

**Annual Governance Statement for the Governing Body of
Ashbourne Primary School
Sept. 2022 to July 2023**

Governance arrangements

The Full Governing Body (FGB) of Ashbourne Primary School (APS) undertakes to conduct all of its functions in accordance with the recommendations contained in the document:-

'WORKING TOGETHER' - A CODE OF PRACTICE FOR GOVERNING BODIES

Under its Instrument of Governance the FGB of APS can potentially consist of up to a total of 11 Governors and 1 Associate Governor, distributed thus:-

- 1 LA Governor
- 1 Headteacher
- 1 Staff Governor
- 6 Co-opted Governors
- 2 Parent Governors
- 1 Associate Governor.

In order to better carry out its duties the FGB operates 2 committees:-

- **Teaching and Learning**
- **Resources for Learning**

Full details of the responsibilities and remits for the FGB and committees, together with the attendance record of governors, can be found in the 'Home>>About Us>>Governors' section of the school website.

Governors would like to express their thanks to Katie Whitby and Jeremy Cresswell who stood down from the FGB during the school year. Their hard work and contributions towards enabling the work of the FGB has been greatly valued.

The work we have done in our committees and FGB meetings:-

Voted for APS to Become An Academy

In conjunction with the Senior Leadership Team (SLT) governors took the decision (initially together with Brailsford C of E Primary school) to pursue academisation by establishing a new Multi Academy Trust (MAT) under the auspices of the Derby Diocesan Academy Trust.

Following informal consultations with parents and staff the formal process was initiated with the DFE. A formal consultation process with parents will take place in the autumn term and conversion is planned for April 2024.

It is the strong belief of governors and the SLT that APS becoming an academy now will help to mitigate difficulties in accessing support services, which are currently only available to us from the LA. Direct access to additional funding for various works and projects should also be possible.

Moreover, within the wider educational establishment there is a general consensus that all schools will have to be part of a MAT by 2030 one way or another.

The governors would like to acknowledge the huge amount of effort that the Head and SLT have put into researching the process and enabling it to move ahead.

Approved the Opening of a Governor-led Nursery

In order to help address low baseline assessments and poor school readiness in children entering into Reception at APS governors approved the establishment of a Governor-led Nursery from Sept. 2023. It is anticipated that this will also help boost numbers entering school into Reception.

Approved the School Improvement Plan (SIP) and Monitor its implementation

The main vehicles that governors and the SLT use to drive forward actions designed to bring about improvements in progress and attainment are the School's Self-evaluation Summary (SES) and the SIP. Criteria usually used to formulate the SIP for the new academic year are based on issues raised from end of year internal data, EYFS assessments, KS1 and KS2 SATS results and the school's SES as well as the impact of actions undertaken to implement the previous year's SIP

The SIP has to be formally approved by the FGB at the beginning of the school year and progress towards its stated aims monitored by them over the course of the year.

For the 2022/23 academic year priorities were agreed to be:-

Priority 1: To improve attainment in writing across school so that it is in line with maths and reading.

<p>Standards based success criteria</p> <ul style="list-style-type: none"> 65% of pupils at the end of KS2 to achieve the expected standard in Writing 76% of pupils at the end of KS1 to achieve the expected standard in Writing All pupils Writing attainment to be in line with Reading and Maths attainment 65% of pupils at the end of EYFS to achieve the expected standard in Writing At least 75% of pupils engage with talking homework At least 3 new initiatives for showcasing and publishing Writing per class 	<p>IMPACT (July 2023)</p> <ul style="list-style-type: none"> KS2 writing: 52% KS1 writing: 67% <table border="0"> <tr> <td></td> <td style="text-align: right;">Target</td> </tr> <tr> <td>• Year 1: 72%</td> <td style="text-align: right;">70%</td> </tr> <tr> <td>• Year 2: 67%</td> <td style="text-align: right;">72%</td> </tr> <tr> <td>• Year 3: 67%</td> <td style="text-align: right;">70%</td> </tr> <tr> <td>• Year 4: 56%</td> <td style="text-align: right;">60%</td> </tr> <tr> <td>• Year 5: 58%</td> <td style="text-align: right;">60%</td> </tr> <tr> <td>• Year 6: 52%</td> <td style="text-align: right;">65%</td> </tr> </table> <ul style="list-style-type: none"> EYFS: 85% At least 75% of pupils engage with talking homework. Handwriting Policy updated and implemented. There have been increases in pupil attainment in writing but the area remains a priority for 23/24 		Target	• Year 1: 72%	70%	• Year 2: 67%	72%	• Year 3: 67%	70%	• Year 4: 56%	60%	• Year 5: 58%	60%	• Year 6: 52%	65%
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Priority 2: To implement memory strategies to ensure pupils regularly revisit prior knowledge and skills across the curriculum.

<p>Standards based success criteria</p> <ul style="list-style-type: none"> Memory books implemented successfully across each year group Monitoring shows flashcards are utilised at the start of lessons Monitoring shows pupils from different groups are able to articulate key knowledge about what they have learnt 80% of pupils pass multiplication check in Y4 	<p>IMPACT (July 2023)</p> <ul style="list-style-type: none"> Memory books implemented successfully across each year group Monitoring shows flashcards are not yet utilised at the start of lessons Monitoring shows pupils from different groups are able to articulate key knowledge about what they have learnt 50% of pupils passed the year 4 multiplication test (taking 20/25 as a pass mark)
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<ul style="list-style-type: none"> • 80% of pupils use the Spelling Shed APP at home to practise spellings • Monitoring shows Writing Imagination Maps aid pupils' memory and independent writing • 100% of children recall their own memory minute fact 100% of the time. Children remember 75% of others memory minute. 	<ul style="list-style-type: none"> • School were unable to purchase appropriate devices to run the APP • Imagination maps aid pupils memory for writing. • 80% of children recall their own memory minute fact 100% of the time.
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Priority 3: To improve assessment processes to ensure targeted intervention for individual pupils' needs.

<p>Standards based success criteria</p> <ul style="list-style-type: none"> • Reading, Writing and Maths assessment criteria is updated and disseminated to all staff • Teachers and leaders will take a consistent approach to assessment across school • Individual intervention targets small steps to secure year group objectives • 60-70% of pupils will meet the expected standard in all subjects 	<p>IMPACT (July 2023)</p> <ul style="list-style-type: none"> • Reading, writing and maths criteria updated and disseminated to staff • Consistent approach shown in moderation. • Individual intervention successful but time consuming • Year 1 – 5 are at 60-70% + (except writing at y4/5)
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Priority 4: To investigate Nursery provision.

<p>Standards based success criteria</p> <ul style="list-style-type: none"> • Plan of actions shared with Governors and Local Authority • Nursery viability decision made 	<p>IMPACT (July 2023)</p> <ul style="list-style-type: none"> • Governor -led nursery to open Sept 2023
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Governors supported and monitored these priorities by:-

- 1.Regularly reviewing progress in implementing Actions listed in the SIP at FGB meetings.
 2. Receiving regular reports (with relevant data) from the SLT as to the progress and attainment of pupils in the core subjects. Where progress and attainment were deemed to be below expectations explanations were requested and, if deemed necessary, new strategies discussed with the SLT.
 - 3.Taking part in "Learning Walks" and reporting observations to FGB. (See below.)
 4. Continuing to support the Headteacher in an ongoing drive to maintain and, if possible, improve levels of attendance, with a particular focus on those pupils with the lowest attendance.
 5. Backing the Head in setting and managing the budget for the 2022/23 financial year in such a way as to maximise the number of teaching staff for the 2022/23 school year. This proved to be extremely challenging due the unforeseen hike in energy costs and greater than anticipated staff pay increases. With neither of these cost increases being fully covered by additional government funding there has had to be some reduction in overall staffing hours and a reallocation of some roles within the 2023-24 budget.
- Attempts are continuing to reduce costs for goods and services supplied to school, but it has been necessary to increase charges for breakfast and after school provision from Sept. 2023. N.B. These charges have not been increased for 5 years.

The price of school meals is also having to be reviewed due to significant upward cost pressures.

6. Monitoring Safeguarding by receiving regular reports on any relevant issues at Teaching and Learning committee meetings. The Safeguarding Governor also receives anonymised details of referrals and outcomes from these.

7. Carefully reviewing the results of the annual surveys of pupils, staff and parents in order to identify any issues highlighted which required addressing by governors. Governors expressed their delight at the high levels of satisfaction revealed in the surveys and congratulated everyone at APS for providing such a positive environment.

Learning Walks/Visits undertaken by Governors

Learning Walk/Visit undertaken by:-	Purpose of Learning Walk/Visit	Link with SIP Priority No.
Governors	Annual whole school Safeguarding Training.	N/A
Pupil Premium Governor	Undertook regular meetings with Pupil Premium Lead to discuss PP provision and actions being undertaken to address areas of underachievement compared to their peers.	3
Communication Governor	Sat in on a 'Pupil Voice' meeting with a representative group of pupils from all year groups to review the impact of the Communication topic.	N/A
Safeguarding Governor	Reviewed S175 Audit of Safeguarding Provision at APS	N/A
Safeguarding Governor	Received reports of referrals from Safeguarding Lead and requested details of outcomes	N/A
Parent Governors	Undertook whole school learning walk with Co-Head to observe day-to-day running of school with a focus on teaching and learning	N/A

Pupil Support

Since the delegation to schools of monies used to support the education and wellbeing of vulnerable and potentially vulnerable children in April 2016 APS has used this funding to directly access support services rather than "buy-into" the LA scheme

Governors agreed to continue with this approach for the financial year April 2022-23.

KS2 SATS Results

APS is an inclusive school and accepts children of all abilities.

We endeavour to enable each and every child in our care to achieve to the best of their ability.

Often we are approached by, for example, the LA to take on roll children from other schools who have experienced difficulties there due to behavioural issues or they may have special educational needs.

SATs results are the individual child's results summed up and then averaged over the whole class. In this particular cohort of year 6 pupils, there was a large number of children with special educational needs as well as children who were unable to take the test for other reasons. As expected, the average results were therefore significantly lower than the last few years. The children have received tailored interventions including the National Tutoring programme to address any gaps in their learning.

The governors will be going through the data in some detail to ensure that the underlying individual performance continues to be of a high standard.

Individually, all the children who were able to sit the tests tried their very best. These results don't show the amount of progress the children have made from their low starting points on entry to APS.

As a school, it is important that we value the children's academic success but also celebrate their successes in their personal development, sporting achievements, achievements in music and the arts to become well- rounded individuals.

Strategic Planning for the future

Governors will oversee the implementation of the 2023-24 SIP by monitoring the delivery and impact of actions outlined in the plan during the course of the year. In order to do this they will receive regular updates from the SLT on progress and attainment of all pupils.

They will fully support recommendations from the SLT to help facilitate the success of the SIP whilst continuing to both challenge and hold them to account.

The SIP 2023-24 priorities are:-

Priority 1: To ensure Nursery provision is good or better.

Priority 2: To improve Writing outcomes for all groups.

Priority 3: To strengthen leadership capacity at all levels.