

Lilleshall School Governor's Report for 2024/25

Executive Summary

This year has been a very important one for the school as we had our first Ofsted inspection since 2013. The Ofsted judgement confirmed that in November 2024 the school remained Outstanding in all five inspection areas:

- Quality of Education
- Leadership and Management
- Behaviour and Attitudes
- Personal Development
- Early Years Provision

This was no surprise to Governors as we have seen the consistent progress the school has maintained these last eleven years in improving teaching and learning. This has been underpinned by a sound and creative vision for the school, led by our Headteacher and Senior Leadership Team (SLT) which has seen the school consistently aiming to be the best that it can be to enable pupils to achieve the very best social, personal and academic outcomes.

The Ofsted inspection report (2024) asks the question: *'What is it like to attend this school?'*

'Make your learning fly' is the motto at this friendly school with a real 'family' feel. It is not just learning that flies. Adults have high expectations, and pupils excel in all aspects of school life. Everyone is supported to achieve their best, particularly those with special educational needs and/or disabilities (SEND).

Pupils achieve exceptionally well from early years to Year 6.

Pupils quickly learn and live by the school's rules. Adults and pupils regularly discuss and celebrate the school's values of independence, effort, challenge, positive, taking risks and determination. These rules and values lead to an incredibly harmonious and productive atmosphere across the school.

Pupils have a highly developed sense of tolerance and equality. They regularly discuss and debate issues. Pupils accept that others may have different views to them. They have highly positive attitudes to their learning. Consequently, lessons proceed without disruption.

Parents and carers are overwhelmingly supportive of the school. One parent summarised the thoughts of many others by saying, 'The school fosters a nurturing and inclusive environment where each child is valued and supported to achieve their potential.'

(Ofsted Report 2024)

Governors have seen that the school leadership has welcomed reviews from external organisations and has been receptive to constructive feedback incorporating improvement opportunities into the School Development Plan year on year. The SLT are regarded positively and this has been a recurring theme of quality reports:

Staff say that leaders and governors are particularly supportive. Staff feel that leaders are considerate of their well-being and ensure that their workload is manageable.

(Ofsted Report 2024)

Along with the insight our Headteacher gains from her additional role as an 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 year on year. 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.

'The Headteacher is an Attached Adviser for STSA therefore being appropriately challenged and exposed to good practice and additionally chair of the Newport Cluster of Schools and works collaboratively with local schools to raise standards.'

(Severn Teaching School Alliance Report)

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). Ofsted says in its report:

(Teachers) 'pay particular attention to the needs of disadvantaged pupils and those with SEND. The specific needs of pupils are identified swiftly. Teachers carefully adapt the curriculum for those who need this. Teachers regularly check on pupils' learning, quickly addressing any gaps or misconceptions.'

(Ofsted Report 2024)

The school works very hard to ensure children's behaviour and discipline at Lilleshall is excellent both in and outside of school, and that the school Behaviour Policy is adhered to and is consistently applied. Positive feedback from Ofsted found evidence that:

'Pupils are polite, friendly and respectful. They learn to understand their own and each other's feelings. Pupils suggest that the reason why bullying is so rare is because staff sort out any issues that occur quickly and successfully.'

(Ofsted Report 2024)

However, it is acknowledged that there still remains residual impact from over two years of national Covid-19 restrictions which have severely disrupted the education of pupils – now in their later years of learning here at school. Some children did not have the repetition and reinforcement of learning concepts in their earlier years that they would have had, had they been fully in school. The school has actioned this by continuing to prioritise 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 have remained 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 its 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 – 9)
- The School's educational performance and ensuring the curriculum offer is appropriate
(Pages 10 – 14)
- Ensuring financial resources are well spent (Pages 15– 16)
- Safeguarding (Pages 17 – 18)

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

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. During the past few years we have completed a major recruitment drive;

seeking new Governors to compliment the Boards skills requirement and who could provide critical challenge. We have subsequently recruited new Parent, Local Authority and Co-opted Governors, and also have a much younger profile of governors than many other boards.

The Annual Summary Report to the Governing Body compiled by the Severn Teaching School Alliance (July 2024) states that 'governors have a secure understanding of challenges, responses, outcomes and future plans.'

Ofsted (2024) stated: *Governors support the school well. They are relentless in ensuring that the school continues to 'fly high'.*

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, EYFS, 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.

Department of Education (DfE) governor guides – the DfE has published a Governor Guide (March 2024) which replaces the old Governor Handbook and requires governors to meet the new guidance around eight elements of effective Governance. For example, there is new advice on governors and cyber security training; that the board assures itself that the headteacher reports to it as required; that school visits align with improvement plan priorities. These were reviewed in the autumn term and governors aim to ensure they are met to a high standard.

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 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, parent consultation days, attending Senior Leadership Team meetings, staff Professional development Days and Staff Meetings, to name but a few.

Governors scrutiny visits to school this year:

- Staff Meetings
- Meetings with LA Quality Assurance Advisor
- Maths Book Look
- Safeguarding Review
- EYFS & Key Stage 1 visit to Chester Zoo
- Christmas Production
- After Schools Clubs
- Year 4 classroom visit
- Education visit to Chester Walls
- History Deep Dive
- Parents Consultations
- Year 5 visit: Photographic Workshop
- PINS Project
- School Committees
- Meeting with Core Attached Adviser
- review of Safeguarding Section 175/157
- Budget Review
- Pupil Voice
- SATs week
- School Committees Assembly
- meeting with Local Authority Quality Assurance Lead
- Headteachers Performance Management
- Road Safety Workshop

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: e.g Child Protection and Safeguarding Policy; Children Child Abuse Policy; Statutory Early Years Policy; Admissions Policy and many more.

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 wide ranging development plan for 2024/25 early in the academic year. Governors carefully monitor the school's development plan's progression throughout the year at each of our Full Governor Meetings to ensure that educational priorities are on track.

Quality Assurance

Prior to this year's Ofsted inspection, the school was monitored on an annual basis by the Local Education Authority which assessed the school based on a wide range of performance data both qualitative and quantitative, including safeguarding information. Governors attend our Local Education Authority's quality assurance briefing so that we are better able to understand the process involved and judgements made. The school has each year maintained the highest classification (RAG rated Green), indicating that the school's development plan is sound, that the school demonstrates effective practices and is continually striving to improve to secure good outcomes for pupils.

Along with the external quality reviews from Ofsted and the Local Education Authority the school internally assess the quality of teaching and learning through a number of quality indicators. Governors are regularly in attendance at these to perform our monitoring and evaluation role:

- lesson observations
- pupil book scrutiny
- subject moderation with the Newport cluster of schools
- subject deep dives
- pupil voice

With this year's Ofsted inspection in the autumn term and other monitoring activities from outside agencies and subject consultants; monitoring and evaluation of the school has been extensive. All the outcomes from monitoring activities have been positive and feedback for improvements are fed into the school development plan.

Quality Assurance Record (July 2025)

The School is assessed annually against the **Telford and Wrekin Local Authority's quality performance indicators**, contained within its 'Securing School Improvement Policy'.

In accordance with the Local Authority's protocol for schools that are judged to be 'self improving', the Quality Assurance Specialist visited the school twice in the past year reviewing the school with the Headteacher and in the presence of the Chair of Governors. The QA Record states that the school has maintained its 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.

Local Authority Safeguarding Record (January 2025)

The school participated in the Local Authority's annual Safeguarding Audit which aims to demonstrate schools are meeting key statutory duties and following safeguarding children and young people guidance. The school received a positive report.

Local Authority Internal Audit (Autumn 2024)

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

School Internal Audit of Risk Assessments (Autumn 2024)

The school conducted its annual update of its risk assessments e.g visits outside school/Prevent risk assessment.

Annual Summary Report to the Governing Body (Summer Term 2025)

Compiled by the Severn Teaching School Alliance School Improvement Team, the report states that school objectives have been selected in response to national initiatives or identification of a need across the school and that *'all are appropriate and support the continual improvement of the school.'* The report also noted the *'effective communication which ensures that governors have a secure understanding of challenges, responses, outcomes and future plans.'*

Governors are pleased to see the Report states that Lilleshall school demonstrates the following good practice:

Key Strengths of the School:

- strong leadership. A pro-active approach by the headteacher has ensured that potential challenges are identified and appropriately addressed.
- induction and training for new staff has been vital in order to maintain consistency and existing high standards. This has been achieved.
- development plans have been adapted, e.g. the further review and development of foundation subjects, to maximise the impact of available staff. Progress has been maintained.
- appropriate support and interventions have been put into place to address specific cohort weaknesses.
- Ofsted 'outstanding' judgement has been maintained in all areas.
- pupils were overwhelmingly positive about their experiences at school.

Quality of Education:

- Teaching across the school is of a consistently high standard.
- The wider curriculum is enhanced by a number of
- carefully considered and interesting enrichment
- activities
- Pupils with SEND are maintaining their previously reported good progress.
- The school has a focus on ensuring good progress for higher attaining pupils/those capable of attaining greater depth.

Early Years Foundation Scheme (Reception year):

Reading remains a high priority across the school. The phonics scheme is taught consistently well and reading books are closely matched to the sounds that children are learning. Any who need extra help to catch up receive timely and effective support. Children achieve well.

Leadership and Management:

- The overall effectiveness of the school remains outstanding. This was confirmed by the Ofsted 'outstanding' judgement.

- There is strong and cohesive leadership. A proactive approach by the headteacher has ensured that potential challenges are quickly identified and appropriately addressed. An ethos of continual school improvement ensures that the school moves forward for the benefit of all pupils.
- The professional development of staff continues to be a priority.
- Staff feedback confirms that leaders and governors are considerate of workload and wellbeing.

Behaviour and Attitudes

- Pupil behaviour and attitudes to learning were confirmed as outstanding by Ofsted in the recent inspection.
- Pupils remain polite, friendly and respectful. They demonstrate mature and considerate behaviour to others.
- Pupils demonstrate consistently high levels of respect for others.
- Pupils make a significant contribution to the school community and their wider community

Personal Development

- Personal development is a significant strength of the school.
- The additional support provided for pupils with more complex needs has a demonstrable impact.
- The curriculum extends beyond the academic.

Pupil Voice:

Obtaining feedback from children about their learning experiences is valuable and helps to inform the School Development Plan. Children at Lilleshall have a dedicated voice in four committees:

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

Committees meet monthly and are overseen by teachers to ensure activities also feed into the School Development Plan. Pupil led school assemblies follow the meetings, giving committee members opportunities to pass on key messages and future plans for the coming weeks. Governor observations of school committees have demonstrated that committees are well established, pupils feel valued and that they are having a positive impact on the school community.

All committees have a high profile in the life of the school. The school has been awarded the Eco Greenflag with Distinction. Safety committee: the school has been funded to have the Home Run app which is free for parents. It can connect parents and the school for car sharing opportunities and help reduce busyness at school run times and reduce carbon footprint. The School Council has continued to deliver assemblies on key topics.

Pupil Voice

One of our roles as Governors 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 working at Greater Depth, the Equality act, Sports and the Year 6 outdoor education experience at Arthog. In addition, Ofsted inspectors conducted extensive conversations with children as part of their inspection programme.

Pupil Voice with the Severn Teaching School Alliance School Improvement Team:

A selection of Years 4, 5 & 6 higher attaining pupils/those capable of Greater Depth children responded to questions from the school's Attached Adviser on:

- learning and how they learn
- maths and what the recent focus has been.
- how do teachers help them to learn even more.

Pupils were overwhelmingly positive about their experiences at school. They engaged willingly in the discussion and could explain how to hold a conversation i.e. speaking one at a time, listening to each other and taking turns. They understood how staff help them to be better learners and how they are supported to improve their work and retain new learning. They showed understanding that, although they didn't usually struggle with their learning, some others did and they might need more help from adults. As a group they identified the many ways in which their learning was extended or deepened.

Pupil Voice Equality Act

Samples of children from Years 2, 4 and 6 participated in a pupil voice on equality/protected characteristics in the autumn term. While children in Year2 need a lot of explanation and simplified examples of terms used in the Equality Act, older children had a good grasp of the meaning and concepts involved. We found all children answered questions very readily and enthusiastically. Often freely giving examples from school life to illustrate their answers. Children could say where many of the concepts were taught or were experienced in school. They all thought that positive attitudes to difference were important and considered difference to be very normal and not to be discriminated against. Year 6 could name the protected characteristic and/or knew where to find out about them. The samples of children were all very culturally/religion mixed and all were adamant that the school did not tolerate discrimination in any form.

Parent Voice

The School again organised dedicated Parents Consultations Days; freeing up class teachers so they are able to cover the full school day and after school hours. During Parents Consultations parent's views are gathered to contribute to school improvement. For example the Headteacher and myself reviewed the results of the parent voice completed on parents consultation day in October 2024. There were overwhelmingly positive comments by parents which aligned with my conversations with parents that day. Some of the comments were:

- children enjoyed coming to school each day
- a lot of parents/carers said they felt the school was a good community
- teachers and staff were very supportive and helpful: "lovely teachers".
- children made good friendship groups
- parents could see their children making progress in their subjects
- parents/carers could see the difference in the learning challenge as children progressed from year to year
- parents felt there were good opportunities for educational trips and visits which gave added value to their child's learning.
- Parents of SEND children were positive about support for children and themselves, good communication and the inclusive nature of the school.

Suggestions for further improvements to the school were actioned. No concerns or comments relating to safeguarding, bullying or abuse were raised.

A significant part of the Ofsted inspection is to ascertain parent's views. Ofsted feedback talked of the high number of parents/carers who responded with comments during the inspection and of the '*many positive comments from parents*', although there was space for only one to be included in the official report.

Pupil attendance

The Education Welfare Officer (EWO) 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.

The strategies for improving school attendance include:

- Intensive interventions which can include rewards for full-term attendance.
- Education Welfare Officer Action Plan – persistent absentees are reviewed. Attendance case studies are completed on some persistent absentees.
- Late Checks – completed by the EWO
- Newsletter information for Parents – the school monthly newsletter details information from the LA Attendance Support Team for parents/carers on the impact of absence and late arrivals at school on children's learning.
- Staff - informed of persistent absentees
- Sickness Health Hub – support from the LA for absence due to sickness.

Attendance at the end of this last summer term was 95%, this is higher than the current national average. Additionally, the number of persistent absentees at the school is below the national average. Where appropriate letters are sent home to parents/carers. Only a very small number of pupils are persistently absent without good reason. 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.

Ofsted (2024) stated that: '*Leaders understand the reasons for pupils' absence. They take appropriate action to reduce absence and support families where necessary.*'. They also said that attendance is well managed and they found clear systems in place.

The Annual Summary Report to the Governing Body compiled by the Severn Teaching School Alliance states that '*The actions of the school, and the strong working relationships with parents have contributed to the maintenance of high attendance rates*'

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

Pupil Attainment

Pupil attainment in the core combined subjects of Reading, Writing and Mathematics, along with Science, are above national levels.

Key Stage 2:

Year 4 pupils: National multiplication tests result was 61%. While the National score at the time of writing has yet to be released, Lilleshall pupils normally achieve greater than the national.

Year 6 pupils: End of Key Stage 2 outcomes dipped in 2025. This was expected due to the composition of the cohort. However, outcomes for children reaching their age related expectations for Reading, Writing and Science is above National levels. As is the combined score for Reading, Writing and Mathematics, which is above National levels.

As in previous years, those children with additional academic need received targeted intervention to accelerate their progress and attainment. Teachers have found that this cohort developed excellent attitudes to learning.

Key Stage 1

Year 1 Phonics: 93% of Year 1 pupils achieved the phonics standard, important in enabling children to learn to read and thus facilitating children by reading; to learn. The national figure is 68%. The school has previously received recognition from the Department of Education commending the schools outstanding achievement in phonics and early reading.

Early Years Foundation Stage results:

As we have seen in previous years children have made good progress across the areas of learning in the Reception class. The percentage of children attaining a Good Level of Development (GLD) in the Early Learning Goals at the end of the Early Years this summer is 77%. These are above National and local outcomes: National 68%, Telford and Wrekin: 67%.

The success of the GLD attainment has been underpinned by work by the EYFS/KS1 Lead who produced an action plan to focus on achieving Good Level of Development, particularly for Writing which children in EYFS can find challenging. She identified barriers to learning to be: poor handwriting, inability to apply phonics, executive function e.g. memory, SEND issues/needs. An action plan was produced and progressed.

‘Children make a fantastic start in the early years. Children learn to be independent and resilient. Adults know the children very well and relationships are strong. Songs and rhymes permeate the environment. Children learn how to use these to remember what has previously been taught. For example, they sing a song to remind them how to construct a simple sentence when writing.’

(Ofsted Report 2024)

Targeted support for Special Educational Needs and Disability Pupils (SEND).

The School Development Plan continues to prioritise support for SEND children, with a focus on teaching the Literacy Pathway, children’s targets and data collection to monitor progress. Initial evaluations indicate that children make very good progress with the Literacy Pathway. Progress with meeting targets in the SDP is shared with the SEND Governor during their termly meetings.

‘The additional support provided for pupils with more complex needs has a demonstrable impact. They learn strategies that help them to cope effectively in school but will also benefit them as they move into new situations.’

(Annual Summary Report to the Governing Body 2025)

The parents of pupils with SEND are met with half termly, with support to sign post to other agencies where relevant. In addition, the school provides support for Pupil Premium Grant parents to book their children onto any summer schemes which are on offer. Where a child has been recognised as having particularly challenging needs Teachers have worked with the local special education school outreach team to ensure the appropriate adaptations and support are in place

for those children to progress. Classroom and timetable adaptations, along with additional transition arrangements to support moving into the next year of learning are recent examples. During the autumn term Parents Consultations several parents commented on their experience as parents of children with special needs. These were positive and centred around children getting the support parents felt they needed with special needs. One parent whose child needs a high degree of support for challenging special needs was pleased with how the progression into the next year had been handled. She named several subjects where she felt the child was progressing extremely well.

Ofsted (2024) feedback noted that:

- *the needs of SEND pupils are being met*
- *appropriate adaptations to learning are made*
- *while children are supported, there is 'stepping back' to allow independence.*

Ofsted further confirmed that:

'(Teachers) pay particular attention to the needs of disadvantaged pupils and those with SEND. The specific needs of pupils are identified swiftly. Teachers carefully adapt the curriculum for those who need this.'

(Ofsted Report 2024)

Curricular activities

Supporting development of the curriculum:

'The school ensures that teachers have the knowledge and expertise to bring the curriculum to life. Teachers provide clear explanations, using their expert subject knowledge.'

(Ofsted Report 2024)

Children's learning starts with the Early Years curriculum. Ofsted (2024) say this is *'designed really well'*, and it is a *'well prepared curriculum which makes children well prepared for Key Stage 1'*.

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 has a sound record of liaising with local secondary schools to support subject development. For example to contribute to the development of 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.

'Pupils study a rich and ambitious curriculum. Subject specialists have worked closely with early years staff to make sure each subject has a strong foundation. The knowledge pupils learn prepares them effectively for their next step in education. Pupils regularly revisit important knowledge. This helps them to connect prior learning to new, more complex curriculum content. For example, in computing, pupils can explain how their learning in early key stage 2 helped them design a simple computer game in Year 6.'

(Ofsted Report 2024)

The **personal development curriculum** has been developed to be age appropriate and is based around three core themes; living in the wider world, health and wellbeing, and relationships.

Ofsted (2024) says: 'The school has a focus on ensuring that pupils understand the need for healthy lifestyles. Pupils know that this is important, including a balanced diet and the need for positive mental health.'

The Equality Act (2010) and its protected characteristics continue to be taught in Early Years and KS1 using a story-based approach and continuing in further depth as children progress throughout the school. Ofsted (2024) spoke positively of children's knowledge of the Protected Characteristics of the Equality Act.

To support the personal development curriculum, theatre companies such as Loudmouth and Snaptrap have visited the school. School visits are also mapped across the curriculum, with a proactive approach to taking advantage of any opportunities to support the personal development curriculum - Ofsted said these links were '*strong*'.

Personal development is a significant strength of the school, with well planned activities incorporated across the curriculum and school day. The school consistently promotes extensive and wide ranging development for all pupils

(Annual Summary Report to the Governing Body 2025)

Fundamental British Values form part of the personal development curriculum and aims to help prepare pupils for life in modern Britain. This is linked to pupils' personal experience and real life e.g. behaviour linked to rule of law, mutual respect and tolerance, and individual liberty are addressed through assemblies and school displays. Again this year our Year 6 pupils visited the Houses of Parliament and participated in a 'learning with Lords' activity.

'Pupils have a firm understanding of fundamental British values; they are very aware of the range of cultures, religions and relationships in modern Britain. They say, 'Life would be boring if we were all the same.' As a result, pupils are well prepared for later life.' (Ofsted Report 2024)

Subject developments

The school's SLT undertake internal monitoring of core and foundation subjects. Monitoring and evaluation include methods such as lesson observations, book scrutinies and pupil voice. With outcomes of monitoring shared with subject leads and teachers and action plans formed and progressed. Governors are often in attendance during these quality processes and will share their notes of such visits with the board of governors. Ofsted commented positively on the amount of subject monitoring undertaken by the school.

In addition to routine quality monitoring the school also undertakes 'deep dives' into several subjects each year, with the evaluation feeding back into development of the subject. This year a 'deep dive' into the subject of History was undertaken by the school's Attached Adviser. Feedback was that the subject was '*very strong*'. Ofsted later concluded the same.

This year of course Ofsted conducted its own subject deep dives; into the core subjects along with Computing, History and SEND. Ofsted also had thorough reviews of: Science; Geography; DT; Early Reading and Mathematics. Ofsted's feedback commended:

- the sequenced curriculum from EYFS onwards
- the use of KS3 (secondary) subject specialists to shape key subject knowledge and they felt this was innovative
- team teaching and the two-year shared curriculum structure
- staff talked confidently about subject assessments

Phonics Scheme & Reading: While it is not mandatory for schools to use a validated phonics scheme the SLT believe that using such a scheme enables 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 three years ago along with matching reading

material (Big Cat Reading). The school has seen a positive impact on early reading and phonics since its introduction.

Ofsted found:

- reading to be at the heart of the curriculum
- the ‘author of the moment’ broadened children’s horizons
- children became fluent readers by KS2

The Ofsted Inspection Report of 2024 said:

‘The school’s reading curriculum is highly ambitious. Staff have the expertise required to teach reading very effectively. Those at the early stages of reading develop secure phonics knowledge. Consistent teaching of a recently established phonics programme means that pupils achieve well. Pupils with gaps in their phonics knowledge get effective support to catch up. Pupils develop into fluent and confident readers. They develop a love of reading further through listening to books by ‘authors of the moment’. Pupils regularly share books they have enjoyed reading at home.’

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.

‘Pupils benefit greatly from the school’s unwavering focus on the wider curriculum. They speak enthusiastically about the array of meaningful enrichment activities on offer, for example how an experience at a theme park had enabled them to learn about forces in science. Pupils benefit from the wide range of clubs on offer. Talents and interests are further developed through events such as ‘sports week’, where pupils experience mountain biking, skiing, ice skating and martial arts.’ (Ofsted Report 2024)

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 during this year some of the visits governors accompanied children to were Chetwynd Deer Park and the Local Authority Arthog outdoor activity centre.

Ofsted found that the school’s educational visits supported learning and that there was strong link to children’s personal development.

The Annual Summary Report to the Governing Body (2025) states:

‘The curriculum extends beyond the academic. Effective curriculum links are made where possible, so that pupils broader development is consistently enhanced. Pupils can identify ways in which the school helps them to become better people. In discussion with the advisor, they speak of resilience, independence, confidence and gaining strategies which support their mental well-being.’

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.

For many pupils this was the first time they had canoed, paddle boarded, walked down a gorge, surfed, kayaked, walked underground through a mine, completed nighttime activities or been encouraged to swim in a lake fully clothed! The majority of pupils fully embraced this newfound freedom of experiencing the outdoor environment in such a different way. The very warm June weather meant that water activities were prioritised and much appreciated on the hotter days. Even those pupils who found a particular physical activity hard or not to their liking, experienced activities that they did enjoy which included as well as day and nighttime outdoor activities: beach art/sculpture, orienteering, crocheting and chess – and fully embodied Lilleshall School's learning values of Making My Learning Fly. To the children's great credit, all children tried all the activities on offer, often helped by their peer's giving encouragement. 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 felt they participated in a really exciting learning experience.

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 school's annual budget.

Pupil Premium Grant

The school has a three-year strategy to support spending of the Pupil Premium Grant allocation (PPG). Approximately 10% of pupils are eligible for the grant. 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. The school has a three-year PPG strategy:

- 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.
- attendance 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.

Provision for SEND Pupils – the school budget is top sliced for SEND provision, but the school regularly applies for additional SEND funding to ensure we can provide good support for SEND pupils to meet their learning needs.

School PE and sports funding:

Governors have been able to monitor how the sports funding the school receives is spent. This 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.

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 participates in Active Schools, and we have achieved the Platinum Award for physical activity. 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 two years. 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 have again scheduled a whole week of the summer term devoted to sport, where children get the opportunity to participate in a wide range of different physical activities. While Sports Week includes a traditional, popular sports day, funding is used to enable children to experience a wide variety of sports and activities – some at school, some at

outside venues - that they might not normally be able to access, such as: mountain biking, skateboarding, hockey, martial arts, netball, golf, squash, basketball, pickleball, rock climbing and others. For a second year a sports fair was held during sports week to expand local community opportunities and involve parents by bringing into school local fitness and wellness coaches and sports providers that parents could access for their own health and well-being needs.

Feedback from those providing the sports week coaching was again very positive, they really enjoyed working with our children and are keen to support us in future years. The school has also received positive feedback from both pupils and parents. Parental feedback praised the inclusive nature of the activities.

Pupil voice from children speaking to the Local Authority Quality Adviser during sports week told her of their views. Children were very positive about the opportunities to participate in such wide-ranging sporting activities, many of them off site at specialist centres. They liked the buzz around school and the whole week's focus on sport.

Outcomes for pupils achieving the DfE swimming requirements by the time they leave at the end of Yr6 tend to be in the 90% range for Lilleshall School pupils. That is:

- swimming 25 metres unaided, can tread water and can self-rescue
- using a range of strokes effectively e.g. front crawl, backstroke and breaststroke.
- performing safe self-rescue in different water-based situations.

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

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. Importantly Ofsted found pupils knew who the Designated Safeguarding Leads are and what this means.

The Headteacher is the school's Domestic Abuse Ambassador, trained to support school staff dealing with this. Living within a household with domestic abuse is the commonest reason for cause for concern with pupils.

Ofsted found that the school has '*a clear safeguarding culture*' and the arrangements for safeguarding to be '*effective*'.

Annual Review of Site Security

From 2023/24 the Local Authority requires all its' schools to carry out an annual review to consider the adequacy of the school's site security provision, including arrangements for monitoring and recording any unauthorised access to ensure that pupils are protected.

The latest review found that site security systems have met the requirements and that standards have been maintained. Governors also check the processes when completing the 175/157 audit and regularly when visiting school. The headteacher reviews site security regularly and has continued to improve site security.

Safeguarding Audit on Single Central Record (Summer Term 2025) - Safeguarding Governor observations and comments: Single central record checked no concerns.

EYFS Safeguarding & Welfare requirements - evidence of compliance is sought from the DSL and EYFS Lead at our Full Governor's meetings.

Quality Assurance Report (July 2025) - Safeguarding arrangements were reviewed as part of the Local Authority QA visit.

Local Authority Safeguarding Audit (Autumn term 2024) - the school participated in the Local Authority's annual Safeguarding Audit. The outcome of the safeguarding audit was very positive.

Governors safeguarding activities:

Review of Working Together to Safeguard Children.

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

- Child Protection and Safeguarding Policy
- Keeping Children Safe in Education Policy
- On-line Safety
- Annual update of Risk Assessments
- Prevent Risk Assessment
- School Attendance Policy
- Policy and procedures for managing low-level concerns or allegations against staff (including supply staff, contractors and volunteers)
- Supporting Pupils with a Medical Condition Policy

Safeguarding training – Annual 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. Governors also complete online safety awareness training so we can effectively review the school's work with children in this area.

Behaviour

'Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally.'
(DfE 2024)

Governors review behaviour in the school in our termly Progress, Achievement and Behaviour meetings. Year on year we have had no child on a modified timetable (due to poor behaviour) and no exclusions from school. Feedback regarding behaviour in school as observed by outside agencies, visitors and parent questionnaires remains very good.

Ofsted (2024) say:

- *Pupils are polite, friendly and respectful.*
- *Pupils achieve exceptionally well from early years to Year 6. Pupils quickly learn and live by the school's rules. They are HAPPY: helpful, ambitious, polite, prepared and 'your best'.*

Ofsted (2024) found the school's ethos around the attributes of Making My Learning Fly to contribute to: *'... discussion and celebration of the school's values of independence, effort, challenge, positive, taking risks and determination. These rules and values lead to an incredibly harmonious and productive atmosphere across the school.'*

Pupils consistently behave well. Where pupils have difficulty managing their own behaviour or emotions the school provides extensive support. Pupils understand that some individuals need more help or different routines. They accept this as fair, demonstrating their understanding of individual needs and difference.

(Annual Summary Report to the Governing Body 2025)

Christine A Raper

Chair of Governors Lilleshall School

November 2025