



Lilleshall Primary School

Governors' Annual Report to Parents

Summer 2015

"Working Together for Excellence and Enjoyment"

With the school year fast approaching its end, the governors would like to share the landmarks of the past twelve months, highlight some of the changes that have been brought into effect and keep you informed of next steps.



Lilleshall's Governing Body is made up of eleven governors who are all very committed to the progress and well-being of each and every child in the school. The Governing Body is made up of parents, staff, the Head Teacher, Local Authority representatives and members of the local community. We strive to use our various skills and expertise to drive the school forward and maintain the highest standards. Operating in a voluntary capacity, we have six key responsibilities:

- Setting targets and ensuring high educational standards are met
- Setting the strategic direction of the school
- Managing the school budget
- Making sure that the curriculum remains balanced and broad and adheres to government requirements
- Ensuring that all statutory policies and procedures are followed, including Safeguarding and Health and Safety
- Acting as a 'critical friend' to the Head Teacher and Senior Leadership Team.

"The Head Teacher, Governors and whole community share an ambitious vision for pupils, which is demonstrated by the aspirational goals set for pupils and staff and results in high levels of achievement for pupils....Governors know the school well and robustly hold the school to account for improving its effectiveness"

(Local Authority Annual Summary Report 2014)

To find out more about the governors, statutory policies, our vision statement and curriculum at Lilleshall, visit our school website www.lilleshallschool.taw.org.uk
Governors can always be contacted via the school office on 01952 388430.



What do we do?

Each year, at the end of the summer term, the school formulates a School Development Plan which lays out the new key priorities to move the school forward in addition to on-going priorities. Critically reviewing priorities each year allows us to be responsive to evolving needs and to use the school budget to best effect.

The full Governing Body meets twice a term. There are two other permanent committees: Behaviour, Achievement and Progress and Finance, Health and Safety. In addition, individual governors are linked to the key priority areas and meet regularly with staff and the Head Teacher. All meetings, governor visits to school, training and financial decisions are meticulously documented and circulated among all the governors for scrutiny and comment.

The Head Teacher produces a report at the end of each term about how the school is striving to meet its strategic priorities. It details:

*The progress being made * Time frames allocated, *Success criteria,

*Governors' role in monitoring and evaluation *Evaluation leading to next steps.

The governors review the Head Teacher's performance annually and new targets are agreed between the governors and the Head. Progress towards these targets is monitored in the Head Teacher's mid-term review. An external audit of accounts is carried out annually and an audit statement about how the school budget was used is issued to parents.

In addition to attending training courses and meetings, we frequently come into school. We talk to pupils, listen to assemblies, join the children for lunch, take learning walks around school, take part in book scrutinies, hear children read, join in with staff meetings, PD days and attend school events. Being in school is the best way to really understand the needs of our most important stakeholders- the children themselves.

How do the governors help the school achieve?

The children's welfare, safety and learning are at the heart of all our decision making. We strive to ensure that every child's strengths are nurtured and needs are met. In short, the children come first.

"We are about the 'Whole Child ' and aim for children to grow as well rounded individuals, equipped for the next steps in their lives and life in modern Britain."

(Vision Statement 2015)

We constantly check that our decisions and actions fully align with our vision statement and use it to evaluate all our targets. Self-evaluation is important to us and we are always keen to seek the views of parents, pupils and the wider community.

To further raise attainment and strengthen the quality of teaching and learning we undertake monitoring and evaluation of the school in 6 main ways:

- Scrutinise attainment and progress data and have termly meetings with subject leaders in priority areas.
- Monitor finances through regular meetings of the finance committee and annual auditing.
- Review of the termly Head's report and Head Teacher performance evaluation.
- Ensure statutory duties are met through advice from the Local Authority.
- The Chair of Governors and Head Teacher attend termly meetings with other Chairs and Head Teachers in Telford and Wrekin to keep updated with the latest government guidelines, Ofsted requirements and best practice.
- Are party to book scrutinies, check Raiseonline data, conduct learning walks, talk with pupils, staff and parents, join lesson observations and are available to meet with parents.



Strategic Priorities for 2014-2015

Each year we set out priorities which are the focus of our efforts for the next academic year. Last July our priorities were:

- To improve the percentage of pupils making greater than expected progress in all year groups, with a particular focus on writing.
- To improve classroom environments for maths, so that they are progressive across the school.
- To implement and resource the new National Curriculum.
- To enhance the quality of teaching of reading.
- Continue to monitor and develop the tracking system for science.
- Enhance Foundation Stage with further training for teaching assistants.
- Enhance playtimes and lunch times for pupils to ensure that they are active and engaging.
- To enhance the school's access to developments in education and developing best practice beyond Lilleshall.
- Enhance PE provision and to ensure that parents and pupils are aware of the provision available.
- Support the Early Years Specialist Teacher Role.
- Further develop the role of governors and their ability to act as critical friends to challenge the school.

We also have areas of continuous focus, which are; children in care, safeguarding, special educational needs (SEN) and spiritual, moral, social and cultural (SMSC).



Governors' impact and landmarks of this year

As the academic year draws to a close, it is time to look back and review our achievements. Did we address the strategic priorities set out twelve months earlier?

- 2014 outcomes indicate that attainment of our pupils is once again very good. 2015 data indicates a positive outcome for the school but we cannot officially share this data until it is validated in the autumn term.

Key Stage 1 attainment

The attainment of our Key Stage 1 pupils in reading and writing increased by 7 percentage points, putting our pupils in the top 20% of all schools for writing and the top 40% of all schools for reading.

Maths attainment increased by 14 percentage points, putting our pupils in the top 20% of all schools.

Key Stage 2 attainment

In maths, attainment increased by 10 percentage points, putting our pupils in the top 20% of all schools.

In reading and English grammar, punctuation and spelling attainment increased by 10 percentage points for reading and 13% for English grammar, punctuation and spelling putting our pupils in the top 20% for all schools.

In attainment for writing our pupils are in the middle 20% of all schools.

Our pupil premium pupils in 2014 did extremely well, performing significantly above their counterparts nationally.

- Attendance increased, keeping our pupils in the top 20% of all schools. Overall pupil attendance is 96.6%.
- The new National Curriculum has been introduced and resourced. Over time the changes will become fully embedded. Assessment schemes are being set in place after careful research and extended discussion. The school is confident that the most suitable assessment schemes have now been chosen and staff are fine tuning them to best meet Lilleshall's needs.
- With advice from the T&W maths adviser, classroom environments for maths are now more progressive and better pitched throughout the school.
- Drawing on consultations with T&W learning specialists, the outdoor environment is being more creatively exploited to enhance learning.
- One day a week the Head Teacher has been working and advising other schools on best practice within Telford and Wrekin. Not only has this arrangement generated additional funds for school, it has provided an opportunity for the Head Teacher to keep in touch with how other schools do things and meant that really effective techniques are brought back for the benefit of pupils. This has particularly been the case for reading.
- Evaluation and input from the school's subject leader for reading has improved the value of guided reading sessions in all year groups and the pupils are able to articulate their learning focus more clearly.
- Our Foundation Stage pupils have benefitted from classroom teaching assistants attending additional training and our Specialist Teacher in Education has become a qualified Early Years Trainer.
- The school finances are in a healthy state which has allowed for; extensions to Yr3 and Yr4 classrooms, a large shelter from bad weather on the small playground, new fencing to the outside area of the Reception classroom, additional storage

inside school and outside storage for PE equipment. PE funding is also tracked carefully to ensure appropriate expenditure that enhances the provision and opportunities for pupils. Pupil Premium funds are very carefully allocated to give maximum benefit to those individual pupils that are eligible. The funds are used differently on a case by case basis but each time the aim is to improve progress and attainment by the most effective means. All the governors know how Pupil Premium funds are spent and a detailed breakdown of expenditure is presented to governors each academic year. We are careful to ensure that we use every penny of our budget effectively, operate within our means and retain adequate funds to cover unforeseen costs. Our annual audit resulted in glowing feedback.

- Governors and staff have undertaken frequent training on a host of subjects to further improve their skills and effectiveness. Training in safeguarding, radicalisation awareness and preparing pupils for life in modern Britain has been the most recent. Extra training equips governors to better challenge the school and act as critical friends.
- The school puts a big emphasis on nurturing healthy lifestyles and a love of sport with Skip2bFit, more active break times, money invested in new break time play equipment, PE resources and qualified coaches. In keeping with this, our children have done extremely well in sporting events, particularly swimming, running and tag rugby.
- We believe strongly that educational visits and visitors into school bring learning to life and have funded and subsidised a range of visits from the school budget including trips to London, Chester Zoo, Drayton Manor Theme Park, Cadbury World and Telford Cinema. Visitors to school have included the cooking bus, the exotic animal lady, a professional athlete, and visiting theatre groups among others. The school also secured additional funding from English Heritage which has been used to support educational visits and training for staff.



Changes brought into effect

We are constantly working to make the school a more stimulating and enjoyable environment, with ever higher standards in progress and achievement and with even more effective teaching. Many initiatives are medium to long term but others are easily achieved within a shorter time.

- We have incorporated a social, moral, spiritual and cultural background to the curriculum, as well as one that prepares the children for life in modern Britain. These elements are reflected in our curriculum offer and enhanced mission statement, available to view on the school website.
- Together with the children we have reviewed and improved the school hot lunches and serving arrangements.
- In January we conducted a skills audit and re-constituted the Governing Body. We devised a more streamlined and efficient structure and re-assigned individuals to new roles that better reflect their areas of expertise and the school's priority areas.
- We have updated many of our policies, including behaviour. Parents value good behaviour. We know, because we've asked them through questionnaires. The children have told us too, through pupil voice, that good behaviour impacts positively on learning and it was with their collaboration that our 'Making Learning Fly' mantra was born. We value input from our stakeholders and have included their suggestions in the revised behaviour policy. We have also added some policies, which can be viewed on our website.

"The behaviour policy is consistently applied and pupils can articulate clearly the expectations set out for them."

"Community feedback is very positive about pupils' behaviour both in lessons and outside school."

(Local Authority Annual Summary Report 2014)

Looking ahead

Although Lilleshall performs very well nationally and received 'Outstanding' from the Ofsted inspection in May 2013, there is always more that can be done. We are driven to achieve even better things, with better results, even better teaching, better resources and better training. Reviewing our priorities at the end of each academic year helps us identify the priorities that should drive our efforts for the next year. By the end of term these emerging priorities will have been committed to paper and agreed by the Governing Body. Whatever the priorities agreed for the next academic year several areas will always spur us on to do better.

*As a governing body we will continue to make even greater efforts to close the gap between those making greater than expected progress and those under achieving.

* We will support the implementation of clear action plans to accelerate the learning of Pupil Premium children.

*We will further explore the obstacles to learning for certain pupils and determine how best to support them.

Our school is very fortunate to have outstanding leadership from the Head Teacher, Mrs Cousins. She runs a tight ship with a very dedicated and talented team of staff. We have wonderful pupils, who are ardent for knowledge, well behaved and great ambassadors for the school. We have governors who voluntarily give their time to push the school to greater heights. However, it is the unwavering support from you as parents, carers and the community that makes the difference between the school functioning and thriving.

Lilleshall is indeed thriving and we should all be proud because we have all had a hand in its success.

Anna Llewellyn-Smith

Chair of Governors