

**Annual Governance Statement for the Governing Body of
Ashbourne Primary School
Sept. 2018 to July 2019**

In accordance with the Government's requirement for all governing bodies, the three core strategic functions of Ashbourne Primary School's Governing Body are:

- 1. Ensuring clarity of vision, ethos and strategic direction.**
- 2. Holding the headteacher to account for the educational performance of the school and its pupils.**
- 3. Overseeing the financial performance of the school and making sure its money is well spent.**

Governance arrangements

The Governing Body of Ashbourne Primary School is made up of a total of 11 Governors and 1 Associate Governor. (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 Full Governing Body also operates 2 committees:-

- **Teaching and Learning** whose remit is:-

1.To oversee and monitor the following sections of the school self-evaluation summary (SES) and School Improvement Plan (SIP):

- Outcomes for pupils
- Quality of teaching, learning and assessment
- Personal Development, behaviour and welfare
- Social, Moral, Spiritual and Cultural

2.To oversee and monitor statutory school policies and documents relating to the delivery of the curriculum.

3.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 following section of the school self-evaluation summary (SES) and school improvement plan

- Leadership and Management.

2.To oversee and monitor statutory school policies and documents relating to financial and budgetary issues , staffing , premises, Health and Safety.

Attendance record of governors The full Governing Body 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 full Governing body 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 in the Governing Body meetings

Over the school year the Governors have ensured that the necessary strategies have been in place and delivered to facilitate the successful implementation of the School Improvement Plan (SIP). The plan for 2018-19 was drawn up by the school's Senior Leadership Team in response to issues raised from 2017-18 end of year internal data and KS2 SATS results.

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

For 2018-19 the SIP comprised 3 priorities:-

PRIORITY 1: To accelerate progress of pupils working towards Age Related Expectations

PRIORITY 2: To improve attainment in reading across school and meet national standards in phonics in year 1.

PRIORITY 3: To improve attainment and progress in maths in each year group.

Governors supported and monitored these priorities by:-

- Regularly reviewing progress in implementing Actions listed in the SIP (at both committee and FGB meetings).
- Receiving regular reports (with relevant data) from the Senior Leadership Team (SLT) as to the progress and attainment of pupils in the core subjects, with particular reference to "Pupils working towards Age Related Expectations" and the success or otherwise of strategies being employed. Where progress and attainment were deemed to be below expectations explanations were requested and new strategies discussed with the SLT.
- Approving, and monitoring the impact of, a re-organisation of the way both Pupil Premium Provision and Interventions are delivered. This action was brought about by a reduction in the PP Budget due to fewer eligible pupils. However, it also provided an opportunity to review and adapt our current practices.
 - Taking part in "Learning Walks" and reporting observations to FGB. (See below.)
 - Continuing to Support the Headteacher in a concerted drive to maintain and, if possible improve, high levels of attendance, with a particular focus on those pupils with the lowest attendance.
 - Together with the Head and SLT meeting directly with representatives from the Local Authority in an attempt to secure additional SEN funding and making clear to the authority that as a school we regarded the present situation regarding the allocation of SEND funding as both unfair and unsustainable.
 - Backing the Head in setting and managing the budget for the financial year 2019/2020 in such a way as to maximise the number of teaching staff for the

2019/2020 school year.

- Approving a revised class structure for 2019/2020 that is designed to keep class sizes low whilst still enabling the school to accept new pupils throughout the year.
- Monitoring a new way of delivering the curriculum within school with the objective of being better able to increase progress and attainment for the greatest number of pupils.
- Approving a revised allocation of leadership roles amongst staff that aligns with the school's ideas and vision for delivering the new National Curriculum from Sept. 2019.
- Reviewing their own roles and responsibilities to ensure they are relevant to the needs of the school.
- Approving the adoption of a new Marking Policy that is designed to enable teachers to readily give rapid feedback to pupils so that gaps in their learning can be addressed more quickly.
- Monitoring Safeguarding.
- Supporting the Head and SLT in their desire to leave the Dove Valley Teaching Schools Alliance as it was no longer deemed to be meeting our needs and not representing value for money. Instead the school has chosen to focus on working with the Ashbourne Collaboration for Education (ACE). Benefits have already been seen in the form of better tailored CPD training provision for the schools involved, economies of scale in purchasing this training and other items. Pupils have also benefitted from the willingness of schools within the group to share their expertise in specific areas with other schools when requested.

Learning Walks/Visits undertaken by Governors

- Maths governor whole school learning walk with Maths co-ordinator.
- Visit to Collective Worship assembly by governor responsible for religious education and collective worship.
- Visit to On-line Safety assembly by Safeguarding governor.
- Visit to observe Reception Class by Chair of Teaching and learning committee.
- Visit to observe delivery of KS1 (Yrs 1&2) by chair of Teaching and Learning committee,
- Pupil Premium governor meetings with PP & Intervention Manager to discuss progress and attainment of PP pupils and allocation of PP funding.
- Visit to observe delivery of Forest School by Pupil Premium governor

Impact (July 2019)

N.B. It is very important to acknowledge that in year groups with low numbers the % given can be easily influenced by only a small change in the make-up of those year groups over the academic year. This reinforces the need for detailed examination of the data on a pupil-by-pupil basis.

PRIORITY 1: To accelerate progress of pupils working towards Age Related Expectations

WTS pupils decreased in year R, 2,4 and 6.

**Target met in R, 2 and 6.
% of pupils increased in Y1 and Y5**

PRIORITY 2: To improve attainment in reading across school and meet national standards in phonics in year 1.

Numbers of pupils working below chronological age decreased (16% in KS2 – these are SEN or newcomers)

Year 1 37%

Year 2 11%

3/4O 22% (3 new pupils 10%)

3/4G 23% (3 new pupils 10%)

5A 13%

5LR 11%

5V 24 % (20% are SEN)

6D 17%

6M 10%

6S 3%

Year 6 pupils are in line with national standard (73%)

Year 2 pupils are above national standard (80%)

Year 1 phonics 78% (increased from last year). National standard in phonics = 82%

EYFS above national (77%)

PRIORITY 3: To improve attainment and progress in maths in each year group.

Year 6 pupils above national (88% v 79% national)

KS1 pupils 67% v 77% national with 20% at greater depth

78% of pupils in Y4 are fluent in times table recall (government pilot test out of 25)

Pupils in EYFS are above national

70% in year 3 and 5 but lower in year 1 and 4

Pupil Support

Since delegation to schools of monies used to support the education and wellbeing of vulnerable and potentially vulnerable children in April 2016 Ashbourne Primary School has used this funding to directly access support services rather than "buy-into" the LA scheme, an initiative that drew favourable comment from the OfSTED Inspector during our last inspection.

Continuing evaluation has adjudged this approach to have been a success, with waiting times to access Early Help and referrals being significantly reduced. It has also been noted that there is an increasing emphasis on "Pupil Wellbeing" from within the educational establishment.

Therefore, Governors agreed to continue with this approach from April 2019.

Strategic Planning for the future

Based upon the outcomes referred to above for 2018/19 academic year and with reference to detailed additional data regarding progress and attainment, together with the introduction of a new curriculum to address the barriers to learning and a

focus on well-being, School Improvement Plan priorities for the academic year 2019-2020 will be:-

PRIORITY 1: To develop and implement a new curriculum that meets the needs of all pupils at Ashbourne Primary

PRIORITY 2: To improve attainment for disadvantaged pupils in literacy at the end of KS2.

PRIORITY 3: To improve attainment for low ability and SEN boys in reading, writing and GAPS so that they are in line with girls.

PRIORITY 4:

- To develop a whole school approach to positive mental health and emotional well-being.

Progress in, and impact of, these priorities will be measured against specific sets of criteria given for each of them as detailed in the School Improvement Plan 2019/20.

A separate Development Plan for the ACE has also been agreed by the schools involved.