

Lilleshall School Governor's Report for 2022/23

Executive Summary

In summary: Governors have seen that the school, under the leadership of the Headteacher and the Senior Leadership Team (SLT), has welcomed reviews from external organisations and have been receptive to constructive feedback. Along with the insight our Headteacher gains from her additional role as a Local Authority Attached Adviser which exposes her to examples of good practice in other settings, this has insured that the school has benefited from a focus on continuous improvement to children's learning. This is reflected in many of the comments and judgements the school has received taken from individual quality reviews, and that are reproduced in this report. Governors were also pleased to see the school's Attached Adviser summarise her annual report thus:

'... the headteacher is outward looking and encourages staff to learn from best practice and take current research into account when fulfilling their responsibilities. There have been a number of new initiatives, in line with developing national expectations and priorities. '

Governors consider that a key strength of the school is the individualised, targeted support given to pupils, particularly the lower 20% and those with Special Educational Needs and Disability (SEND). Local Authority reviews undertaken throughout this past academic year identify positive findings:

- *The achievement of the lowest 20% is targeted in several ways. Learning to read is given the highest priority. Each pupil reads every day – 3 times per week with the class teacher. Interventions are precise and target barriers to learning. These are carefully monitored by the SENCO to ensure children are making good progress.*
- *Staff are well informed about the needs of pupils and interventions are of high quality – these are monitored regularly through SENCO observations and weekly drop in.*
- *There have been significant improvements to the reading curriculum. A new DfE accredited phonics scheme, taught with fidelity, has had a very positive impact on pupil progress especially for the lowest 20% of pupils. Phonics outcomes are above national at 83.3% (national 75.5%).*
- *The school has a three year strategy to support spending of the Pupil Premium Grant allocation. The focus of the strategy is to finance activities and staffing that supports the learning of children in the school that are disadvantaged, to ensure that all pupils make progress and gaps in attainment close.*
- *Experiential learning and well considered educational visits are used to support the learning of all pupils but are crucial to our disadvantaged pupils extending their experiences, vocabulary and cultural capital.*

More generally the positive aspects of the way that; under the direction of the Headteacher the school has moved learning forward, is seen in our pupil's end of year progress and achievement results, and has been captured in this year's Local Authority Quality Assurance Report which says that: *'The Quality of teaching - is outstanding and there is a highly motivated, dedicated team in place. The quality of work and progress seen in pupils' books is very good.'* The Reviewer also looked at evidence which indicates that the school's view that the quality of Early Years Education (Reception Year) to be exceptional, is accurate.

Children's behaviour and discipline at this school has been consistently excellent over many years. Positive feedback in the Local Authority Report found evidence that:

- *children's behaviour and attitudes are exceptional.*
- *extremely good pupil conduct was observed*
- *the school's Behaviour Policy is embedded and is working extremely well.*

The school has invested in the personal development of teaching staff to support children's well being and safeguarding. These are key concerns which are taken very seriously by the SLT. The Quality Assurance Report states:

- *safeguarding is considered robust and effective*
- *pupils voice is collected regularly and and pupils feedback feeds into strategies to make the school better.*

However, it is acknowledged that there remains residual impact from over two years of national Covid-19 restrictions which have severely disrupted the education of pupils. Some children did not have the repetition and reinforcement of learning concepts that they would have had, had they been fully in school. The school has actioned this by prioritising school funds to target children carefully, ensuring the right teachers are with the right groups and providing support to teachers. Putting into place actions that help target children and the key years most affected remain a priority for the SLT.

This Governors' annual report looks in more detail at the actions the Headteacher and Senior Leadership Team have taken to ensure that the school has met the outcomes of the school development plan, along with emerging national expectations and priorities.

While Lilleshall School is an outstanding school, it is the role of the Governing body to enable the school to continue in it's development and progression so that our pupils continue to receive the very best primary education. Our governing role in facilitating school improvement covers 4 main areas, our core functions remained throughout the year:

- Ensuring the School management has clarity of vision, ethos and strategic direction
(Pages 4 – 11)
- The School's educational performance and ensuring the curriculum offer is appropriate
(Pages 11 – 15)
- Ensuring financial resources are well spent (Pages 15 – 16)
- Safeguarding (Pages 16 – 18)

The Governing body is composed of 10 members, including myself as Chair, the Head Teacher, a Teaching Governor, co-opted Local Authority Governors and Parent Governors. In addition we have retained an experienced Governor in the role of an Associate Governor as a member of our Curriculum sub-committee.

It is a mark of the strength of the School and the commitment of Governors that we have continued year-on-year to have a stable and active Board with the vast majority of our Governors fulfilling their full terms of office. To enable stability in our governance activities during the Covid-19 pandemic, our Governors coming to the end of their terms of office voluntarily elected to remain on the Board of Governors. So that now in 22/23 we commenced a major recruitment drive; seeking new Governors to compliment the Board's skills requirement and who could provide critical challenge. New members of our Board this academic year are: Local Authority Governor Sian Skelton and new Co-opted Governors Caroline Giles and Sian Evans.

The Annual Summary Report by the Severn Teaching School Alliance School Improvement Team makes the following statement about the Governing Body:

'Both the Headteacher and the Chair of governors describe an increasingly effective governing body. New governors are in place and have received relevant training, both as new governors and for safeguarding. Governors provide detailed notes of visits which relate back to their core functions, they also receive reports from subject leaders. Governors understand and support the school vision. They are aware of their strategic responsibilities and formally hold the head to account by submitting questions following distribution of the headteacher's report as well as through informal discussions about new initiatives and plans'

Governing Board Statutory Responsibilities

At our Strategic meeting in April governors completed an audit of our governance core functions. We reviewed governors roles and responsibilities regarding the school direction and strategy ensuring there is high expectations for everyone in the school community, be it behaviour or progress and attainment. As a group we also reviewed our role in overseeing school finances and our governance statutory duties for Safeguarding, Prevent and the 2010 Equality Act.

As well as attending our formal meetings, each Governor has a focus on a particular subject area related to a key priority on our school development plan, for example: numeracy, art, safeguarding, Prevent strategy.

Our governors comply with statutory requirements to declare any conflicting business or work interests that could adversely impact upon the role and integrity of a school governor. Governors reviewed the national Governors Code of Conduct early in the school year and signed it to acknowledge our compliance.

The School is assessed annually against the **Telford and Wrekin Local Authority's quality performance indicators**, contained within its 'Securing School Improvement Policy'. The education quality assessment this year, again judges the school to be performing at the highest colour coded grading: 'Green'. This means that the School has been assessed as being 'self-improving' – though the actions taken by the Head Teacher, Senior Leadership Team and Governing Body – and has the potential to share effective practice with other schools. As an experienced Head, our Head Teacher continues to have a formal role as an Attached Advisor to other local primary schools.

Governors are pleased to see that the Annual Summary Report to the Governing Body compiled by the **Severn Teaching School**; states that Lilleshall school demonstrates the following good practice:

- The quality of education at Lilleshall has continued to develop during the last year and subject leaders are becoming more skilled and knowledgeable.
- The school's leaders have established their curriculum and are now fine-tuning it, using identified best practice, external resources such as Ofsted publications and the findings of research based national reports to ensure good practice and positive outcomes for pupils.
- Provision for disadvantaged pupils has been reviewed, with a focus on equality of opportunity and achievement.
- Pupils with Special Educational Needs and Disability were a focus within the general school improvement approaches to improve staff knowledge of how pupils make progress in different subjects.
- Discussions with pupils revealed that they enjoy coming to school. Pupils feel safe in school and can explain why.

Over the following pages I have reflected on our governing role and activities during the last academic year and the impact this has had on the quality of education and the curriculum, pupils' personal development, safeguarding, behaviour and welfare and their academic performance.

Ensuring clarity of vision, ethos and strategic direction

Our formal meetings that enable us to carry out our statutory duties are:

Full Governors Board Meeting take place three times each year where we formally review pupil progress and attainment through the Head Teachers Report. Governors are active in questioning the Head teacher on the contents of her reports and considering her responses. Prior to our full board meetings, the Head Teacher and myself attend the termly Telford and Wrekin Local Authority Heads and Chairs Briefing sessions. These ensure that we are fully conversant of any national policy changes and are able to benefit from the sharing of good educational practice and national Covid-19 adjustments across the local authority.

Strategic Governors meetings take place three times each year at the beginning of each term. During these we aim to review the work for the year and plan the activities and meetings each Governor will attend in order to fulfil our statutory duties of governance.

Formal **Sub Committees** which meet each term. They are composed of members of the Governing body, that play key roles in monitoring and evaluating progress in meeting targets of the School Development Plan and scrutinise aspects of school management and academic activity.

- Progress, Achievement and Behaviour Committee.
- Finance, Health and Safety Committee
- Curriculum Sub-Committee

These termly committee meetings have enabled us to scrutinise specific areas of finance, pupil progress and the development, implementation and impact of the taught curriculum for instance, so that committee members are well prepared for discussion and questioning in our full board meetings. Minutes of committee meetings are sent to Governors and formally received at our full board meetings.

Governors ensure that the vision, aims and values of the school are maintained through visits to the school for pupil workbook scrutinies, learning walks, attending Senior Leadership Team meetings and Staff Meetings, to name but a few.

Governors scrutiny visits to school this year:

- Deep Dive into Maths
- Eat Well Project
- Progress in English
- Introduction to phonics for EYFS parents/carers
- Staff Meetings
- Lilleshall Bake Off
- No Outsiders and Active Bystanders Assembly – Anti-Bullying Week
- English Book Look
- Christmas Production
- Internet Safety Day 7th February
- Staff Professional Development: DT
- Safeguarding Review

- Phonic Observation and Pupil Voice
- Parents Day
- Year 5 visit: Photographic Workshop
- School Committees
- Meeting with Core Attached Adviser
- Mathematics Consultant working with ME
- review of Safeguarding Section 175/157
- Learn to Ride
- Budget Review
- Teachers sessions with the school Education Psychologist
- Pupil Voice
- Helicopter Landing on the field
- English Consultant Book Look
- SATs week
- School Committees Assembly
- Pedestrian Training
- meeting with Local Authority Quality Assurance Lead
- Headteachers Performance Management
- Years 5 & 6 summer term performance dress rehearsal

School policies

During this last year we again worked with the Head Teacher and teaching team to review, and amend where necessary, a number of important School policies to ensure they are current and relevant:

- Behaviour Policy
- Child on Child Abuse Policy
- Child Protection and Safeguarding Policy
- Children with Medical needs who cannot attend school policy
- Complaints Policy
- Admissions Policy
- Capability Procedure T&W
- Disciplinary Procedure T&W
- Gifts and Hospitality Policy
- Keeping Children Safe in Education Policy
- Safer Recruitment
- Teachers Pay Policy 2022
- Policy and procedures for managing low-level concerns or allegations against staff (including supply staff, contractors and volunteers) 2022
- Supporting Pupils with a Medical Condition Policy 2022
- Social Media Policy
- Teaching and Learning Policy
- Acceptable Use Policy
- Charging and Remissions Policy
- Management of Change Policy

- Data Protection Policy
- Physical Activity Policy

School Development Plan

An important role for governors is to ensure statutory duties are met, the curriculum offer is appropriate, and priorities approved. The governing body approved the school's development plan for 2022/23 early in the academic year:

- To ensure that the Foundation Subjects are being lead effectively and that the curriculum areas are reviewed in the light of Ofsted Research, Reviews and Reports. Approaches in school are developed appropriately.
- To provide targeted sessions for pupils to support and accelerate their learning.
- Quality of Education in EYFS: Lilleshall EYFS curriculum; progression routes for EYFS; formative assessment; update policy for EYFS and ensure it reflects current practice
- A rigorous and sequential approach to the reading curriculum to develop pupils' fluency, confidence and enjoyment in reading. Including embedding the teaching of Supersonic Phonic Friends across Key Stage 1 with catch up up in KS2.
- To raise attainment and progress outcomes in mathematics
- To ensure pupils have a secure understanding of the elements of science and therefore able to work more scientifically.
- To raise attainment and progress outcomes in writing across Key Stage 2.
- To further embed the Foundation Subject curriculum
- To raise standards for disadvantaged pupils
- SEND: embed the SEND data dashboard; develop a SEND Literacy Pathway; monitor teaching and learning at Wave 4/Wave 3; Individual Learning Plans embedded into practice; SEND children in EYFS are assessed and appropriate intervention is in place
- Ensure that attendance figures return to the previously high levels and are sustained.
- Ensure that the committees in school are well lead and are having an impact on the direction of school and are high profile both within school and on the school website.
- Recognise and support the development of good mental health enabling our children and staff to be resilient in order to cope with all aspects of life and thrive.
- Headteacher to train staff in the use of 'No Outsiders' and 'Active Bystanders' and resources and to embed them into the PSHE offer.
- To review governance ensuring governors have a clear understanding of their roles and responsibilities, enabling them to challenge and support the school effectively

Governors carefully monitored the school's development plan's progression throughout the year at our Full Governor Meetings to ensure that educational priorities were on track.

Quality Assurance

While there has been no recent Ofsted inspection, the school is monitored on an annual basis and external quality assurance judgments given.

Securing School Improvement Protocol (September 2022)

The school was notified of the result of the Local Authority's annual risk assessment. The school has maintained it's Green classification. This assessment is based on the analysis

and consideration of a wide range of performance data both qualitative and quantitative, including safeguarding information.

Quality Assurance Record (February 2023)

The Local Authority Quality Assurance Specialist visited the school in the Spring term.

Excerpt statements from the Report are given below:

The Quality of teaching - is outstanding and there is a highly motivated, dedicated team in place. The quality of work and progress seen in pupils' books is very good.

- A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading.
- Pre and post phonics teaching and additional phonic sessions support children effectively and children make very good progress.
- The Readers to Writers project has been implemented – the impact of this is now being seen. Experiential learning opportunities ensure that pupils have enough content for writing e.g. Charlie and the Chocolate Factory/
- Singing is of high quality as learning how to sing in Y1 has transformed this.

Leaders consider the quality of **Early Years Education** (Reception Year) to be exceptional. Evidence provided indicates that this view is accurate.

- The Early Years lead is a skilled practitioner and SLE who has now created a skilled team who work well together.
- Children make good progress in all areas of learning.
- The percentage of children reaching a Good Level of Development is well above national at 84.6% (National 65.2%)
- The Early Years Framework is in place but a more detailed curriculum is being developed to ensure key concepts are built on in Y1 and beyond.
- Support for parents: school gets to know children and parents well through their staggered start approach where children start school for morning or afternoon sessions. Parents are provided with an introductory talk before children start school and they are encouraged to communicate using Tapestry. Parents can also email the teacher and make appointments but the open door policy is very effective.
- Transition into Y1 is good because the EY teacher is also the KS1 coordinator. She is very good at tracking progress which provides invaluable information for teachers as children move through KS1.

Special Education Needs & Disability (SEND) provision is robust and meets the needs of pupils and families effectively.

- Leadership is strong as evidenced by the LA review. Findings of this were very positive and areas for development have been addressed.
- Staff are well informed about the needs of pupils and interventions are of high quality – these are monitored regularly through SENCO observations and weekly drop in.

Safeguarding is considered robust and effective.

- Pupil self-esteem is good and they love school.
- School leaders know that pupils feel safe as a result of work with school committees and council. Pupil voice is collected regularly and children are questioned by governors and the attached adviser. The Headteacher also conducts informal conversations with pupils about how to make school better and pupils will come with ideas.
- Online safety: all staff undertake an extra staff meeting to attend online safety updates; the School audits each class needs; an e-safety week takes place each term with lessons

prepared by the ICT lead for every class; the Headteacher takes a whole school assembly on e-safety.

Leaders consider **Behaviour and Attitudes** to be exceptional. Evidence provided indicates that this view is accurate.

- Tour of the school saw extremely good pupil conduct – pupils happy to talk to visitors and answer questions.
- The school's behaviour policy is embedded and is working extremely well.
- Where pupils exhibit challenging behaviour/complex needs school support is effective.
- Making learning Fly – underpins the school's vision/ethos. This is about attitudes to learning and how to behave which supports the development of character.
- The empathetic approach of the Headteacher provides them with a model for their own behaviour.
- Children treat each other well and with respect

Governance has been strengthened.

Local Authority Safeguarding Record (February 2023)

The school participated in the Local Authority's annual Safeguarding Audit and received a positive report.

Local Authority Internal Audit (Autumn 2022)

The school participated in the Local Authority's Internal Audit which reviews the School's compliance with regulations and processes. Audit outcome was 'Good'.

Annual Summary Report to the Governing Body

This is compiled by the Severn Training School Alliance School Improvement Team, and some comments have already been identified on page 3.

- Quality of education across the school:

The quality of education at Lilleshall has continued to develop during the last year and subject leaders are becoming more skilled and knowledgeable. The school's leaders have established their curriculum and are now fine-tuning it, using identified best practice, external resources such as Ofsted publications and the findings of research based national reports to ensure good practice and positive outcomes for pupils.

- Information for Parents/Carers

The school's website has been updated to reflect the curriculum rationale and intent for all subjects. More information has been provided for parents so that they know how they can support their children's learning. Information about the phonics scheme has been made available to parents so they know how to support their child learning to read. This has included a workshop which the early years leader was very determined that a parent from each family should attend: the 100% attendance rate is admirable.

- Disadvantaged Pupils

Provision for disadvantaged pupils has been a focus during the year. Provision for disadvantaged pupils has been reviewed, with a focus on equality of opportunity and achievement. The use of interventions has been checked to ensure that they align with the school's inclusive ethos and equality of opportunity for all. The family support worker now works more closely with these families.

- Special Educational Needs and Disability Pupils (SEND)

The provision for SEND pupils has been reviewed and more frequent monitoring of interventions took place to ensure that delivery is effective. Pupils with SEND were a focus within the general school improvement approaches to improve staff knowledge of how pupils make progress in different subjects. When identifying the knowledge that pupils should know and remember those pupils with SEND are being considered separately, as are the more able.

- Attainment at end of school:

The Reading/Writing/Maths combined percentage at the expected level has risen compared to pre-covid: 68.8% in 2018, 78.1% in 2019 and now 81% in 2023 (National figure is 59%). Many schools are still struggling to match their pre-covid outcomes, so this is to be celebrated at Lilleshall.

- Behaviour, discipline and well-being:

Discussions with pupils revealed that they enjoy coming to school. They report that bullying is rare but if it should happen they trust adults in school to deal with it for them. Pupils demonstrate a good awareness of how to stay safe both online and offline, they know that they should not share personal information online with people that they do not know and they can explain why. Pupils feel safe in school and can explain why.

Pupil Voice:

Obtaining feedback from children about their learning experiences is valuable and helps to inform the School Development Plan. One of our new Governor's roles is to ensure that pupils have a strong voice and that this is recorded effectively. This year Governors participated in Pupil Voice exercises relating to school committees and the Year 6 outdoor education experience at Arthog:

School Committees - Children at Lilleshall have a dedicated voice in four committees:

- School Council
- Eco Committees
- E-Safety Team
- Sports Ambassadors

The Governor visits in the early spring was to observe the School Committee groups at their monthly meetings and gain a greater understanding of how the groups operate and encompass pupil voice. A school assembly followed the meetings, giving committee members opportunities to pass on key messages and future plans for the coming weeks.

Observed outcomes:

- Speaking with the teacher lead and the pupils it was evident that all committees are well established, pupils feel valued and that they are having an impact on the school community.
- It was evident that there is a culture of high expectations. Committee leads produce minutes of their meetings, minutes and photos are uploaded onto the school website for parents to see.

- A diverse range of pupils represent each of the groups, the older children demonstrate supportive, kind behaviour and an empathetic nature towards the younger pupils within the group, acting as exceptional role models.
- The school assembly was completely pupil led and the children showed courage and confidence in taking ownership of their messages. Each school committee provided information on how the rest of the school could converse any ideas they have to the group and all pupils will feel that they have the opportunity to communicate their ideas and initiatives and they are heard and acted upon.
- It was observed that children's well-being and safety is of high importance in school and that correct processes are known by staff and implemented. The school promotes a caring and safe environment for children.
- The committees have a positive impact on school life and pupil voice is stronger.

Year 6 outdoor educational activities visit - All Year 6 children participated in a week long outdoors activities experience at the educational activity centre Arthog, Wales. Feedback from children was very positive. They valued the opportunity to undertake diverse outdoor activities. At the end of the week children were asked to consider the attributes that can 'Make My Learning Fly' and identify on individual Post-it Notes which of these they felt they had achieved the most. The overwhelming feedback from children was that of the six attributes of Making My Learning Fly, being Challenged, putting in Effort and Taking Risks were the three attributes they felt they experienced the most at Arthog.

Parent Voice: Governors took the opportunity to gather parent & carer views from those attending the spring term Parents Day. The School again organised a dedicated Parents Day; freeing up class teachers so they are able to cover the full school day and after school hours. Feedback from parents was that this works well for them, giving them the opportunity to manage work and other commitments along with attendance at school. Parents also feel their individual sessions with teachers are more relaxed as a consequence. Feedback from the teachers was that having a full day provided an opportunity to focus on individual children and provide a useful vehicle to communicate with parents/carers.

I had the opportunity to speak to a range of parents covering all of the pupil year groups. Some of the older children were guiding parents/carers through their workbooks and explaining topics and their feedback.

Discussions and comments with parents/carers were overwhelmingly positive and centred around the following topics:

- children were happy at school
- Lilleshall as a small, friendly school
- parents/carers reported that their children talked happily of their learning and their day at school when at home.
- opportunities to talk to class teachers at the end of the school day, particularly mentioned by EYFS parent/carers
- parents/carers were pleased that after school clubs had returned post-Covid-19
- parents/carers appreciated the open access to the Head Teacher
- communications from and with the Head Teacher were excellent
- seeing their child/children making progress
- children well behaved

- the opportunity to look through their children's books and discuss them with the class teacher showed them just how much children were learning and were doing.
- transition to secondary school

Choice of school: as in previous years, some parents/carers said they had deliberately targeted Lilleshall for their child because of its good reputation even though they were not local to the village and had nearer access to another primary school. Parents that already had children at the school wanted their younger children to be schooled here too, even though there was easier access to a nearer school.

Safeguarding: no concerns or comments relating to safeguarding, bullying or abuse were raised.

Phonics: the introduction of the phonics package Supersonic Phonic Friends, seems to have made a great impact. Many of the parents/carers from EYFS and Year 1 spoke of their children coming home and verbalising the sounds they had learned that day – some of these children were only too happy to demonstrate them to me too and parents expressed how they could see the progress their children were making with starting to read words.

Transition to secondary school: some of the parents of older children said they expected the learning experience their child had at Lilleshall would stand them in good stead once they progressed to secondary schools. The mother of a Year 6 pupil said she was confident her child would transfer well as this was her experience with her older child, now in Year 8, who had been well prepared both academically and socially.

Views on how the school could improve: At the end of our discussions I asked each parent/carer what we could do to further improve the school. Many parents responded that they thought we had everything in place. Two parents, tongue in cheek said 'more parking', but accepted this was difficult to achieve. One mother said her Year 3 daughter was finding the lack of outdoor activities problematic in the winter as it was too dark to play outside when her child came home. Unfortunately the child's class has swimming for PE this term, which is of course an indoor activity. On later discussing this feedback with the Head Teacher, she felt this was an ideal opportunity to reinforce with teachers the Lilleshall Explorers walks package, which may have slipped from teacher's agendas during the wetter winter weeks.

Pupil attendance

An Education Welfare Officer was appointed a year ago. She works closely with the Headteacher and also with the school administrator to analyse pupil attendance including for specific pupil groups. She also works closely with families of disadvantaged pupils to raise their awareness of the need for regular attendance in school. Attendance at the end of this last summer term was 96.1%, a significant improvement on the previous year of 95.5%, which was still facing the negative impact of Covid-19. This is higher than the current national average.

Where appropriate letters are sent home to parents/carers. SEND pupil attendance is higher than for all pupils. Only a very small number of pupils are persistently absent without good reason. There was some very small persistent absence in 2/3 pupils. The Headteacher has actively worked with these pupils using a reward system for attendance.

Consistent with previous years, there were no pupils excluded from the school.

The School's educational performance and ensuring the curriculum offer is appropriate

Pupil Progress

We have reviewed pupils academic progress regularly throughout the year within the Full Governors meetings and our Progress and Behaviour Committee where we scrutinise pupil's progress in the core subjects of literacy, numeracy and science and monitor the progress of actions as part of the School Development Plan. Governors review data relating to the progress made by pupils as they progress through their stage of learning, either the Early Years Foundation Stage, Key Stage 1 or Key Stage 2 for each of the core subjects.

Pupil Attainment

We were also able to see the latest national data on schools. This again showed that Lilleshall was maintaining its very high standards for pupil's attainment. Pupil attainment in the core subjects of Reading, Writing, Science, and Grammar, Punctuation & Spelling are above national levels, while the combined subject scores of Reading, Writing and Maths are also significantly above the national level.

Key Stage 2, Year 6 pupils SATs results

Pupils academic achievement has been excellent, with our Year 6 pupils SATs results again significantly higher than the national average in the core subjects of maths (84%), writing (87%), reading (97%), spelling, punctuation & grammar (84%) and Science (87%) at the expected standard of attainment.

Review of the data reveals that this level of attainment has been significantly consistent in our Year 6 pupils over the years. Demonstrating the strength of learning and teaching in the school. Of note too, is that 81% of pupils achieved the expected standard of attainment in the combined three core subjects (National figure is 59%).

In the lead up to the tests teaching staff from all year groups again participated in giving 1:1 tuition and support to Year 6 pupils during their SATs year; a model that has proved very successful in previous years. As in previous years, those children with additional academic need received targeted intervention to accelerate their progress and attainment.

Governors are encouraged that these excellent attainment levels will stand these Lilleshall pupils in good stead on their transition to their secondary schools. Indeed, the school has received positive feedback about pupils' readiness and preparation for the next stage of their education from our local secondary schools.

Key Stage 1 Year 2 SATs results

The percentage of pupils attaining their age-related expectations was more than the national average in all of the core subjects.

Key Stage 1 Year 1 Phonics results:

97% of pupils achieved the phonics standard. This is a higher percentage than the national result (79%).

Early Years Foundation Stage results:

Children have made good progress across the areas of learning in the Reception class. The percentage of children attaining a Good Level of Development in the Early Learning Goals at the end of the Early Years in the summer of 2022 was 74% compared with the National figure of 67%.

Curricular activities

Supporting development of the curriculum: The school and SLT continues to work closely with the Newport Cluster of primary schools and also secondary schools. This helps to maintain consistency across marking and feedback schemes. There are a number of initiatives that support children's learning, help progress the curriculum and prepare our children well for their continuing secondary education. The school continues to employ a secondary school teacher from Newport Girls to support developments in our Design and Technology curriculum. This ensures that what the school teaches prepares children well for their transition to secondary school, providing the skills, knowledge and vocabulary that is accurate and appropriate. The school has found this has worked well for other subjects over the past few years in that the school has worked with the secondary leads for History, ICT and Art in this way and feedback is that our pupils are transitioning at a higher level with the required knowledge. Our Science curriculum was addressed in this way several years ago to ensure there were no misconception being developed and this area continues to be very strong across the school.

'The curriculum has been carefully thought through and based on research. Statements on Fundamental British Values and Spiritual, Moral, Social and Cultural aspects demonstrate how these underpin the school's curriculum work. The curriculum is sequenced in detail starting with the EYFS and for each subject area. Teachers have worked with other schools in the local cluster and also secondary schools to develop precise steps in learning and to ensure pupils are well prepared for the next stage in their education.'

(Local Authority Quality Assurance Report)

Phonics Scheme: It is mandatory for schools to use a validated phonics scheme the SLT believe that using such a scheme will enable greater consistency in the teaching of phonics across Early Years and Key Stage 1 and thus a better learning experience for children. The scheme Supersonic Phonic Friends was purchased a year ago along with matching reading material (Big Cat Reading). The Local Authority's Quality Assurance review was positive about its impact on early reading and phonics in the school:

'There have been significant improvements to the reading curriculum. A new DfE accredited phonics scheme, taught with fidelity, has had a very positive impact on pupil progress especially for the lowest 20% of pupils. Phonics outcomes are above national at 83.3% (national 75.5%). Staff CPD means that they now have an increased understanding of how children learn to read. A rich diet of quality texts is provided.'

Supporting the formal curriculum with extracurricular activities.

The opportunity for pupils to experience in school and out of school visits and trips and the experiential learning it facilitates is felt to be very supportive to pupil's holistic learning and contributes ideas and inspiration when developing many subject areas. The Local Authority Quality Assurance Report noted that the school has

'many experiential learning opportunities – through the curriculum there are many and varied opportunities for children to attend trips and visits'

All educational visits are clearly linked to the curriculum and children's learning by bringing their knowledge to life and offer the opportunity to gain further insights into topics. They are carefully planned by the staff to support the learning focus in school and so for many visits the school subsidises the cost and the Pupil Premium Grant is used to enable these eligible pupils to attend along with their peers.

Visits are also an opportunity for governors to see children's learning taking place in out of school contexts and this year some of the visits governors accompanied children to were Chetwynd Deer Park and the Local Authority Arthog outdoor activity centre.

Year 6 outwards bound experience

All our year 6 pupils have the opportunity to spend the week at the Local Authority Arthog outdoor activity centre and as in previous years I have had the opportunity to accompany them. Spending time with pupils over the week and participating with them in activities gave me a valuable opportunity to see them put their learning and development into action and observe how they worked and socialised together. For PPG pupils this experience is fully funded. Over the week pupils engaged in outdoor activities and learned new skills that challenged and stretched them; both physically and mentally. A particular challenge this year was the extremely hot weather, thus the usual Arthog activities were adjusted to be more water based, so much cooler. For many pupils this was the first time they had canoed, walked down a gorge, surfed, kayaked, walked underground through a mine, completed night time activities or been encouraged to swim in a lake fully clothed! The majority of pupils fully embraced this new found freedom of experiencing the outdoor environment in such a different way. Even those pupils who found a particular activity hard or not to their liking, experienced activities that they did enjoy. Significant lessons learned over this week for all pupils was the importance of working together in a team, listening and taking instructions and that stretching and challenging themselves could give a lot of self-satisfaction. Pupils participated in a really exciting learning experience.

At the end of the week I had the opportunity to talk to children and help them evaluate their learning experience. While I could see how valuable this experiential learning experience was, and how it met the outcomes of Making My Learning Fly, it was good to see how children immediately related their outdoor experiences to Lilleshall School's values of Making My Learning Fly:

- learning to be **independent**
- making a significant amount of **effort**
- embracing new **challenges**
- **taking risks**
- being **determined**
- having **positive** attitudes

The overwhelming feedback from children was that of the six attributes of Making My Learning Fly, being Challenged, putting in Effort and Taking Risks were the three attributes they felt they experienced the most at Arthog.

Taking Risks - children said that while they felt they were expanding their experience of different activities, the risk taking was mitigated by feeling safe because of the experience of the Arthog instructors and that all of us from the school had also experienced the different activities over the years. One child said this helped them 'face my fears with confidence' while going down the gorge slide into the pool, and another of facing his fear of the darkness of the mine.

They said they felt **Challenged** by undertaking such a wide range of outdoor activities every day. Gorge walking and keeping a foothold around the potentially slippery rocks was said to be particularly challenging. For some, experiencing the dark and silence of the mine tunnels was a new challenge.

Effort was needed to keep active all day long and into the evening activities. Gorge walking, canoeing, surfing and kayaking were said by many to need a lot of their physical effort.

While not mentioned so often, the attribute of **Independence** was said to be met as many activities required individual independent actions and **Determination** to keep focused on them. Children said they needed to be **Positive** to help and encourage their teammates.

Safeguarding - while children were fully stretched during their outdoor experience they said that they could undertake such a wide range of new activities because they were made to feel these were undertaken safely. While many pupils felt they were taking risks by gorge walking in fast running water or jumping off canoes into water, they were fully briefed beforehand, well equipped with safety gear and fully supervised.

Fundamental British Values observed: Significant lessons learned over this week for all pupils was the importance of working together in a team, listening and taking instructions and that stretching and challenging themselves could give self-satisfaction. Pupils participated in a learning experience that yielded a positive impact on their personal development and which we believe has the potential to be progressed onto their continuing secondary education.

As we have learned to expect at Lilleshall School, pupils were extremely well behaved during their time away and were a credit to their school, both during their time on outdoor activities and during their leisure time.

Ensuring financial resources are well spent.

At Lilleshall Primary School the Senior Leadership team and Governors work together to carefully plan how we allocate and monitor the spend of our funding. This is through our governor's meetings and particularly through our Finance Committee. As in previous years priority is given to funding teaching and educational support staffing in the belief that this helps with improving pupil outcomes. This makes up roughly two thirds of the schools annual budget.

Pupil Premium Grant

The school has a three year strategy to support spending of the Pupil Premium Grant allocation (PPG). The focus of the strategy is to finance activities and staffing that supports the learning of children in the school that are disadvantaged, to ensure that all our pupils make progress and gaps in attainment close:

- Support pupils to manage changing situations at home and their impact on their learning.
- Increase pupil's self-esteem and enable them to meet challenges and opportunities more positively. Helping them to make a positive contribution to the life of the school; this can include membership on committees and participating in school productions
- Improve pupils' attendance and reduce episodes of lateness to enable them to make increased progress across the curriculum, grow in confidence and self-esteem.
- Improve the oral language skills and vocabulary of disadvantaged pupils so that their outcomes in all subject areas are enhanced.
- Enable all disadvantaged pupils to experience curriculum enrichment activities so that disadvantaged pupils access experiences beyond their everyday life.

Activities financed to support the PPG strategy:

- Early Intervention Worker to support pupils and families quickly and effectively with emotional and mental health areas of need.
- attend at appropriate after school activities: 1:1 tuition; Phonics club.

- targeted academic support: employment of additional qualified teachers and additional support staff to support the learning of disadvantaged children in specific years.
- opportunity to access music tuition: - 30 weeks of music tuition funded by the school.
- experience curriculum enrichment activities which will continue to broaden their cultural capital: educational visits and after school clubs funded by the school; additional clothing/equipment linked to these activities for example, is also funded when appropriate.
- staff participate in the RADY training (Raising Attainment for Disadvantaged Youngsters). A nationally recognised, research-based approach to supporting disadvantaged pupils effectively.

School PE and sports funding:

The school facilitates pupils' knowledge of a broad range of sports and activities so that they can find one that appeals to them. Through this approach the school aims to encourage pupils to pursue a sport or activity in their own time that will help them to keep fit and healthy. The school has maintained its award of the School Games Platinum Award, the highest award available. Through this award, children are given the opportunity to compete in a range of different sports representing Lilleshall Primary School.

The teaching of PE has been the focus of considerable development this past year. There is improved sequencing, planning and outcomes. Teachers have received greater guidance and training to develop effective lessons based on the new scheme and how to use the apparatus, which is proving popular with pupils.

In addition to weekly PE lessons, the SLT scheduled a whole week of the summer term devoted to sport where children get the opportunity to participate in a range of different physical activities. While Sports Week includes a traditional, popular sports day, funding is used to allow children to try sports and activities that they might not normally be able to access, such as: mountain biking, skateboarding, street dance, rock climbing and skiing.

The following are the outcomes for swimming that pupils have achieved by the time they leave at the end of Yr6:

- 97% of pupils can swim 25 metres unaided, can tread water and can self-rescue
- 68% can perform safe self-rescue in different water-based situations.
- 65% can use a range of strokes effectively e.g. front crawl, backstroke and breaststroke.

Significantly, the school employs a PE sports leader to facilitate lunchtime activities. For four years the school has achieved Active Mark Platinum.

The leader of PE conducted interviews with pupils which show that 97% enjoy their PE lessons, 75% know how to improve, 91% enjoy sports days and 96% understand the importance of being active. The emotional impact of activity as recognised by pupils was 98%.

Governors have been able to monitor how the sports funding the school receives is spent. The funding supports improving the physical education opportunities we offer. This has included:

- developing support materials for Lilleshall Explorers. This has led to more opportunities for children to go on walks, exploring their local area and take exercise as part of their school day.
- providing more opportunities for outdoor learning experience for the Year 1 class.

- Active learning in the curriculum developing opportunities for orienteering, increased educational visits including those supporting Art – Sculpture Walk, and the seaside.
- Physically active breakfast club · Structured lunchtime and breaktime play · Trained lunchtime supervisors supervising activities.
- The delivery of Football coaching to all year groups over the academic year and for tennis coaching.

Safeguarding

Governors have an important role in the monitoring of safeguarding children’s welfare. We must ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the ‘Prevent’ strategy and safeguarding. It is important that the school has a culture of safeguarding and that there are effective arrangements in place to identify and help children who are at risk and to manage allegations that may arise. All Governors complete safeguarding training and we have a designated Safeguarding Governor and Prevent Governor.

The Headteacher is the school’s Domestic Abuse Ambassador, trained to support school staff and parents dealing with this. Domestic abuse is the commonest reason for cause for concern with pupils.

Quality Assurance Report - Safeguarding arrangements were reviewed as part of the Local Authority QA visit. The report notes:

- Leaders deem safeguarding arrangements to be robust and effective
- There are 5 DSL leads so cover is always in place.
- DSLs all attend regular safeguarding updates and all staff follow a cycle of updates.
- The new safeguarding governor has a background in Strengthening Families and is considered a very strong appointment.
- School leaders know that pupils feel safe as a result work with school committees and council. Pupil voice is collected regularly and children are questioned by governors and the attached adviser. The Headteacher also conducts informal conversations with pupils about how to make school better and pupils will come with ideas.

Online safety:

- All staff undertake an extra staff meeting to attend online safety updates.
- An e-safety week takes place each term with lessons prepared by the ICT lead for every class.
- HT takes a whole school assembly on e-safety.

Protected characteristics:

- Are displayed around school and feature in the PHSE policy.
- School takes part in the No Outsider project with school training being provided by the author.

Local Authority Safeguarding Record

In February 2023 the school participated in the Local Authority’s annual Safeguarding Audit

Governors safeguarding activities:

Review of Working Together to Safeguard Children.

Governors annually update themselves with Safeguarding Section 175/157 of this Government statutory document. Governors also reviewed the following school policies relevant to safeguarding children:

- Child Protection and Safeguarding Policy
- Keeping Children Safe in Education Policy
- Behaviour Policy
- Child on Child Abuse Policy
- Safer Recruitment
- Policy and procedures for managing low-level concerns or allegations against staff (including supply staff, contractors and volunteers) 2022
- Supporting Pupils with a Medical Condition Policy 2022

Safeguarding training - Child safeguarding refresher training provides Governors with the knowledge and skills to help us in our contacts and visits to school with strategic challenge for safeguarding.

Pupil Voice: School Committees visit: Our Safeguarding Governor was able to observe the School Committee groups at their monthly meetings and gain a greater understanding of how the groups encompass the pupil voice. Children from all of the key stages represent their classes in the four committees: School Council, Eco Committee, E-Safety Team, Sports Ambassadors.

At a school assembly focused on the school committees the Governor was able to witness how the committee members invited their peers to share any ideas they had to improve their school experience. She concluded that the committees have a positive impact on school life and pupil voice is stronger. She was able to witness a 'caring and supportive environment' and that 'pupils were respectful, kind and empathetic to each other and the staff'.

No Outsiders/Active Bystanders is incorporated into the school curriculum. A Governor visit in the autumn term witnessed how well children in all key stages participated in this aspect of inclusive education and how engaged they were with the topics discussed.

Christine A Raper
Chair of Governors Lilleshall School
October 2023