

**Annual Governance Statement for the Governing Body of  
Ashbourne Primary School  
Sept. 2017 to July 2018**

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 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 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 governors 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 2017-18 was drawn up by the school's Senior Leadership Team in response to issues raised from 2016-17 end of year internal data and KS2 SATS results. Additionally, the plan addressed the issue of our continuing development of Early years/KS1 as a new primary school from Sept. 2017 so that such provision would be rated GOOD by the end of the school year. 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 2017-18 the SIP comprised 3 priorities:-

#### **PRIORITY 1:**

- To accelerate progress of pupils working towards Age Related Expectations

#### **PRIORITY 2:**

- To improve attainment and progress in reading.

#### **PRIORITY 3:**

- To ensure EYFS and KS1 provision is at least good.

#### **Governors supported and monitored these priorities by:-**

- Accepting a new Instrument of Governance for Ashbourne Primary School.
- Approving new teaching and learning policies which had been updated to meet the latest requirements of the National Curriculum. Importantly, Governors were reassured that within the schemes of work drawn up to implement these policies there was smooth continuous progression from EYFS to the end of KS2.
- Approving a new Home - School Agreement which requires (amongst other things) parents/guardians to read regularly with their child(ren) and ensure a high level of attendance.
- "Sitting - in" on the regular meetings held between the SLT and class teachers to discuss progress and attainment of individual pupils and those in receipt of Pupil Premium.
- 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.

- Receiving regular reports (with relevant data) from the EYFS/KS1 Leader as to how provision for this cohort of pupils was developing and their progress and attainment.
- Taking part in "Learning Walks" and reporting observations to FGB.
- Supporting the Headteacher in a concerted drive to maintain and, if possible improve, high levels of attendance, with a focus on persistent absentees.
- Agreeing to the employment of an extra teacher for the 2018/19 school year in order to facilitate separate classes in Reception, Yr1 and Yr2.
- Supporting the Head and SLT in attempting to secure additional SEN funding by writing to the Local Authority requesting a meeting to discuss the matter.

### **Impact**

**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

**Target partially met.**

- **Yr1.** % of WTS in Reading increased slightly, whilst % of WTS in Writing, Maths and SPAG decreased but target not met.
- **Yr2.** % of WTS increased in all subjects.
- **Yr3.** % of WTS decreased and ALL targets met for ALL subjects.
- **Yr4.** % of WTS in Reading decreased with the target being met.  
% of WTS in Writing and SPAG decreased but still slightly above target.  
% of WTS in Maths increased.
- **Yr5.** % of WTS in Reading has increased\*.  
% of WTS in Writing and SPAG has decreased\*.  
% of WTS in Maths has increased\*.

\* The % of WTS have been skewed by the fact that a number of children that were working BELOW Age Related Expectations have **progressed** to Working Towards and hence increased the numbers.

**PRIORITY 2:** To improve attainment and progress in reading.

**Target partially met.**

- **Yr6** pupils exceeded national. School = 81%, national = 75%
- Pupils in **EYFS** are in line with national (71%)
- Pupils in **KS1** are below national. School 69%, national (2017) = 76%
- Pupils below chronological age in reading = 15 % of school (not met) but has reduced from 23%

**There are 17 new starts in year 3-6 in Sept 2018. 10 of these are below their chronological age.**

**PRIORITY 3:** To ensure EYFS and KS1 provision is at least good.

**Target met.**

- EYFS GLD 71% - in line with national
- KS1 reading and maths 69% - below national and 88% writing, 81% SPAG – well above national

- Year 1 phonics screening 71%
- **Teaching in EYFS and KS1 is good or better\***  
\*As judged both by school and independent LA Advisor.

### **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. Therefore, Governors agreed to continue with this approach from April 2018.

### **Strategic Planning for the future**

Based upon the outcomes referred to above for 2017/18 academic year and with reference to detailed additional data regarding progress and attainment the school's key priorities for the academic year 2018-2019 will be:-

#### **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.

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 2018/19.