



Annual Statement of the Governing Body 2016-17

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
Mr Alastair Simpson	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

Currently we have no vacancies

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

During the 2016-17 school year, the governors have in particular focused on:

- The School's continuing journey to being outstanding
 - Staff developing consistently high expectations of standards of attainment across all subjects
 - Pupil progress in all year groups, across all groups (including disadvantaged pupils) and in all subjects being consistently as expected or above
- The majority of teaching and learning being outstanding across school
 - Buddying system for staff becoming embedded and continuing to facilitate reflective teaching practise
 - Teachers having consistently high expectations of pupils with an emphasis on providing opportunities for greater depth learning
 - Children using improvement time and feedback effectively in order to improve their learning
- Children having an excellent understanding of how to stay safe on line
 - Further developing the Preston Curriculum with an emphasis on progression of critical thinking and life skills throughout school

- Children having an excellent understanding of how to stay safe online including the dangers of inappropriate use of technology
- Maintaining High levels of outcomes and embedding opportunities for attaining greater depth
 - Children receiving earlier targeted intervention to ensure they achieve well in Y1 phonics
 - Staff carefully tracking pupils progress, especially disadvantaged groups, to ensure that accelerated progress can be achieved by these children
- Embedding good practise in Early years
 - Staff ensuring that all teaching highly responsive to children's needs and interests
 - Early years staff improving involvement of parents in their child's development through the use of the 2simple programme as well as planned open days
 - Early years children being given an increased range of outdoor learning and play opportunities in the new early years outdoor area

Other strategic areas which were developed were:

- The bidding and approval for the 20 place additional resourced base for children with hearing and visual impairments
- Provision of 16 x 30 hr places in nursery
- Parent Ambassadors who give feedback to school on new initiatives and the SDP

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 2016-17

In line with the SDP and Ofsted recommendations, the focus for improvement of the school involves 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
- 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
- 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
- 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
- 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