



Annual Statement of the Governing Body 2017-18

Vision and Values

The major focus of the governors is to ensure that our pupils progress appropriately in their education. The governing body appreciate that for this to happen the pupils must be supported by a well led, enthusiastic, professionally competent and motivated staff, all working together within a safe, supportive, stimulating environment. Governors also understand that our children's parents and carers need to be satisfied about the overall leadership and management of the school since this affects the safety, learning and enjoyment of their children.

For governors to achieve their objectives they must continually evaluate the role they have played within the life of the school and publish relevant information to all interested parties.

This statement is part of that evaluation and publication process.

The governing body currently consists of 10 members:

Chair – Mrs Kerry Stockley

Vice Chair – Mr Christopher Aird

Governor	Membership category	Committee
Mrs Sue Richardson	Staff Governor	Resources/School Improvement
Mrs Kerry Stockley	Local Authority Governor	Resources / School Improvement
Mr Christopher Aird	Parent Governor	School Improvement
Mrs Sarah Phillips	Parent Governor	School Improvement
Mr Andrew Robinson	Co-opted Governor	Resources
Vacancy	Co-opted Governor	Resources
Mrs Charlotte Benjamin	Co-opted Governor	Resources
Mrs Jane Blyth	Co-opted Governor	Resources
Mr Duncan Clift	Staff Governor	School Improvement
Claire Allred	Associate Governor	School Improvement

The governing body has three core strategic functions which are:

1) Ensuring clarity of vision, ethos and strategic direction

Governors are responsible for setting the school's strategic framework, identifying priorities for school improvement and monitoring progress towards these goals. We are also responsible for setting a school ethos of high expectations of behaviour, progress and attainment of all pupils and of conduct of staff and governors.

2) Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff

Governors must provide challenge to the school and hold the headteacher and senior leaders to account for improving the quality of teaching and learning and school performance. We do this through questioning and through regular monitoring and analysis of data on children's performance and progress. Governors hold the headteacher to account for the performance management of teachers. (The head teacher's performance management is conducted by governors.)

3) Overseeing the financial performance of the school and making sure its money is well spent Governors look at financial statements and ask questions to ensure that the school makes efficient use of its budget and provides best value for money.

Each year the Governing Body considers:

- Standards of attainment and progress of all year groups and groups of children across the school
- Attendance and punctuality
- Staffing
- Finance
- Health and Safety
- Regular review of the School Development Plan and the School's Self Evaluation
- Regular review of school policies and procedures

Developments during the 2017-18 school year.

In line with the SDP and Ofsted recommendations, the focus of school improvement involved the following areas of development:

- To continue to work as a strong leadership team including the smooth transition of enhanced provision for hearing and visually impaired pupils
 - To ensure smooth transition of children to the specialist base
 - To ensure all staff are aware of the needs of children with hearing and visual impairments and have appropriate training
 - **Impact** – Resources (classroom and base) planned and provided. Staff training has raised awareness of visual and hearing impairments and their impact on learning. Twenty staff undertaking BSL training. This will allow new children with sensory loss to be admitted to the enhanced provision allowing them to be taught in mainstream alongside their peers whilst having their individual special needs met.
- To continue to develop teaching and learning so that the majority of this is outstanding across school

- To give greater access to greater depth in Maths through improved learning opportunities
- To ensure learning in maths is progressed as soon as children are ready
- **Impact** – Maths attainment at early years and KS1 increased both at expected level and exceeding. Maths attainment across school at age related and above increased.
- To continue to develop and embed e-safety and the Preston Curriculum
 - To continue the enhanced programme of e-safety to ensure children understand the risks associated with online behaviours
 - To continue to teach the Preston Curriculum with an emphasis on progression of critical thinking and life skills throughout school
 - **Impact** – children across KS1& 2 aware of how to stay safe on line, parents also given opportunities to learn about this, however uptake has been poor.
- To maintain high levels of outcomes and embed opportunities for attaining greater depth
 - To improve attainment at KS1 maths to be in line with national expectations with differentiated small group teaching in Y2
 - To use maths catch up interventions throughout school
 - To increase the focus on the understanding of the number system and mental maths strategies including use of the Shanghai maths initiative
 - To continue earlier targeted phonics intervention to ensure children achieve well in Y1 phonics
 - **Impact** – as above plus 87% phonics. Improvement in attainment throughout school, see achievement section of website for up to date comparisons
- To embed good practise in Early Years
 - To continue to develop the early years environment with particular emphasis on provision for exceeding ELG (early learning goals)
 - To further develop writing throughout early years with continuous provision and parental involvement
 - To maintain the percentage of children achieving GLD (a good level of development) and increase the percentage of children exceeding within ELG through targeted planned activities for each child to address areas requiring further development
 - **Impact** – reading and writing 76% (exceeding 10% reading, 5% writing), numbers and space, shape and measure both 81% (exceeding – 14%). GLD Writing has improved to be inline with reading. Exceeding in all prime areas now seen.

The following are some of the ways in which the governing body impact on the strategic management of the school:

School Development Plan (SDP) – Governors work co-operatively with the head teacher and senior management in the writing and monitoring the School Development Plan. The School Development Plan sets aims for the school. The current SDP is based on priorities identified from data, school self-evaluation and Ofsted priorities. The SDP is set out with clear aims, the key tasks which will be completed in order to achieve these aims and the success criteria in order to measure outcomes. The SDP is monitored and reviewed termly by governors aligned to each area within the SDP with progress reports being given by governors and discussed at each full governing body meeting

Governor visits – The governors are invited to visit the school as part of their monitoring of the SDP and specific issues. Guidance in terms of the roles and responsibilities of statutory link governors are

provided to the relevant governors and regular training is available in order to up ensure all members of the team have the necessary skills.

Data analysis – Data is made available to governors through termly meetings with verbal and written presentations followed by question and answer sessions with the head teacher and members of the senior leadership team. The governors are therefore able to benchmark their data against similar schools, the Local Authority and schools nationally to ensure the schools standards and expectations are high. Particular scrutiny is placed on pupil progress across all ability groups including vulnerable groups and on the effective use of the Pupil Premium.

Policies – Governors review all relevant policies on a programmed basis to ensure that all guidance is current and up to date. Specific attention is paid to ensure that the school complies with the Department of Education mandatory policy list and the Local Authority recommended list.

Financial management – Members of the governing body have been trained in School Finance management. The impact of the governors' role in the school ensures that the budget is managed effectively and improvements are effective and continuous. The governors bring a wide variety of expertise to the school and this helps to ensure the school is continually developing.

Governor Meeting Attendance- Governor attendance has been of a good level, with any absences having been fully explained and accepted and approved by the governing body. There are no causes for concern at the level of commitment shown by any member of the governing body. All governors are fully committed to fulfilling their roles. They also bring additional areas of expertise which they use to benefit the school. Times of meetings and makeup of committees are regularly reviewed to ensure optimum contribution by governors.

Review- The governing body, the headteacher and all members of staff are constantly striving to improve and develop the school. This was recognised by OFSTED in their June 2017 inspection following which the school was graded as "Good" for overall effectiveness with Leadership and Management being rated "Outstanding". The school continues to be successful with ongoing improvements in pupil progress, attainment and attendance which reflects a whole school drive to consistently raise standards. This can be seen in the school SAT results available on our website and on our data dashboard. Personal development, behaviour and welfare was also graded "Outstanding" with particular praise for the Preston Curriculum which raises self-esteem and promotes independence and emotional resilience.

Future Plans for 2018-19

- To ensure those new to leadership and those new to year groups maintain the high Preston expectations
- To ensure that buddying systems have the desired impact
- To ensure the KCSIE updates are fully embedded into school life
- To ensure pace within lessons and across series of lessons is appropriate
- To continue to enhance the greater depth maths teaching throughout school
- To ensure the curriculum meets the needs of the current school cohort
- To effectively track CRWM throughout school
- To enhance the assessment systems
- To improve writing outcomes by the end of Reception