

**Annual Governance Statement for the Governing Body of
Ashbourne Primary School
Sept. 2023 to July 2024**

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

For the 2023-24 academic year, and as allowed under its Instrument of Governance, the FGB of APS could comprise a total of 11 Governors and 1 Associate Governor, distributed thus:-

| Governor Category | Potential No. | Actual No. 23-24 |
|--------------------------|----------------------|-------------------------|
| LA Governor | 1 | 1 |
| Staff Governor | 1 | 1 |
| Headteacher | 1 | 1 |
| Co-opted Governors | 6 | 6 |
| Parent Governors | 2 | 1 |
| Associate Governor. | 1 | 1 |

In order to better carry out its duties the FGB operated 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.

Upon conversion to academy status the FGB will operate as a single Local Governing Committee set up under the auspices of the Academy Trust Board who will set the committee's remit.

The work Governors have done in their committee and FGB meetings:-

Supported the Senior Leadership Team (SLT) In the Academisation Process

This has been the overriding issue of the school year. Whilst there is an agreed process to follow there have been many hurdles and challenges thrown up along the way. When the Head has approached the Governing Body in relation to these issues they have been able to provide advice and, importantly, support.

The workload associated with the formation of an academy trust has been (and continues to be) extremely time-consuming. To better enable progression of the process governors agreed to a reallocation of roles and responsibilities within the staffing establishment to strengthen both the SLT and Middle Leadership Team (MLT), thereby allowing the Head more time to concentrate on academy related issues.

The Governing Body would like to place on record their appreciation of the way in which all staff 'stepped-up to the plate' and supported the school throughout the year. A special mention too of the huge amount of the time, work and effort that our Head has committed to the whole process -"Thank You and Well Done."

Reviewed Policies

Every school should have in place a range of policies to which it has to align its practices and governance. Many of these policies are mandatory, whilst others are formulated with specific reference to the identified needs of the school. In either instance it is vital that governors scrutinise each policy, commenting upon and discussing with the SLT content, intended outcomes, implementation and success criteria.

The statutory list of policies that the school adheres to can be found on the school website.

Reviewed 2022-23 Whole School Data

Governors and the SLT review whole school attainment and progress data throughout the year. The 2023 KS2 SATs results were well below the national average and subjected to a 'deep dive' analysis to identify reasons for this and inform forward planning to address curriculum delivery if deemed necessary e.g. the addition of Priority 4 partway through the year.

It was noted that mobility of children entering into APS is an issue when their ability is below the expected standard. This was particularly relevant to this cohort whose numbers rose from 14 at Yr1 to 35 at Yr6. Whilst the attainment of the cohort was below the national average, average progress for all pupils was in line with expectations in reading and maths, and above expectations (top 20% nationally) in writing.

Development points identified from these reviews were taken into account when the 2023-24 School Improvement Plan (SIP) was formulated.

Approved the 2023-24 School Improvement Plan (SIP) and Monitored its Implementation

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| <p>PRIORITY 1: To ensure Nursery provision is good or better.</p> <p>Standards based success criteria</p> <ul style="list-style-type: none"> Teaching in EYFS is good or better Good progress from baseline assessments 100% of staff working in the Nursery will be Level 3 EYE qualified or above 100% of parents would recommend the Nursery 70 % of N2 children at expected by the end of the year so they enter Reception school ready | <p>IMPACT (July 2024)</p> <ul style="list-style-type: none"> Teaching in EYFS is outstanding The pupils are making good progress from baseline assessments. Nursery staff will have complete EYE qualification by September. 100% of parents are happy with nursery provision and numbers are increasing. 67% of N2 children are Reception ready. |
| <p>PRIORITY 2: To improve Writing outcomes for all groups.</p> <p>Standards based success criteria</p> <p>Writing to be in line with national figures across all year groups.</p> | <p>IMPACT (July 2024)</p> <ul style="list-style-type: none"> KS2 writing outcomes – 65% (national = 72%) KS1 writing outcomes – 72% Writing outcomes continue to be lower than other subjects across school (70% target not met) |
| <p>PRIORITY 3: To strengthen leadership capacity at all levels.</p> <p>Standards based success criteria</p> <ul style="list-style-type: none"> There is evidence of senior and middle leaders having an increased awareness of whole school development issues Senior teachers contribute to school improvement planning, whole school initiatives and whole school data analysis Training and professional development provided ensures smooth running of the school in varying circumstances such as absence Coaching and mentoring support enables staff and governors to deputise effectively when needed | <p>IMPACT (July 2024)</p> <ul style="list-style-type: none"> Senior leaders have increased their knowledge of whole school issues and day to day running of the school. Senior and middle leaders have had opportunities to contribute to whole school initiatives. |

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| <p>PRIORITY 4: To improve maths outcomes at the end of KS2.</p> <p>Standards based success criteria</p> <ul style="list-style-type: none"> • 60% of year 6 pupils achieve the expected standard • 70% of year 5 pupils achieve the expected standard | <p>IMPACT (July 2024)</p> <ul style="list-style-type: none"> • KS2 Outcomes improved to 67% from low baselines. • IN year 5 – one class 77% and one class 54%, overall = 68% |
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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 SLT 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. Reviewing Budgetary Forecasts on a regular basis and approving spending plans for the financial year, with a particular reference to ongoing staffing implications.
6. Monitoring Safeguarding by receiving regular reports on any relevant issues at Teaching and Learning committee meetings. The Safeguarding Governor also received 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 again expressed great satisfaction at the continued very 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. |
|-------------------------------------|--|----------------------------|
| Pupil Premium Governor | Met with Pupil Premium Lead to discuss PP provision and actions being undertaken to address areas of underachievement compared to their peers. | 1&2 |
| 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 | Together with APS Safeguarding Lead completed 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 |
| Creativity Governor | Took part in review of Creativity Topic with Staff and Pupils (Pupil Voice) | N/A |
| Aspirations Governor | Took part in review of Aspirations Topic with Staff and Pupils (Pupil Voice) | 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.**

2024 SATS Results, Phonics & EYFS Assessments

Data relating to the above is summarised thus:-

SATS results. Year 6: Reading 71% Writing 65% GAPs 71% Maths 68%

Year 1 phonics: 89%

EYFS: 67%

All our results are in line or above national figures and are, again, the result of the extreme amount of hard work undertaken by ALL staff at APS.

The governors express their "Thanks" to each and everyone of you.

Strategic Planning for the future

The SIP 2024-25 priorities are:-

Priority 1: To improve writing outcomes so they are in line with reading and maths

Priority 2: To improve outcomes for girls in maths

Rationale for 1&2: *Initial scrutiny of whole school data for 2023-24 by the SLT. A 'deep dive' into this data is undertaken annually in January and is led by our Associate Governor Phil Taylor who has special expertise in this field.*

Priority 3: To engage parents to improve pupils' attitudes to learning

Rationale: *Since Covid, parental engagement in their child's learning has decreased impacting on children's attitudes to school.*

Priority 4: To provide a personalised learning programme for pupils joining the school in Y4/Y5/Y6 to address gaps in their learning.

Rationale: *There is still an identified issue regarding the relatively high numbers of pupils that join the school in Yrs4,5&6 and who potentially have an impact on KS2 outcomes.*

Governors will oversee the implementation of the 2024-25 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 and if necessary the SIP may be amended in response to any new challenges that arise ongoing.