

## Lilleshall School Governor's Report for 2016/17

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 or speciality such as numeracy, art or safeguarding. It is a mark of the strength of the School and the commitment of Governors that we have a stable and active Board with the vast majority of Governors fulfilling their full terms of office.

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. Two new governors commenced in September 2016 and two Governors left. We will be recruiting for a new Parent Governor during this new academic year.

Over the following pages I have reflected on our 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 Local authority's 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.

Our **Strategic Governors** meetings also met three times, at the beginning of each term to review the work for the year and plan the activities and meetings we each would attend in order to fulfil our statutory duties of governance.

In addition to these our formal **Sub Committees** met 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

Termly committee meetings enabled us to scrutinise specific areas of finance, pupil progress, use of the pupil premium grant for instance, so that committee members were well prepared for discussion and questioning in our full board meetings. Minutes of committee meetings were sent to all Governors and formally received at our full board meetings.

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:

- to review progress of delivery of the Foundation Stage curriculum.
- attendance at parents/carers open evenings and school performances
- attendance at a School Leadership Team meeting to analyse and discuss assessment data
- to ensure the school is meeting its safeguarding requirements effectively and update safeguarding records.
- attendance at pupil book scrutinies with subject leaders and Local Authority Teaching & Learning Specialists to enable Governors to monitor and evaluate outcomes.
- 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 teacher's workshop exploring the teaching of problem solving and reasoning in mathematics, to enable pupils to respond to challenging questions effectively and strategically.
- staff meeting/workshop focusing on whole school improvement in art
- attendance at Year 6 SATs week
- hearing pupils read
- attending a staff meeting with a focus on reviewing the school's assessment and marking

During this last year we worked with the Head and teaching team to review a number of important School policies to ensure their currency and relevance.

### **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 pupils 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 Foundation stage KS1 or KS2 for each of the core subjects. We have seen a high 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 eligible for the pupil premium grant and looked after children.

**Pupils academic achievement** has again been excellent, with our **Key Stage 2 Year 6 SATs** results higher than the national average for all the core subjects of maths, writing, reading and spelling, punctuation & grammar. This was for pupils achieving both the expected level of attainment at the end of Year 6 and for those pupils achieving a high level of attainment. These results were also an improvement on last year's SATs scores. In the lead up to the tests teaching staff from all year groups participated in giving 1:1 tuition and support to Year 6 pupils during their SATs 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**

Pupils scores were greater than the national in all subjects where pupils achieved their age-related expectation standards. Again 100% of pupils have achieved the Key Stage 1, Year 2 phonics standard. This is a higher percentage than both the national and the local authority results.

### **Key Stage 1 Year 1 Phonics results:**

93% of pupils achieved the phonics standard. This is a higher percentage than the national and the local authority results.

### **Foundation Stage results:**

74% of Reception pupils achieved the good stage of development. This is a higher percentage than the national and the local authority results. Foundation stage developmental results have been very stable, with a variation of just less than 1% for the past three years.

Taking our pupils progress, SATs results and how well pupils achieve their age-related expectations, we can conclude that the teaching of core subjects within the school is consistent and effective.

### **Ensuring financial resources are well spent.**

In common with other schools, Lilleshall had significant additional financial constraint upon our **2016/17 budget**, which did not go up in value. In anticipation of this and to ensure that essential learning activities were not adversely affected, the Head and Senior Leadership team and the Chair of Governors reviewed the structuring of teaching assistants in the spring of 2016 and liaising with the Local Authority, recruited to a structure that would better meet pupil learning and teaching needs ready for the start to the academic year in September 2016. Reviewing this new structure throughout the year, Governors are pleased that it has evaluated to be more flexible, with teaching assistant skills now better matched to individual year groups.

**A key spending priority** this year, linked to the school's improvement plan, was ensuring the right level of reading books available in classrooms, so that for both years 5 and 6 additional reading material for the less able pupils was purchased, along with more books suitable for dyslexic pupils. Governors were pleased to see that pupils were involved with selecting books and gave very positive feedback. The school was also successful in bidding for Ministry of Defence Education Support Fund monies. These were spent on suitable books chosen by the school's service children and will enhance their school reading material.

The school's **pupil premium grant allocation** was spent on activities and staffing that supported the learning of those children that were disadvantaged:

- 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. The attendance of our PPG pupils was higher than our non-PPG pupils in 2016-2017 illustrating how effective this has been.
- Funding was used to support Teaching Assistant hours for pupils and ensure that they were able to access support materials and interventions appropriately. A teaching assistant was directly employed to work four mornings a week with two year six pupils to provide targeted support and ensure that they remained confident when facing the challenge of the year six curriculum.
- 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, SNIP, Phonics and Mathematics Clubs.
- Professional development for teachers and teaching assistants was funded to ensure that staff were able to provide the best possible 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, swimming activities, PE and playground equipment and bicycle maintenance. 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** 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 6 key improvement priorities during 2016/17:

- 1) Reviewing subject assessments
- 2) Enhancing pupils writing outcomes across years 1 to 5
- 3) Enhancing pupil's outcomes in reading across all year groups
- 4) Focus upon reasoning in maths to enable pupils to challenge questions effectively and strategically.
- 5) Facilitate pupils creative and observational skills by ensuring the teaching and learning in art is outstanding across the school.
- 6) Extend the involvement of pupils in health and safety, with a particular emphasis upon emotional and mental well-being.

The vast majority of actions to facilitate the above improvements were achieved (2 outstanding actions around reading will be carried forward to 2017/18 improvement plan) and progress was demonstrated in book scrutinies, pupils progress and attainment results.

### 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. 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 and other members of the teaching and support team attended and helped facilitate activities. As is common when our pupils undertake outside visits, feedback from centre staff applauded the exceptionally good behaviour of our pupils.

Governors are pleased to see the substantial effort put into health and safety enabled the achievement of the Modeshifts Gold award. This is awarded to schools demonstrating excellence in supporting cycling, walking and other forms of sustainable travel. We were the first school in Telford and Wrekin to achieve this. Lilleshall was also the runner up in the award for reducing car usage. Our school Junior Road Safety Officers continue to consider how they can improve the congestion outside the school and pupil's knowledge of road safety.

The school's teaching of science received additional support from Adams Grammar, when one of their science teachers worked with teachers and pupils here at Lilleshall developing our science provision, with the impact that we will be able to progress our science delivery with many more innovative ideas and pupils will progress into their secondary education with greater scientific knowledge and understanding.

The Head and teachers ended the last academic year working hard on a new school website. Governors were positive about its impact, where there is the scope for extra material to be added, such as YouTube links and a number of useful resources available to parents.

**Christine A Raper**

**Chair of Governors Lilleshall School**