Below are the destinations for the leavers this year:

Bishop Wordsworth Grammar	1
Wyvern College	9
St Edmunds Girls School	13
St Joseph's Catholic School	5
Trafalgar	1

Finance & Premises Report

Monitoring the school finances is an important role for the Governors.

Money is received from Wiltshire Council, based mainly on the number of pupils, and also from the Government to enable the provision of free school lunches for Key Stage 1 pupils.

A major proportion of the income is spent on salaries, utilities and equipment for the pupils. We are also responsible for maintaining the fabric of the buildings including heating, plumbing and redecorating.

Over the past year we have replaced equipment in the kitchen, repaired the heating system, and replaced the toilets in the Reception class. Plans are in hand to renovate the conservatory in the Reception class, with a new reflective roof and we are also investigating a canopy for that area.

Overall the Governors work to maintain and improve the school environment for pupils and staff.

Who Are We?

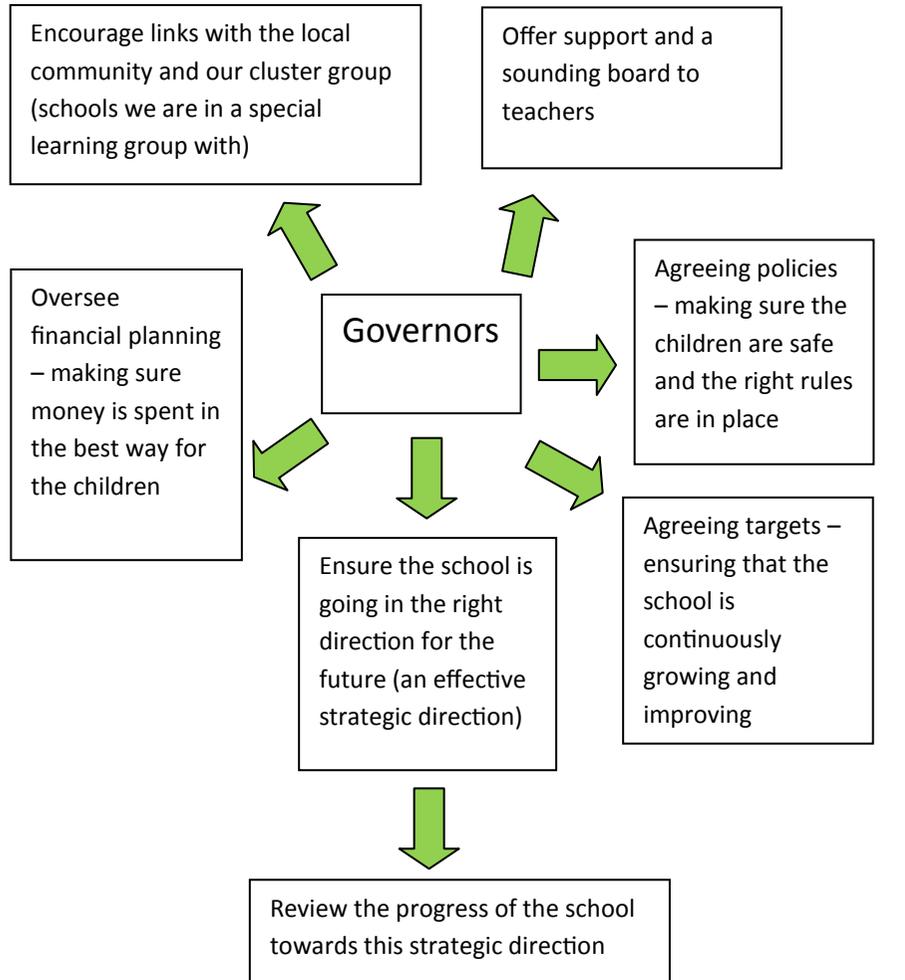
The Governing Body for our school is as shown in the table below:

8 foundation governors	Mr Andy Hall (Chair of Governors)
	Mr Colin Allen
	Mrs Lisa Brain
	Mrs Liz Bunting
	Mrs Ellen Ransome
	Mr Godfrey King
	Rev Diane Roberts
	Mrs Kim Peree
2 parent governors	Mrs Sallyanne Sheppard
	Mr Nathan Muirhead
1 local authority governor	Mrs Pam Bassindale
1 co-opted governor	Mrs Donna Fagan
2 Staff governors	Mrs Karen Walker
	Miss Amanda Hodgson

What do we do?

At the heart of everything we do are your children. A Governor's role is to ensure every child in the school is getting the best possible education and opportunities.

How do we do this?



Teaching & Learning

- Monitored the provision for pupils in receipt of the Pupil Premium funding.
- Taken part in the formal procedures for appraisal and monitoring of teachers' performance.

It is also the role of governors to ensure that the leadership of teaching and learning continues to be strong and one of the ways we have done this was by taking part in robust appraisal systems.

A team of Governors meet with the Head and a Local Authority Advisor to set annual targets for her, and to check that she has also set rigorous targets for all staff.

Targets set relate to children's progress, the School Improvement Plan and the leadership of curriculum subjects.

The review of the targets is part of an annual cycle and the achievement of these targets relates to teacher pay.

Teaching & Learning

Governors support the Headteacher in ensuring that Teaching and Learning are a strength in our school. We know what the school does well and what could be improved.

The School Improvement Plan details the actions the school needs to take to improve outcomes for children and Governors use 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.
- Discussed with teachers the strategies they are using when children are struggling.
- 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.
- Visited the classrooms of individual class teachers in years 3 to 6 to hear about they manage teaching and learning.
- Taken an active role in children's learning e.g. listening to readers, helping out with activities.

Health & Safety

There were minor items raised in the Health and Safety Audits and these have all been dealt with.

The regular fire drills, risk assessments and maintenance routines have all been completed.

Some play ground marking has been re-painted to assist children who are visually impaired.

The Three Year Fire Risk Assessment has been completed. There were several recommendations, one being automatic door closures which are being trialled, another was an automatic closure on the kitchen serving hatch which is being investigated.

The Health and Safety Policy has now been published on to the school's website.

Christian Ethos

We are Governors appointed by the church (Foundation Governors) who are responsible for seeing that the Christian Ethos and Spiritual and Moral wellbeing are maintained to a high level. There are nine of us. We formed an Ethos Group (Reverend Diane and Liz Bunting) and some of the things that we do are to observe and audit both Collective Worship (Assembly) and R.E., throughout the school.

We enjoy coming into school with other members of the church to present Bible stories, through drama, using Open the Book which is a programme of Collective Worship now used internationally. All of the classes have a chance to take part.

We also put on Communita each Tuesday afternoon in term time, at the church. Anyone in the village is invited between 2 and 4 pm to have a drink and a chat and the children come, with their parents, to play after school. Sometimes issues are brought up by parents and we are able to link with the school to try to help in the situation. This also crosses over with the weekly Social Skills Groups which take place on a Wednesday afternoon in school which Liz runs.

St. Andrew's is a great school and we are very pleased to be part of it.

Should any parent wish to talk to us about anything to do with the above we would be very pleased to meet with you.

Rev. Diane Roberts & Liz Bunting

School & Community involvement

St Andrew's Governors believe that one of the ways to be an effective Governor is to truly know the school by being involved in the life of the school.

During the year we attend Full Governing Board meetings, sub-committee meeting as well as the end of term 'data day'. The data day is where we review the performance of the school and identify the school's strength and areas for improvement.

Governors have also been visiting the school to observe lessons and talk to the pupils about their learning. This past school year we have been particularly focussed on pupil's progress.

Governors have been to the school concerts, the Science Museum with Year 4 and to Bath to see Year 5 performing Opera. On every out-of-school visit, the Governors are struck by the maturity, commitment and talent of the pupils. The Governors who have children at the school have also reported how they have been impressed by the class assemblies that took place this year.

St Andrew's Governors maintain close links with the church and many attend (and one gives) regular services.

The majority of the Governing Board are local and involved in many of the community activities. A team of Governors have been involved in the Mini Marathon by providing administrative help as well as assisting St Andrew's Church to provide participants with a well-earned piece of orange at the end of the race! We also help at the Community Farm and local fetes.

Special Educational Needs and Disability (SEND) Overview

d) In Writing, 5 out of 5 children with SEN made good or outstanding progress.

e) In Maths, 2 out of 5 children with SEN made expected progress.

Whilst the attainment of the children in Y2 with SEN was disappointing (b), their progress was much more encouraging (c -e). These children receive appropriate intervention from the Teaching Assistant within the Class and have completed a programme of "Sound Discovery". They all have Individual Educational Plans with clearly identified goals which are monitored by the SENCo.

Years 3, 4 and 5 do not sit "formal" national SATs tests.

Year 6: (a) In 2016, 1 out of 6 children with SEN entered for the Maths SATs test achieved a scaled score of 100 (i.e. the expected standard) and 5 out of 6 children with SEN achieved a scaled score of 90.

(b) In 2016, 3 out of 7 children with SEN entered for the writing SATs assessment achieved a scaled score of 100.

(c) In 2016, 3 out of 7 children with SEN entered for SATs reading test with SEN achieved a scaled score of 100.

The attainment of the children in Y6 with SEN was disappointing for Maths (a) but more encouraging for Writing (b) and Reading (c). Unfortunately, RAISEonline data does not separate out the progress for Y6 children with SEN. However, the progress of all Y6 children from KS1 to KS2 was deemed to be good.

Lisa Brain, SEN Governor,

Keeping Children Safe

The Governors have continued to ensure that St Andrew's provides a safe and secure environment for the children in our care through the careful monitoring of

- Site safety and security
- Medical provision
- Internet safety
- Bullying
- Child protection procedures

Pam is the Nominated Governor for Child Protection and it is her role to ensure that we comply with all the most recent government guidance and statutory requirements.

This year we have amended the record keeping documents so that there is a clear time line of any Child Protection concerns about individual children. We have also clarified the procedures for passing on concerns to the child's next school.

We have publicised the valuable support provided by the NSPCC.

We monitored the outcomes of the 'Bully Ballot' and pupil questionnaire.

We have ensured that all Child Protection training is appropriate and up to date.

We have followed rigorous selection procedures to ensure that all new appointments are suitable and safe.

Special Educational Needs and Disability (SEND) Overview

St. Andrew's School has the following dedicated provision for SEND:

Mrs Judith Hudson is the Special Educational Needs Coordinator (SENCo). She is an experienced class teacher and senior leader who has been awarded a Postgraduate Certificate in Professional Studies in Education (a Master's level course specialising in Literacy Difficulties). As SENCo she has responsibility for the following:

- (i) Managing the day to day operation of the policy.
- (ii) Co-ordinating provision and managing the response to children's needs.
- (iii) Overseeing the records of children with SEND.
- (iv) Acting as a link with parents and external agencies.

Mrs Hudson is assisted by Mrs Debbie Harris who is also an experienced class teacher and SENCo. Her role is to ensure the implementation of SEN strategies within the classroom.

Mrs Brain is the Special Educational Needs Governor. She has responsibility to ensure that the pupils with SEND have the same opportunities to access the curriculum as other pupils. Along with other Governors on the Staffing and Curriculum Committee, it is her role to hold the school to account in ensuring that all SEND pupils exceed their potential.

St Andrew's has two qualified Emotional Literacy Support Advisors (ELSA) - Mrs Julie Budworth and Mrs Ali Andrews.

Special Educational Needs and Disability (SEND) Overview

Number of children on the Special Educational Needs Register

Currently there are 19 children on the Special Educational Needs Register.

There are 4 children with an Educational Health Care Support Plan (EHCP). An EHCP is a legal document that describes a child or young person's special educational, health and social care needs. It explains the extra help that will be given to meet those needs and how that help will support the child or young person to achieve what they want to in their life.

There are 2 children on a My Support Plan. A My Support Plan is a support plan for children who do not meet the statutory criteria for an EHCP. There is 1 child with a Common Assessment Framework (CAF). A CAF is a standardised approach to conducting an assessment of a child's additional needs and is used to decide how those needs should be met. It is a general holistic assessment.

RAISEonline results for SATs taken in Summer 2016
(RAISEonline results for SATS taken in Summer 2017 will be released in Autumn 2017)

- a) Year 1: In 2016, 1 child out of 2 children with SEN passed the Phonics Screening Test.
- b) Year 2: In 2016, 5 out of 5 children with SEN did not achieve the expected standard in Reading, Writing or Maths.
- c) In Reading, 4 out of 5 children with SEN made good or outstanding progress.

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