

Governor Annual Statement

Brinkworth Earl Danby's CE VC Primary School

October 2018

Introduction

With the disruption of altering the class structure during the 2016-17 year, it was a conscious effort to try and stabilise everything as much as was possible this year to allow the staff and pupils time to adjust to the changes, let the dust settle so that any effects could be noticed, monitored and adjusted if necessary. With that said, we certainly haven't been resting on our laurels. There have still been challenges that the staff have managed extremely well and some very hard work going on behind the scenes in order to ensure that the school remains one of the very best in the area, not only in terms of results but also in terms of the values and morals that are imparted to the children on a daily basis to try to make it a happy safe environment for the children to learn. There continue to be challenges that the children and staff deal with regularly and, as governors, we try to support them as best we can with the resources and help available at our disposal.

As the year has progressed, we have welcomed several new teachers, staff members and governors to the Brinkworth Earl Danby's team as well as wishing others good luck in new enterprises and adventures as highlighted in the Finance section.

Rob Platt
Chair of Governors

Summary of Achievements

Governor Improvement Plan (GIP)

The following areas were chosen for the governors to improve upon during the year:

1. To improve the general understanding of Government data and the workings of the school amongst governors.
2. To ensure that all Governor Mark self-audit actions are complete.
3. To prepare a pack in preparation for an Ofsted visit.

There are several different measures and ways of analyzing results data from the school. It was felt that the GB would be more able to challenge if there was a greater level of understanding of how the data was being presented. During the course of the year, Mrs Hilliard gave a presentation to the GB of what data was available, how it was presented, what was available to governors and how to access that information. The presentation, given in February, was both informative and extremely useful and assisted governors in one of their key roles of challenging the school.

The Governor Mark checklist had been worked through logically and completely during the previous year. It was an extremely useful process to discover exactly where we stood as a GB. The conclusions that were drawn were that most of the recommendations and working practices were already being used or at least considered. It was felt that the audit was complete, all relevant actions had been taken but it was not worth either the effort or financial cost to gather the evidence required for presentation in order to attain the Mark. The GB decided that efforts were better focused elsewhere but that the audit had been a very useful process.

The school is getting close to expecting an Ofsted visit and not many governors were around for the last one so were unsure of what would be expected of them. Mrs Hilliard agreed to load relevant information into a file on the Sharepoint site so that governors could peruse the information at their leisure.

Statutory Inspection of Anglican and Methodist Schools (SIAMS)

Mike Graham and Nicky Sinclair, our 2 Foundation governors have been extremely active within the school, ensuring that the Christian ethos is being upheld on a daily basis within the school. It has also been great to hear of the education of the children in other areas such as a visit from Rabbi Zvi to discuss Judaism to enhance their understanding of other faiths and beliefs.

Finance

We have experienced a more settled year than the previous with all school staff continuing to deliver excellent teaching and support within the new class structure.

Mrs Katharine Davis joined us as School Business Manager and have appreciated her hard work and diligence in getting up to speed in her role. We also welcomed parent governors Abi Larcombe and Tom Ridgway to the F&S committee. We finished the year wishing Mrs Campbell, Mrs Evans-Wylie and Mrs Fletcher good luck in their new positions from the teaching staff and also wished Jo Webber well from the support staff. We gave a warm welcome to Mrs Fletcher, Caroline Bance, Helen Burrows, Ross Davey to the school teaching staff and Paul Jebb to the support staff. We hope that all of them have enjoyed their time with us so far.

The financial year ended within budget demonstrating sound forecasting and good management through the year. Mrs Hilliard and Mrs Davis have continually reviewed finances in detail reallocating spend as appropriate. The F&S committee reviewed monthly and discussed any deviations from budget or trends to be addressed.

'Giving with one hand and taking with the other' is a fair observation of centrally provided school income. This new financial year there is a slight (but welcome) increase in the PE budget however no significant increases came to offset mandatory expenditure on Apprenticeship Levy, Pension increases and costs associated with support staff pay freeze (quite rightly) coming to an end.

We continue to operate with a surplus which we are required to do based on a forward forecast of increasing costs and diminishing income. As a committee we must manage the current year but also look into the next 3-5years and plan accordingly. Once a school tips into forecasting an unrecoverable deficit this triggers intervention that sees us lose flexibility of how we manage our teaching structure and facilities. This is something we continue to avoid through proactive management.

Each financial year brings different mandatory levels of income and expenditure and therefore different challenges which is why we will continue with detailed planning and review of finances and a fluid school structure to enable the best possible teaching of our children.

Whilst these times continue to be financially challenging, and ever changing, the school team have enabled expenditure to improve school facilities for the benefit of the children. With significant support from BEDSA and parents a new all-weather walking track has been built at Upper School and there are further plans to enhance both sites.

As a F&S Committee we continue to be challenging of each other and of the data, to enable robust discussion, planning and review, all with the goal of delivering a stable environment for our children to achieve the best they can.

Pupil Premium

The Governing Body continued to monitor the spending of Pupil Premium and the formation of the Pupil Premium Link Governor role has proved effective.

Education and Development

The Education Development Committee met six times during the 2017-18 academic year, once in each term. At each meeting the Committee reviewed its Areas of Oversight - Curriculum; Special Educational Needs; Early Years Foundation Stage; Religious Education; Collective Worship; and, Behaviour and Attendance - with the Headteacher and Staff Governors on the Committee outlining significant developments in each of the areas. Committee Members routinely challenged and offered views where appropriate and constantly sought to identify areas where Governor involvement was possible. In addition, progress with at least one of the four areas of the School Improvement Plan (SIP) was reviewed at each meeting, together with the corresponding chapters from the school Self-Evaluation and SIAMS document.

The Committee monitored its progress throughout the year against its own Monitoring and Evaluation schedule, which was updated after every meeting. The Committee maintained the Link Governor Report summary log throughout the year to monitor the number of Link Governor visits and reports that were being made. This report was routinely provided to the FGB meeting. The Committee completed its annual oversight reviews of a number of key policies, including SEND, Behaviour, EYFS, and the SRE Policies.

The committee regularly challenged Mrs Hilliard on what measures were in effect in order to ensure that nothing was being missed in the new class structure as there may be a danger of elements falling between the cracks. The committee also reviewed the government data published for the school and challenged how to improve without allowing other areas to slip.

Towards the end of the year, the committee received a detailed brief on the use and implications on the introduction of the new Cornerstones curriculum which sounds much more exciting for the staff to teach, more engaging for the children to learn and easier for the staff to review data as well as for the school's Senior Leadership Team to analyse.

Health and Safety

Health and Safety Once again during the year, there were several and significant statutory requirements, especially GDPR and Child. Two H&S internal walkarounds were completed at each site, with no major issues found. This is mainly due to the hard work for the staff putting in extra effort in keeping the school neat and tidy

Community

There have been several meetings during the year with various different community groups from the Brinkworth Heritage Society, the chair of Brinkworth Parish Council and the Danby Educational Trust over a variety of matters to see if effort could be joined up in order to reduce workload and the possibility of improving charitable donations to the school amongst other community projects.

As usual, there were barbeques run by the governors at both the Christmas market and the Summer Barbeque. Both events were a great success as well as raising a little money for BEDSA. These are planned to continue and hopefully increase next year.

Appendix A

Key Stage 2 SAT Report 2018

This is the third year that Y6 children have been tested against the new, more challenging National Curriculum that was introduced in 2014. This cohort of children have been taught this new curriculum for four years. Not all National data is currently available.

Results have been reported by the government as scaled scores. The scaled scores range from 80 to 120 with 100 as the expected standard.

Average Scaled Scores for Tested Subjects

Although the Expected Standard is 100, the average scaled score is different. The Averages for this year are set out below.

Subject	National Average Scaled Score	School Average Scaled Score
Reading	105	107
Grammar, punctuation and spelling	106	105
Maths	104	105

Pupils Reaching the Expected Standard and a High Standard

23 children in the cohort

Each child represents 4.35 %

Subject	National % Expected (unvalidated)	School % Expected	National % High (unvalidated)	School % High
Reading	75	83	28	35
Grammar, punctuation and spelling	77	78	34	30
Maths	76	83	24	30
Writing (Teacher Assessment)	78	87	20	17
Achieved the expected standard in reading, writing and maths	64	74	10	4

Progress Measures from KS1 to KS2

Subject	National Progress Range	School Progress
Reading	-5	+0.8
Writing	-7	-0.7
Maths	-5	-0.6

Key Stage 1 SAT Report 2018

This is the third year that the Y2 children have been tested against the new, more challenging National Curriculum which was introduced in 2014. This cohort of children has had two years of being taught this new curriculum. Results from the tests were converted to scaled scores. The scaled scores at KS1 range from 85 to 115 with 100 as the expected standard.

The children took new, more rigorous tests in Reading and Maths and also in Grammar, Spelling and Punctuation, although these were optional again this year. The class teacher then used the scores from these tests, as well as her knowledge of the children over time, to give a 'Teacher Assessment'. The National standards are not currently known.

Pupils Reaching the Expected Standard based on Teacher Assessment

22 children in the cohort

Each child represents 4.54 %

Subject	National % Expected	School % Expected	National % Greater Depth	School % Greater Depth
Reading	75	77	26	27
Maths	76	86	22	14
Writing	70	68	16	9
Science	83	100		

Year 1 and 2 Phonics Screening Report 2018

Year 1 - 18 children in the cohort

Each child represents 5.6 %

Year 2 - 4 children took the phonics screening

Each child represents 25 %

Subject	National % Expected	School % Expected
Year 1	82	72 (2 children disappplied)
Year 2	92	100

Early Years Report 2018

23 children in the cohort

Each child represents 4.35 %

Subject	National % Expected	School % Expected
% of Reception pupils assessed at a Good Level of Development (GLD)	71	87