



Governors' Report to Stakeholders 2017/18

This report summarises the activities undertaken by the Governing Body during the 2017/18 academic year, identifies their impact on the school and highlights the challenges that were addressed. It also explains the role of the Full Governing Body and its Committees.

What Does a Governing Body do?

The Governing Body has a general responsibility for overseeing the operational management of the school and also provides wider support to the school. It is not expected to take detailed decisions about the day to day running of the school - that is the function of the Head Teacher

In general, Governing Bodies have a range of duties and powers including:

- Helping to establish, with the Head Teacher, the vision, aims and policies of the school;
- Advising on spending and monitoring the school's budget;
- Ensuring that the National Curriculum and Religious Education are provided;
- Holding the school to account for the standards it achieves;
- Appointing the Head Teacher and conducting his or her Performance Management;
- Providing outside advice - acting as a link between the local community and the school.

How do we do this?

At Amesbury CEVC Primary School, our Governing Body is a group. Individual members have no power, except when the whole Governing Body has delegated a specific task to an individual, as recorded in our Scheme of Delegation.

- The Governing Body meets five times a year; there are **committees** for **finance** and **development** and working parties for policies, ethos and community that meet four or five times per year or as necessary;
- We regularly review our effectiveness as a Governing Body, ensuring that we have the right members with the necessary **skills** to fulfil our obligations, both now and in the future;
- Governors have their own **Action Plan** designed to focus on School Improvement;
- We are all members of the **Curriculum Fusion Teams** run by the teaching staff, and we visit school on a regular basis;
- Our well-trained **Clerk** runs our meetings effectively. We keep up to date with Local and National initiatives and good practice by attending Wiltshire, Diocese, Regional and on-line **Training** sessions.

The School year 2017/18

1. Impact Report

The Governing Body has three core functions:

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

i Vision, ethos and strategy

The School Vision Statement was rewritten in 2013 to reflect the changing nature of our then improving school. Governors joined with the wider school community to write this vision: "A Place Where Every Child Matters".

Our vision is implemented through the principles expressed in our Mission Statement:

- We provide high quality inspirational teaching, which immerses children in exciting and engaging experiences;
- We enable our children to be creative, confident, independent learners who embrace challenge and aim high;
- Through our nurturing ethos, we develop caring young people who respect and understand others;
- As a Christian school we value our partnership with home, school, the Church and the wider community.

The Governing Body provides direction for and final approval of the School Improvement and Development Action Plan (SIDAP). This document, drafted by staff and honed by the Senior Leadership Team, specifies the structure for the day-to-day operation of the school as a professional organization. It drives the achieving and raising of standards, and is a framework for the continuous development and improvement of the school as a whole and the individuals within it. The Governors also have a role in ensuring that Christian values are embedded and enacted in the school's overall ethos.

Small teams of Governors have been paired with the school's curriculum leaders to take a special interest in the delivery and development of four subject areas:

- Language & Humanities
- STEM & Eco awareness
- SEN & Disability
- Arts, Mind, Body & Soul.

The deeper understanding gained from this work allows the Full Governing Body to set the strategic direction from an in-depth appreciation of the pupils' learning experience.

For example, the SEN & Disability fusion team has supported the newly appointed

SENCo as she came to grips with her role. The team has seen evidence of the quality of the work that she has done and were pleased to note that this work has been externally acknowledged. In June 2018 Ofsted commented:

- The SENCo is rapidly improving the quality of teaching for pupils who have SEN and/or disabilities, particularly those pupils who have an education, health and care plan. Pupils' needs are now identified quickly and staff are given precise information about the extra help that they require.

We have always recognised that Amesbury is a growing town, with expansion from both the commercial and military sectors; thus, increasing the requirement for school places in the area. We are fortunate that the school's site has the scope to meet the need for additional classrooms whilst retaining the necessary safe outside space. In the past, sometimes working with Wiltshire officials, the Governing Body has wholly supported the Headteacher with building projects. This happened particularly during the building of the new classroom block, governors fully participated in the regular progress review meetings. We have since used the knowledge gained during this experience to press on extending the Reception Area and Lobby, also refitting the KS1 Toilets and Early Years Outdoor Learning Area, to cater for the continuing swell in pupil numbers. The boys' and girls' KS2 toilets have been redeveloped to one unisex unit. New plastic soffits and fascias have been fitted on the KS2 building, in the school colours. All the old Crittal windows in KS1 building have finally been replaced. The long awaited roofing repairs were completed by County contractors over the 2018 summer holiday.

We were also aware of the need to improve our provision for the families of the town; four years ago, we commissioned alterations within the school to provide a Family Centre to deliver a meeting room with drop-in access to a range of services. This continues to slowly develop into a valuable resource for both in-house and outside agencies, we are now, from time to time, running our own bespoke parenting courses, with the support of one of our counselling team.

ii. Holding the Headteacher to account

The Governing Body has overall responsibility for a number of aspects of the school's performance (such as attainment, behaviour, attendance and pupil safeguarding). While the day-to-day management of these features is delegated to the Headteacher, the Governing Body formally reviewed the achievement of these required aspects, supporting and challenging to promote the continued improvement of the School. We have a common aspiration of becoming an outstanding education provider, our 2015 SIAMS confirmed that our Spiritual, Moral and Cultural provision is Outstanding.

Our main approach to achieving this duty is through close monitoring of the SIDAP by a committee specifically established for the purpose. The remit of this committee has grown over time to cover pastoral care and the development and well-being of our whole community.

Every year we have produced a Self-Evaluation Form (SEF), in accordance with Ofsted guidance, to provide an overall picture of the school as a formal record of our status. Between and within these SEF reports and the SIDAP, as living documents,

governors are provided with up-to-date tracking information. As part of our process we used tools and techniques developed by Wiltshire County to ensure that we covered all of the necessary aspects and employ the services of a well-respected professional advisory firm.

The Headteacher has an annual performance management review, conducted jointly by a panel of Governors and a professional advisor. Each year targets for the coming year are set and then reviewed periodically through the year. At the end of each cycle the attainment against these targets is assessed and judged, ensuring that the school continues to be led to the highest standards. This panel of governors also has an overview of all teaching staff pay rewards, ensuring that staff are rewarded for the improvements that they have made to the school and pupil outcomes.

iii. Overseeing financial performance

Governors have approved the School Budget, scrutinised Income and Expenditure Reports and agreed major purchasing decisions. They have sought value for money, with funds spent on strategic priorities, for both current pupils and those yet to join our school.

The Governing Body has acted to ensure that the school's staffing structure is appropriate for the numbers of pupils on roll, responding to the growing nature of our school, which is now stabilising.

Governors have been integral to the decisions made by the school community on the use of the funds we receive through the Pupil Premium and Sports funding. Governors continue to support the prioritization of funding for the Nurture Centre, which provides enormous benefit across the whole school. A year ago, it was agreed to use the Sports Funding to appoint a trained sports teacher. This has resulted in Ofsted commenting:

- The curriculum is supplemented by a number of sports clubs. Pupils were particularly proud of their success in hockey and football this year. Senior leaders' use of the primary physical education (PE) and sport premium has increased the take up of sporting activities as well as raising teachers' confidence and skill in teaching PE.

Governors admit that this is all thanks to our sports teacher's dedication and impressive skills.

As mentioned above, a panel of Governors worked with a Wiltshire approved advisor to undertake performance management review of the Headteacher. This experience has allowed the development of policies and practices that has enabled the continuance of formal performance management across the teaching staff, which was introduced in all schools in the autumn of 2014.

Other actions of the Governing Body

This academic year a considerable amount of time and energy has been expended by governors in supporting our new Headteacher as she familiarised herself with her

new job. Such a large, and -as one senior County visitor put it -sprawling school is not an easy site to navigate. Add to this learning the names of 500 new people, adults and children, settling in has taken dedication and time. Next year all of the school and community's yearly events will not be new to Mrs Hall. She is planning on adding new ideas and initiatives of her own to enthral, entertain and educate our children, all of which the governing body wholeheartedly supports.

We have completed a Succession Planning review to ensure that we have the right Governors with the skills necessary to take the school forward, and we carry on assessing and reviewing our competencies as a team at every FGB meeting.

We have continued to build on our present committee structure to make it fit for purpose, and to reflect the changing nature of our school.

Governors have written their latest Action Plan based on a SWOT analysis completed as a team in September 2016, this has been annotated, signed off and rewritten to incorporate the recommendations from our two Ofsted Visits in February and June 2018.

Governors have supported school activities such as Open Days and Evenings, Church Services and Assemblies, Performances, Coffee Mornings, Grannies' Kitchen, Curriculum Presentations, Day Visits, Residential Trips and other special events.

Overall Ofsted, when they visited both times in 2018, were happy with the commitment and work of the governing body. They said that:

- Governors provide effective challenge to senior leaders. They are a skilled group which is ambitious for all pupils to thrive.
- The governing body has a good understanding of the strengths and weaknesses of the school. It has supported the headteacher strongly.
- They ensure that additional funding for pupils who have SEN and/or disabilities and for the development of PE and sport is spent well.
- The chair of the governing body is ambitious for all pupils. She shares the headteacher's vision of raised aspirations at the school.
- The governing body maintains close links with the church so that the Christian ethos of the school is preserved.
- Governors make sure that staff are suitably trained and the policy for safeguarding pupils is fit for purpose.

Significant challenges and changes faced

The year has been a time of significant change for the school. The retirement of the previous Headteacher and the arrival of a strong and experienced new leader has caused some degree of turbulence. This has triggered many of our workforce team to reflect on their practice and led to the realisation that a new approach to educating and nurturing our cohorts of children was needed.

Parents have also been unsettled by some of the necessary changes made, and did not fully accept that these changes were necessary until after the second Ofsted visit

in June 2018.

At times it has felt like all of the members of the school community were putting in a lot of work and effort just to stand still!

The main challenges and changes we faced during the 2017-18 academic year were:

Induction of our new Headteacher.

Managing staffing turbulence, much of which was caused by ill health, career changes and relocations. Some of which was ongoing from the previous academic year.

A short Ofsted inspection in February 2018, where we were rated Good, but given notice of an impending 2-day inspection.

SNOW.

A full financial audit in March 2018, which we passed, with a few minor areas outlined to sharpen.

Understanding and implementing the General Data Protection Regulations.

Recruiting a full staffing complement for September 2018.

The return of Ofsted in June 2018, much to everyone's surprise and dismay. The verdict was virtually fully in line with our comprehensive SEF.

Starting to get to grips with the format of the new SIAMS framework.

Two of our pivotal governors came to the end of their time with us, one "retired" after serving the school and the church community for 12 years, the other resignation was due to a service posting, after 5 years as a parent governor. A further governor is taking a sabbatical following surgery.

Recruiting some new governors.

Generally struggling on with old, tired and out of date processes that needed to be refreshed, revamped and then introduced to our community.

Agreeing that the new design website is not as user friendly as we were told it would be.

Future Challenges

Welcoming, inducting and settling in new staff and governors.

Implementing the Ofsted Action Plan, written guided by the Ofsted inspection recommendations.

Preparing in earnest for the new SIAMS framework.

Launching a user-friendly website.

Restructuring our Nurture Provision, to make it fit for purpose.

Embracing “Good to be Green” our new behaviour strategy and “Building Learning Power” to inspire resilience and aspirations in all stakeholders.

2. Remit of the Full Governing Body and Committees

Full Governing Body:

Governing Body’s Key Purpose

Ensure that the school provides the best possible education and well-being for all pupils.

The Governing Body takes responsibility for the conduct of the school. It promotes high standards of educational achievement in order to ensure that every student reaches their potential, and aspires to exceed it.

The Governing Body also has overall responsibility for Safeguarding in school, Child Protection, Safer Recruitment, Looked After Children, SEND, Vulnerable Groups, Inclusion, Behaviour, Equality and Diversity. The Sport funding and Pupil Premium spending is monitored at committee level and by the Full Governing Body (FGB).

The RE curriculum, Collective Worship and the delivery of Sex and Relationships Education is monitored by FGB on a regular basis.

Committee structure and delegation

Resources Committee: Management of Finance, Premises and Staff

The Resources Committee is concerned with ensuring that Amesbury CEVC Primary's financial and premises resources are used to best effect, to achieve the school's key objectives (as found in the SIDAP) in the context of a balanced budget.

It determines priorities for expenditure on staff and other costs. It also ensures the school's grounds and amenities are developed and managed effectively, to provide a safe, secure and effective learning environment for all our pupils.

It has responsibility for all staffing and safety policies and has an overview of community use of the school premises.

School Improvement and Development Committee: Management of Learning

The SID Committee is concerned with the continuous improvement for the whole school community. This improvement is driven by the SIDAP, whose approval and close monitoring is delegated by the FGB to this committee.

It prepares the school for Ofsted Inspections and monitoring, measures pupil progress and achievement against challenging targets and scrutinises a wide range of pupil performance data to evaluate the school's performance.

It has responsibility for the overview of the school curriculum, all the related policies and is tasked with ensuring that all governors have a role in and experience learning at Amesbury CEVC School.

Community Working Party

Deals with pastoral and community issues. Gathers information and promotes community identity and cohesion. Meets as and when need arises.

Ethos Working Party

NEW 2018

Conceived, created and convened to prepare for the new SIAMS framework, and to strengthen our church school ethos and ties with the St Mary and St Melor community.

Policies Working Party

Identifies and distributes policies for renewal on an annual basis.

Please see the appended lists of Governors for details of committee membership, roles and terms of office.

Register of Business Interests and Relationships Information

On the 1st September 2018 Governors had not identified any Business Interest Declarations with respect to the School.

This register is updated from time to time throughout the year, particularly at all meetings of the Full Governing Body.

No Governor serves as a Governor at another school.

The following are the Family Relationships between members of the Governing Body and School Employees:

Ben Crabtree, Associate Member, year Six teacher and Assistant Head, is married to Sarah Crabtree, Key Stage 1 Teacher, who is currently on Maternity leave.

Terry Hall, Headteacher, is the mother of Josh Hall, who is employed on a casual basis as a General Assistant to the Office Team.