

**Annual Governance Statement for the Governing Body of
Ashbourne Primary School
Sept. 2021 to July 2022**

OFSTED Inspection - We are GOOD.

Any review of the year has to begin with reference to our long-anticipated OFSTED Inspection which was conducted over 2 days in January 2022 and which adjudged us to be Good in all 5 areas covered by the inspection. Moreover, feedback from the inspectors suggested that the judgements were at the upper end of the Good criteria.

Maintaining our Good rating is the culmination of everyone associated with Ashbourne Primary School (APS) not being afraid to acknowledge where we could do better and engaging on a continuous drive to improve by looking for innovative ways of delivering the curriculum and evaluating their impact.

Governors would like to thank ALL the staff for their part in ensuring APS received the GOOD rating from the Inspectors.

Thanks also to parents for giving such positive feedback to the Inspectors and lastly, but by no means least, thanks to the children who wowed the Inspectors with their high standards of behaviour and politeness to one another – both inside and outside the classroom.

Governors were especially pleased that OFSTED commented that children enjoy coming to school as this embodies an essential part of the ethos that we all endeavour to provide at APS.

Governance arrangements

The Full Governing Body (FGB) of 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

The FGB is made up of a total of 11 Governors and 1 Associate Governor. At the beginning of 2022 the governing body sought approval from the local authority to amend its Instrument of Governance in order to better enable recruitment of new governors when vacancies arose. The request was approved and with effect from March 2022 the governing body is made up as follows:-

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

(Full details are given on the "About Us - Governors - Statutory Information" section of the school website.)

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

- **Teaching and Learning** whose remit is:-
 - 1.To oversee and monitor the quality of teaching and learning.
 - 2.To oversee and monitor the assessment and impact of actions taken in response to issues identified in the school’s Self Evaluation Summary (SES) and School Improvement Plan (SIP).
 3. To monitor quality of Early Years Foundation Stage (EYFS) provision.
 4. To monitor the impact of Pupil Premium funding.
 5. To assist the Head in promoting and maintaining good relationships with parents, partners and the local community.
 - 6.To be responsible for the school’s Safeguarding measures and to request a termly update from the Headteacher on safeguarding issues.

- **Resources for Learning** whose remit is:-
 - 1.To oversee and monitor the Leadership and Management section of the school's SES and SIP.
 - 2.To oversee and monitor statutory school policies and documents relating to financial and budgetary issues, staffing, premises, Health and Safety (including the inspection of safety logs).

Attendance record of governors The FGB and both committees all normally meet 4 times per year. (Full details of each governor's attendance are given on the "About Us - Governors - Statutory Information" section of the school website.)

N.B. In the event of matters arising during the course of the school year that require a decision by the FGB before their next meeting then these matters are generally discussed and actioned via e-mail. All such actions are then minuted at the next scheduled full meeting of governors.

If deemed necessary, e.g. to meet with outside agencies and their representatives, a meeting of either a committee or the full board can be called subject to the statutory notice being given.

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

Approve the SIP and Monitor its implementation

The main vehicles that governors and the Senior Leadership Team (SLT) use to drive forward actions designed to bring about improvements in progress and attainment are the school's 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

*Moderated by our Local Authority (LA) Link Adviser.

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 2021/22 academic year priorities were agreed to be:-

Priority 1

- To continue to implement a recovery strategy to address gaps created by school closures.

Success Criteria: Standards based success criteria	IMPACT (July 2022)
<ul style="list-style-type: none"> • All disadvantaged pupils to have a reading age in line with chronological age unless they have severe and complex learning needs. • Phonics screening for disadvantaged pupils in year 1 to meeting national standards. • Reading: Disadvantaged pupils to be in line with their peers at the end of KS1 and KS2. 	<ul style="list-style-type: none"> • 94% of disadvantaged pupils have a reading age in line with their chronological age (unless severe learning need) • disadvantaged pupils above national (85% v 75.7%) • Reading at KS1: 50% disadvantaged v 73% of the cohort met the expected standard. Reading at KS2: 50% disadvantaged v 79% of the cohort met the expected standard.

<ul style="list-style-type: none"> Disadvantaged boys to be in line with peers at the end of KS2 in writing. 80% of pupils in year 5 and 6 to achieve the expected standard in arithmetic. Yearly foundation overviews revised to include objectives missed through school closures. 	<ul style="list-style-type: none"> Disadvantaged boys writing at KS2: 66% at expected standard v 54% overall. Arithmetic: 79% of year 6 pupils met the expected standard. Year 5 – 44% of pupils met the expected standard. Yearly overviews complete
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Priority 2

- To strengthen language and vocabulary in order to improve language comprehension.

Success Criteria: Standards based success criteria	IMPACT (July 2022)
<ul style="list-style-type: none"> Analysis of assessments at KS2 reveals 100% of language questions attempted and 60% of language questions answered correctly At least 80% of pupils in EYFS achieve the ELG for communication and language. Classrooms display topic-based vocabulary Pupils are able to confidently use topic vocabulary and explain meaning. Delivery of reading by all staff is good or better 	<ul style="list-style-type: none"> Analysis of assessments at KS2 reveals 100% of language questions attempted and 60% of language questions answered correctly 89% of pupils in EYFS achieved the ELG for communication and language. Classrooms display topic vocabulary Pupils improved using topic vocabulary Delivery of reading by 90% of staff is good or better.

Priority 3

- To adopt the EYFS statutory frameworks

Success Criteria: Standards based success criteria	IMPACT (July 2022)
<ul style="list-style-type: none"> School policies updated to reflect the EYFS framework Assessment and tracking system is in line with Development Matters and reflects attainment and progress. 	<ul style="list-style-type: none"> School policies are updated to reflect EYFS framework Assessment and tracking system is in line with whole school and reflects attainment and progress in line with Development Matters.

<ul style="list-style-type: none"> • At least 80% of pupils in EYFS achieve the ELG for communication and language. • 60% of pupils are on track by assessment point 1, in order to 'catch up' missed nursery education (50% word reading and writing due to very low starting points) 	<ul style="list-style-type: none"> • 89% of pupils in EYFS achieved the ELG for communication and language. • 59% of pupils were on track by assessment point 1.
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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, with particular reference to " Working Towards Pupils" and those in receipt of Pupil Premium. 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. As for the 2021/22 financial year, again 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.
6. Following on from 5 above, approving a class structure for 2022/23 that is designed to keep class sizes low whilst still enabling the school to accept new pupils throughout the year. It was agreed by all concerned that a combination of small classes and high quality teaching would provide the best way of implementing the SIP.
7. Continuing to monitor the development and implementation of the new curriculum and its impact on progress and attainment.
8. Reviewing their own roles and responsibilities to ensure they are relevant to the needs of the school – e.g. revising their Instrument of Governance.
9. 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.
10. 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.
11. Fully supporting the Head regarding her intention to continue a phased return to work, initially for 3.5 days per week, and facilitating arrangements to ensure the continued smooth running of the school by agreeing to the Deputy and a member of the SLT to have the roles of Acting Head and Acting Assistant Head respectively for 2.0 days per week. Provision was made that this arrangement would remain in place until the Head could return to normal duties.

Learning Walks/Visits undertaken by Governors

Learning Walk/Visit undertaken by:-	Purpose of Learning Walk/Visit	Link with SIP Priority No.
50% of 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.	1
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 Wellbeing topic.	1
Safeguarding Governor	In conjunction with the Safeguarding Lead carried out 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

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.

Strategic Planning for the future

Governors will oversee the implementation of the 2022-23 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 2022-23 priorities are:-

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

Priority 2: To implement memory strategies to ensure pupils regularly revisit prior knowledge and skills across the curriculum.

Priority 3: To improve assessment processes to ensure targeted intervention for individual pupils' needs.

Priority 4: To investigate Nursery provision.