



Annual Statement of the Governing Body 2018-19

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 9 members:

Chair – Mrs Kerry Stockley

Vice Chair – Mrs Sarah Philips

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
Claire Allred	Co-opted Governor	School Improvement
Mrs Charlotte Benjamin	Co-opted Governor	Resources
Mrs Jane Blyth	Co-opted Governor	Resources
Mr Duncan Clift	Staff 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 2018-19 school year.

Our overarching aim is that school continues on its journey to be outstanding

- 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 Keeping Children Safe In Education (KCSIE) updates are fully embedded into school life
- **Impact** – Outcomes across all year group were sustained or improved. Reading results for Y1 put us in the top 2% of schools nationally for teaching children to read and Y6 results for ALL subjects put us in top 5% of schools nationally.

For the majority of teaching and learning to be outstanding across the school

- 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 that disadvantaged children are carefully targeted including those with co-vulnerabilities

Impact – Pace is improving however need to continue to develop this through active pupil engagement

To ensure that the curriculum meets the needs of the pupils

- To ensure the KCSIE updates are fully embedded into school life
- To ensure the curriculum meets the needs of the current school cohort
- **Impact** – All statutory obligations are met.

To maintain the high levels of pupil outcomes throughout school and embed opportunities for greater depth

- To effectively track CRWM throughout school
- To enhance the assessment systems
- To ensure that disadvantaged children are carefully targeted including those with co-vulnerabilities
- **Impact** – Outcomes across all year group were sustained or improved. Reading results for Y1 put us in the top 2% of schools nationally for teaching children to read and Y6 results for ALL subjects put us in top 5% of schools nationally. BOOK Scrutiny shows clear impact of paths teaching pedagogy

To embed the good practice across the base and raise the standards of reading and writing particularly in Nursery

- To improve writing outcomes by the end of Reception
- To ensure support for staff new to year groups
- **Impact** – Whilst writing outcomes did not vastly increase, the vocabulary and story telling of the children did. We hope to see the impact further in terms of attainment next year when the children will have experienced this for two years.

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 2019-20

To ensure school continues to develop outstanding leadership

- To ensure active engagement with stakeholders and staff
- To improve staff teaching through more active participation of pupils in lessons
- To increase confidence of subject leaders

To ensure that our curriculum is relevant and exciting for our children

- To ensure that cultural capital is embedded as part of the Preston additional curriculum
- To ensure that the newly developed curriculum (foundation subjects) is progressively taught throughout school and in a way that stimulates the children's curiosity and thinking skills
- To ensure explicit expectations are made for special educational needs (SEND) curriculum development
- To ensure that the clear phonics and reading teaching is understood by all

To ensure that children have a range of opportunities to develop holistically

- To ensure that the personal development (PSHCE) curriculum, including opportunities to develop wellbeing are embedded throughout school
- To enhance cultural capital by exposing the children to greater opportunities
- To ensure that cultural capital is embedded as part of the Preston additional curriculum

To maintain high levels of behaviour across school

- To ensure high expectations of school are woven into the curriculum developments
- To ensure that the highly positive attitudes of children are maintained

To embed good practice across early years

- To ensure that all staff understand the foundations of learning in early years
- To ensure cultural capital begins at the start of the Preston journey
- To ensure provision meets the needs of all children, including those with special educational needs
- To ensure all staff learn from best practice

Kerry Stockley – September 2019