

Lilleshall School Governor's Report for 2017/18

We are fortunate in having a Head Teacher and teaching team who have made Lilleshall School outstanding. It is the role of the Governing body to enable the School to continue to develop and progress 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 are:

- Ensuring the School management has clarity of vision, ethos and strategic direction;
- The School's educational performance
- Ensuring financial resources are well spent.
- Ensuring statutory duties are met, the curriculum offer is appropriate and priorities approved

The Governing body is composed of 11 members, including myself as Chair, the Head Teacher, a Teaching Governor and a Staff Governor, co-opted Local Authority Governors and Parent Governors. 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. 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 Governors fulfilling their full terms of office.

Our governors comply with the statutory requirements to declare any conflicting business or work interests that could adversely impact upon the role and integrity of a school governor.

We review on an annual basis our skills sets to ensure that as a group we have the key skills need to fulfil our statutory obligations and that we are able to be effective governors. During this last academic year of 2017/18, out of 3 parents that stood for election, we welcomed a new Governor, Mr Talbot, to our Board. Mr Talbot has helped strengthen our finance and accountancy skills set and has taken up membership of the Finance, Health and Safety Committee.

Governors have worked with the School Senior Leadership Team to appoint to two full time teaching vacancies. Following due process, two newly qualified teachers were appointed to commence at the start of the new School year in Sept 2018 for Years 1 and 4. This also gave the Senior Leadership Team the opportunity to review the existing class teacher structure and ensure that individual teacher allocation effectively supports pupil need.

Early last autumn the School was informed by Telford and Wrekin Local Authority that following its annual assessment of a range of performance indicators contained within its 'Securing School Improvement Policy', that the School was judged to remain at Level 1. 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. Our Head Teacher continues to have a formal role as an Attached Advisor to other local primary schools.

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, behaviour and welfare and their academic performance.

Ensuring clarity of vision, ethos and strategic direction

In order to carry out our statutory duties we met formally as a group six times, as we do each year. Three of these meetings, one each term, were our **Full Governors Board Meetings** where we formally reviewed pupil progress and attainment through the Head Teachers Report. Governors were 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 across the local authority.

We have continued into 2017/18 our governing meetings structure of **Strategic Governors** meetings and **Sub Committees** meetings. These are in addition to our full governor board meetings.

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.

In addition to these our formal **Sub Committees** meet each term. We have two sub committees, 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. These are:

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

These termly committee meetings have enabled us to scrutinise specific areas of finance, pupil progress, use of the pupil premium grant 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 all Governors and formally received at our full board meetings.

During the past year Governors have ensured that the vision, aims and values of the school are maintained through pupil work book scrutinies, learning walks and regular attendance at the school. Some of the school visits undertaken by governors this last school year were:

- Attending the School Assembly Remembrance Day in November.
- Observing the group "Key Strings" performances to Key Stages 1 and 2.
- Attendance at an Early Years Foundation Stage (Reception) parent's workshop aimed at parents/carers of the new Reception intake. Focusing on reading for pleasure, cursive handwriting and maths
- To hear the School Council's presentation on school safety. Pupils presented this to the Chair and Deputy Chair of Governors, the Headteacher and the Safeguarding Staff Governor.
- attendance at a School Leadership Team meeting to analyse and discuss assessment data
- attendance at KS1 Christmas performance

- supporting Parents' Days
- to ensure the school is meeting its safeguarding requirements effectively and update safeguarding records.
- attending a staff meeting on assessment systems
- sitting in on a Year 5 maths booster session
- attendance at pupil book scrutinies with subject leaders and Local Authority Teaching & Learning Specialists to enable Governors to monitor and evaluate outcomes.
- year 6 visit to the outdoor educational activity centre Arthog, Wales. Accompanying the Head teacher and two other adult helpers
- attending the years 3 & 4 production of Snow White
- school assemblies where governors also experienced the promotion of fundamental British values and observed spiritual, moral, social and cultural concepts being explored.
- attendance at a series of teacher's workshop led by the Head Teacher which explored a variety of different art techniques. Teachers had the opportunities to practise new techniques in order to introduce them to pupils and improve the level of artistic representation in the school and also facilitating pupil's observation skills generally
- attendance at Year 6 SATs week
- Pupil Voice discussion with pupils across the year groups to ascertain their views around their Personal, Social, Health and Citizenship education. This was conducted by the Head Teacher and the Chair of Governors. The views of pupils will be taken into account when developing the school improvement plan
- hearing pupils read
- whole school sports day to see pupils participate in their teams composed of the four school houses
- accompanying Year 6 pupils on their visit to see an outdoor performance of Shakespeare's MacBeth at Stafford Castle
- participation by the Chair of Governors with the recruitment process for new teaching staff
- attendance at the Year 6 school leavers assembly.



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 their currency and relevance:

- Child Protection and Safeguarding policies
- Homework policy
- Disability Access Plan
- Staff Sickness and Absence policy

In line with implementing British values; governors and new staff that needed to undergo Prevent training attended this in December 2017.

The School's educational performance

We have reviewed **pupils academic progress** regularly throughout the year within the Full Governors meetings and our Behaviour and Progress 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 have reviewed data relating to the progress made by pupils as they progressed through their stage of learning, either the Early Years Foundation Stage, Key Stage 1 or Key Stage 2 for each of the core subjects. Again this year we have seen a good level of pupils making sustained (expected) or accelerated (greater than expected) progress. We have also seen the same good progress made by pupils categorised as being within a vulnerable group: those who have special educational needs, those eligible for the pupil premium grant and looked after children. Apart from one of our disadvantaged pupils who did not complete the SATs due to complex medical needs, 72% of the remaining pupils all achieved the age related expectations in reading, writing and mathematics.

Pupils academic achievement has again been excellent, with our **Key Stage 2, Year 6 pupils SATs** results again higher than both the national average and the Telford and Wrekin Local Authority average scores for the core subjects of maths, writing, reading and spelling, punctuation & grammar. In plain terms we have a higher number of pupils achieving the expected level of attainment at the end of Year 6. Progress in reading overall was significantly above average and the top 20% of schools nationally for the last two years. The three-year average reading attainment score (108.7) was in the top 10% of schools nationally. 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 proved very successful the previous year. Governors are encouraged that these excellent attainment levels will stand Lilleshall pupils in good stead on their transition to their secondary schools.

Key Stage 1 Year 2 SATs results

Pupil's attainment is greater than the national in all subjects where pupils achieved their age-related expectation standards. Again 100% of pupils have achieved the Year 2 phonics standard. This is a higher percentage than both the national and Telford and Wrekin Local Authority results.

Key Stage 1 Year 1 Phonics results:

87% of pupils achieved the phonics standard. This is a higher percentage than the national and the local authority results.

Early Years Foundation Stage results:

86% of Reception pupils achieved the good stage of development. This is a higher percentage than the national and the local authority results. In reading a high number of pupils achieved greater depth in the subject.

Ensuring financial resources are well spent.

At Lilleshall Primary School the Senior Leadership team and Governors work together to carefully plan how we allocate our funding. This is through our governors meetings and particularly through our Finance Committee.

The school's **pupil premium grant allocation** was spent on activities and staffing that supported the learning of those children that were disadvantaged to ensure that all our pupils make progress and gaps in attainment close.

- The school has continued to employ an Early Intervention Worker to support our pupils ensuring they remained confident and happy.
- The Educational Welfare Officer continued to track attendance.
- Funding was used to support TA hours for pupils and ensure pupils were able to access support materials and interventions appropriately.
- One to one tuition was also provided for targeted pupils to accelerate their learning and increase their self-esteem and confidence.
- Adaptations were made to the building to ensure our PPG pupil with complex needs could access all areas of school effectively.
- A teaching assistant and the Headteacher attended Mindfulness training to ensure they had the skills to support pupils with low self-esteem appropriately and activities were provided for targeted pupils before school, at playtimes and lunchtimes.
- Breakfast Club was provided for targeted pupils to ensure that they had breakfast and made a positive start to the day, this had a hugely positive impact on the pupils.

- Talk It Tuesdays have been accessed by pupils and enabled pupils to feel supported and understood.
- Educational visits, after school clubs and school dinners were funded for pupils.
- Music lessons were also made available to pupils to promote their interests and extend their opportunities.

Opportunities for additional learning were made available before and after school to target areas of need and to accelerate learning. These include Cool Kids, Phonics, Spelling and Mathematics Clubs.

- Professional development for teachers and teaching assistants was funded to ensure that staff were able to provide the best possible learning and teaching provision.

School PE and sports funding: Governors have been able to monitor how the sports funding the school receives is spent. This has included: specialist sports coaching, transport for pupils to attend sporting events, PE and playground equipment to support active playtimes, bicycle maintenance and activities to encourage walking to school. An impact of our focus on swimming activities is that over 90% of our Year 6 cohort were able to swim competently, confidently and proficiently over 25 metres, along with a range of other swimming and rescue standards. Significantly, the school employs a PE sports leader to facilitate lunchtime activities. We have seen an increasing number of pupils engaging in regular physical activity with the opportunity to experience a range of sporting and physical activities.

Ensuring statutory duties are met, the curriculum offer is appropriate and priorities approved

The governing body approved the school's **development plan** for 2017/18 and carefully monitored its progression throughout the academic year to ensure that educational priorities were on track. As you would expect, our improvement priorities included core subjects such as reading, writing and numeracy. We had 7 key improvement priorities during 2017/18 and progress was demonstrated in all of these. Underneath each key priority, in italics, is indicated the next steps that will be taken to embed the progress made.

- 1) Strategies and approaches to enable parents to support Reception pupils at home with their development of working as mathematicians. This was initiated in response to parental feedback.

Next steps: to embed the creation of track games into our practice and continue to provide opportunities for parents to come into school to share these with their children and each other.

- 2) To further improve outcomes and provision in maths by enhancing differentiation and feedback.

Next steps: to ensure progress is continued by a comprehensive induction and support programme is provided for new members of staff.

- 3) To improve the standard of writing in Key Stage 1 ensuring there are increased numbers of children achieving Age Related Expectations and Greater Depth.

Next steps: joint curriculum planning opportunities. A revised curriculum that will give pupils opportunities to be immersed in a text/theme in order to support their writing.

- 4) To create creative contexts for maths to enrich and personalise the curriculum while developing cross curricular skills and the application of these to problems in unfamiliar situations.

Next steps: continue to harness opportunities to work creatively in mathematics, with a big focus in autumn term 2018.

- 5) Facilitate pupils' creative and observational skills by ensuring the teaching and learning in art is outstanding across the school. *Continued from 16/17.*

Next steps: to provide art workshops for teaching assistants focusing on teaching methods and techniques

- 6) Extend the involvement of pupils in health and safety, with a particular emphasis upon emotional and mental well-being. *Continued from 16/17.*

Next steps: to prepare and participate in the research project Impact Cognitive Research Programme for Year 3

- 7) To develop assessment systems for the foundation subjects that are robust, consistently applied and used to inform judgements on progress and attainment whilst being relative, informative, realistic and manageable.

Next steps: to implement and evaluate the new curriculum from September, making adjustments and amendments as required.

Supporting the formal curriculum with extra-curricular activities.

The opportunity for pupils to experience 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 other subject areas.

This year pupils had the opportunity to visit the theatre to see a production of Robin Hood and this summer Year 5 and 6 pupils experienced an outdoor performance of Shakespeare's MacBeth at Stafford Castle. These educational visits enhance our pupils learning experience and provide lifelong inspiration.

As in previous years Pupils in Year 6 had the opportunity to experience a week's outwards bound at the Local Authority's Arthog Centre during May. The Head Teacher, Chair of governors and two other adult helpers attended for the week and helped facilitate activities. There, pupils engaged in activities that fully embodied Lilleshall School's values of **Making My Learning Fly**:

- **Independence** – learning to be independent, taking responsibility and thinking for themselves.
- **Effort**- pupils put a significant amount of effort into the challenges of new and strenuous activities.
- **Challenge** – pupils embraced new challenges and learnt new skills such as canoeing and building sailable rafts. Pupils learnt how important listening carefully and working together could be.
- **Taking risks** – pupils had opportunities to try out new activities and stretch themselves.
- **Determination** – pupils found out how determination and team work could yield success.

- **Positive** – throughout their varied outdoor activities pupils demonstrated positive attitudes to overcoming significant challenges as they learned new skills. Even those children who were reluctant to participate in some activities, found significant positives during their time at Arthog.



Fundamental British Values observed: the significant lessons learned over this week for all pupils were the importance of working together in a team, listening and taking instructions and that stretching and challenging themselves could give self-satisfaction. Pupils demonstrated values of mutual respect and helped those who were less confident or had greater learning needs. Pupils learned that working together yielded results.

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.

Other opportunities experienced by a number of our pupils were representing the School in Kwik Cricket, Orienteering and Basketball tournaments. In January a school team participated in the Burton Borough School Games, coming 5th out of 11 primary schools. They all behaved impeccably and showed good skills in all of the competitions. Our pupils displayed excellent teamwork and the camaraderie with the other schools was wonderful to see.

Governors were pleased to see the considerable work and commitment by both staff and pupils in PE was rewarded by achieving the School Games Gold Award.

Our school has provided a range of curricula and extra curricular activities where pupils have participated in learning experiences that should provide positive impact on their school, social and personal education and development. The values and skills learned also have the potential to be progressed onto their continuing secondary education.

Christine A Raper
Chair of Governors Lilleshall School

