**Annual Statement of the Governing Body 2019 - 2020**

**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 and have 1 vacancy. There is also an associate governor vacancy.

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 |
| Claire Allred | Parent Governor | School Improvement |
| Mrs Sarah Phillips | Parent Governor | School Improvement |
| Mr Andrew Robinson | Co-opted Governor | Resources |
| Vacancy | 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.

1. **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.)

1. **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

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 (2018) 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.

**Developments during the 2019-20 school year.**

**Priority 1: Leadership and management**

**To ensure that school continues to develop outstanding leadership**

* To ensure active engagement with stakeholders and staff
* To increase staff pedagogy in terms of active participation
* To increase confidence of subject leaders

**Impact**

The CPD with regard to Kagan took place and was beginning to be implemented in classrooms across the school. This was seen through lesson observations and through discussions with the children. This has had to be put on hold due to COVID and the new government requirement for ‘front facing tables’, which are not conducive to this method of interaction.

**Priority 2: Quality of Education**

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

* To ensure that cultural capitalism is embedded as part of the Preston additional curriculum
* To ensure that the newly developed curriculum is progressively taught throughout school and encourages children’s thinking skills
* To ensure that explicit expectations are made for SEND within curriculum developments
* To ensure that clear phonics and reading teaching is understood by all

**Impact** – New curriculum developed with learning progression throughout school for all subjects. This included production of 5 key take-aways to ensure progression throughout school. Cultural capital began including enhancement visits to ensure children were immersed fully in their learning. Reading teaching has been aligned to a Preston delivery method which again is able to show progression throughout school. This has been adapted following training by the Literacy coordinator.

**Priority 3: Personal Development**

**Children to have a range of opportunities allowing them to develop holistically**

* To ensure that the PSHCE (Personal, social, health and citizenship education) including opportunities to develop wellbeing are embedded throughout school
* To enhance enhance cultural capitalism by exposing the children to greater breadth of opportunities
* To ensure that cultural capitalism is embedded as part of the Preston additional curriculum

**Impact** –The Preston Curriculum sets out a broader range of experiences and skills to be developed in a progressive manner throughout a child’s time at Preston. This will further develop the whole child. The PSHCE legal requirements have been delayed due to Covid and the coordinator will reengage in a parent consultation in the Spring of 2020

**Priority 4: Behaviours and attitudes**

**To maintain the high levels of pupil behaviour**

* To ensure high expectations of pupil behaviour are woven into the curriculum developments
* To ensure that the highly positive attitudes of children are maintained

**Impact** – Golden rules prominently displayed in each classroom and used by staff to underpin discussions with children about behaviour. Display boards including community board reflect the strong values of Preston Primary School. Behaviour continues to be excellent and this is becoming more self-regulated

**Priority 5: Early Years**

**To embed good practise across Early Years and Foundation Stage**

* To ensure all staff understand the foundations of learning in Early years including subject co-ordinators
* To ensure cultural capitalism begins at the start of the Preston journey
* To ensure provision meets the needs of all children including SEND by providing sensory room provision
* To ensure all staff have best practise including play development training.

**Impact** – Early years professionals have been involved in all curriculum discussions. Our progression documents begin in Nursery and continue throughout school. The sensory room provision has been put on hold due to Nursery being moved to a safer ‘bubble’ area and will be repurposed once soft furnishings and spaces can be shared

**Covid-19 Management**

This school development plan was significantly impacted by closure of schools in March 2019. Preston Primary School remained open throughout the national lockdown supporting vulnerable families, providing childcare for key workers, and online education support for all children. In June school restarted for key classes, as well as preparing for the full opening of school in the autumn term, including preparation for on-line learning, providing blended home-school learning which is now required for those in isolation or future lockdowns during the second wave of co-vid. The Governing body have also been actively involved in Preston Primary school’s strategic response to Co-vid 19 with review of policies, procedures, risk assessments, pupil wellbeing and learning.

We would like to thank staff for their tremendous efforts at this difficult time. Their ability to rise to the challenges faced and to work flexibly has been much appreciated. We would also like to thank parents for their ongoing support and understanding.

**Future Plans for 2020 -21**

As we continue to educate children throughout the Co-vid 19 pandemic our focus has been to ensure children’s health and well-being whilst also entering a recovery phase of learning following 5 months of interrupted education. This is, therefore, reflected in this year’s School Development Plan. Behaviour has been exemplary so far and is therefore not a focus whilst the new curriculum and reading continue to be a priority.

**Priority 1: Quality of Education**

**To ensure that a blended learning curriculum can be offered in event of individual, local or national lockdown**

* To ensure all staff have logged into Teams and have delivered a live session back to class so that children and staff are familiar with new methods of teaching/learning
* All staff prepared to provide ongoing education should the need for isolation/lockdown arise and be aware of expectations

**Priority 2: Quality of Education**

**To ensure all children receive a recovery curriculum of key skills which includes effective ICT use to create an effective blend between home and school learning**

* To ensure that a concise curriculum of key skills is implemented in Autumn term
* To ensure that staff and children can use online platforms for learning including homework
* To ensure that pupil progress and attainment recover to at least expected levels or above by the end of the year

**Priority 3: Quality of Education**

**To ensure clarity of intent, progression and impact of curriculum in all subjects**

* To ensure that key skills for each subject are progressive throughout school
* To ensure implementation of the new curriculum results in high levels of engagement and rates of progress for all children

**Priority 4: Personal development**

**To ensure that a cohesive curriculum for PSHCE is developed and implemented**

* To ensure that a bespoke PSHCE curriculum is included in the Preston curriculum
* To ensure that mental health and healthy relationships are embedded in the curriculum
* To ensure staff are trained in all aspects of the new strands of the curriculum and have appropriate resources
* To use pupil and staff voice to further develop this aspect of the curriculum

**Priority 5: Leadership and management**

**To improve the effectiveness and Impact of subject leaders**

* To ensure that all subject leaders will receive necessary training and work alongside an SLT ‘buddy who will coach them in leading their subject.
* To ensure all subject leaders build a portfolio for their subject using see-saw
* To ensure al subject leaders will be able to monitor their subject, complete reports on effectiveness and areas for development using evidence, lead a deep dive focus day and report back to governors/SLT

**Priority 6: Quality of Education**

**To embed the reading strategies to ensure reading progression throughout school is linear**

* To ensure the continued focus on reading progression throughout school through a variety of initiatives including Preston Book of the year, UKS2reading journal, planned whole class teaching and reading interventions for those with gaps in knowledge and understanding
* To further develop reading at home with KS1 having 3 home books; reading book story telling book and book for enjoyment while KS2 will be monitored for consistency/effectiveness/progression

Kerry Stockley – September 2020