

Preshute Church of England Primary School
Manton



Governors' Annual Report

2018/2019

I am pleased to present the Annual Report of the Governing Body. This report outlines some aspects of the work that we as Governors have been responsible for during this year. I hope you will take the time to read through the information.

Our Governing Body

Chair of Governors:

Peter McGuigan

Clerk to the Governors:

Laurien Carter

(Both can be contacted through the school office)

The membership of the Governing Body is:

Name	Type of Governor	End of term of office
Governors at 31/08/19		
Neil Baker	HT	N/A
Simon Baldock	Co-opted	31/01/22
Jane Davies	LA	24/04/23
Paul Matthews	Co-opted	27/03/22
Peter McGuigan	Co-opted	24/04/23
Barry Seed	Co-opted	25/05/23
A Nomination has been made	Foundation	
Vacancy	Foundation	
Vacancy	Parent	
Vacancy	Parent	
Vacancy	Staff	
Those who terms of office ended in the school year 2018/19		
Emma Barr	Foundation	28/03/19
Steve Bogg	Parent	17/12/18
Julia Dowdeswell	Co-opted	02/12/18
Claire Graham	Staff /HT	08/02/19
Toni Holness	Staff	31/12/18
Lindsay Long	Co-opted	28/03/19
Tim Novis	Foundation	28/03/19
Judy Pitts	Co-opted	08/04/19
James Rothwell	Co-opted	28/03/19
Rachelle Upton	Parent	27/03/19
Joyce White	LA	27/03/19

Many Parents will be aware that the Governing Body was effectively reconstituted from April onwards with the help of the Local Authority. Three experienced Governors were brought in to join the Executive Head and two other co-opted Governors. A Foundation Governor has been identified and joins in September 2019, there is an election for 2 Parent Governors to take place and the staff have been invited to elect a Staff Governor.

The Governing Body met 8 times during this academic year, three of these were the current Governors. There are currently 5 vacancies on the Governing Body. The Governing Body is implementing a new Scheme of Delegation in 2019/20 with 2 Committees responsible for Finance and Staffing and for Curriculum.

Our Staff

Since February the school has been working closely with Christ Church C of E Primary School in Bradford on Avon. Mr Baker is the Executive Head teacher, and he has been supported by Mrs Mundy (Preshute Primary) and Mrs Hann-Perkins (also from Christ Church). This revitalised leadership has made a strong impression across the school; the governors are very aware that staff morale and well-being is a crucial part of the operation of the school and will be appointing a well-being governor early in the 2019/20 academic year.

Mrs Craven is taking Maternity Leave, and we have appointed Miss Grist as maternity cover, and she will be with us through the full school year.

School Improvement/ School Development Plan

Governors are responsible for agreeing (in conjunction with staff and children) the School Development Plan. This plan identifies the direction the school will take over a 3-year period in delivering the curriculum. For 2019 onwards the focus of work will be on a wide curriculum, providing skills and knowledge and informed by the new inspection regime introduced by Her Majesty's Chief Inspector.

This year our targets are:

1. To adopt a scheme for Long-Term and Medium-Term curriculum plans to ensure that curriculum intent is clear and followed by planned implementation. We will be introducing unit plans for writing and mathematics.
2. To monitor the impact of the planned and unplanned curriculum by introducing a frequent monitoring system and introducing a new pupil progress tracking system.
3. To ensure that staff are competent in delivering the curriculum with confidence, with the school leadership having an acute awareness of staff well-being.
4. Ensure a sustainable and secure leadership model including Senior Leaders, Middle Leaders and Governors.

Numbers on Roll.

The number of children in the school fluctuates during the year. There were 196 children on roll in the school in the summer term (May 2019). They were organised as follows: -

Reception	25
Year 1	29
Year 2	31
Year 3	32
Year 4	27
Year 5	29
Year 6	23

Admissions / Transition Arrangements

Wiltshire Council is the Admissions Authority for the school. The school's admission arrangements are operated in line with the Authority's policy on school admissions. The policy is made available

to parents at the point of application for their child’s admission to school. This can also be accessed online on the council’s website.

School Curriculum.

We continue to follow the National Curriculum whilst seeking to make meaningful links between subjects rather than teaching subjects discretely. Our topics are usually linked to a famous picture, music or high-quality texts that encourage a love of culture and that love of reading to which we aspire. To avoid tenuous and artificial links, some subjects, such as PE and RE, may be taught discretely. Sometimes these subjects are blocked and taught as a mini topic for a week rather than through a daily lesson.

There will still be a daily English and Maths lesson. Phonics will be taught discretely in EYFS and in KS1 using part of the Read Write Inc. scheme. Curriculum coverage will regularly be reviewed by subject leaders to ensure coverage, and at the end of each topic to inform future planning. The National Curriculum has developed a focus on teaching less but to a greater depth of understanding. The emphasis is not so much on how fast can children learn but on how well have they mastered their learning. Can they, for example, solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create and prove?

Progress is no longer to be measured by levels and average point scores, but we assess whether pupils are developing Age Related Expectations (ARE), have reached the expected standard, - or whether they have, indeed, mastered them. Progress will now measure increased cognitive challenge through 4 key milestones: The Early Years Foundation Stage, Infants, Lower Juniors and Upper Juniors. It will assess the widening and deepening of essential knowledge, skills, understanding and learning.

Performance Summer 2019

(all figures are %)

	National 2019	Wiltshire 2019	Preshute 2019
EYFS Good Level of Development	71.7	72.2	71
Phonics	82	80.1	92.9
KS1 (summary) Combined Reading, Writing & Maths	65	63.1	63
KS2 SAT (summary) Combined Reading, Writing & Maths	64.7	63.8	86.4
KS2 Greater Depth Combined	10.5	9.6	22.7

Attendance

At Preshute Primary School, we believe that pupils can only take full advantage of their education – and thereby maximise opportunities in school and later life - if they attend school regularly and punctually. Our school aims to meet its obligations with regards to school attendance by:

- promoting good attendance and punctuality;
- reducing absence, including persistent absence;

- ensuring every pupil has access to full-time education to which they are entitled;
- acting early to address patterns of absence.

We will also support parents to perform their legal duty to ensure their children of compulsory school age attend regularly, and to encourage and support punctuality in attending lessons. The Government expectation for primary attendance in England is 96%.

Attendance figures for 2018/19 are as follows: -

	% Attendance	% Unauthorised Absence	% Authorised Absence
Autumn Term	97.04	0.44	2.52
Spring Term	96.81	0.36	2.83

The Governors would like to congratulate parents on the figures above, but we still urge parents to ensure children only miss school if they are unwell.

P.E. / Sport in School

The PE and Sports Premium Grant is additional funding from the Government to improve provision of physical education (PE) and sport in primary schools. It is also for improving the health and well-being of primary pupils. We are using this allocation to achieve a number of sustainable objectives:

1. To increase the engagement of all pupils in regular physical activity - Chief Medical Officer Guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school. This is through initiatives such as the daily mile and new HiiT training sessions before the school day begin.
2. To increase the confidence, knowledge and skills of all staff in teaching PE and sport through CPD. Coaches (for skipping, boxing, rugby and squash) continue to be used to upskill children and staff in particular sports - including those children who go on to compete in sports festivals.
3. To offer a broader range of sports and activities to all pupils. This is achieved through Sports Week and lunchtime coaches. We aspire to enlarge the school hall which will ensure sufficient whole-class PE sessions - such as Gymnastics - can take place.

Sex Education

At Preshute, sex education is part of our PSHE curriculum and we teach it within a framework of Christian values and understanding. Whilst we use sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility and in a way that allows children to ask and explore moral questions. Sensitivity and respect will be shown to all children and Sex and Relationship Education will be taught in a way that ensures no child is stigmatised based on their personal circumstances.

Sex and Relationship Education at Preshute will be set in a context that is consistent with our Christian ethos and values. It will:

- Be based on the values of respect, compassion, loving care and forgiveness
- Be sensitive to the circumstances of all children, mindful of the variety of family life yet upholding the Christian values of healthy relationships and marriage
- Deal with issues regarding human sexuality with sensitivity
- Complement what we teach in science about reproduction

Fabric of the School

The School buildings represent different stages in the school's growth and range from heritage buildings through modern brick buildings to temporary classrooms. During the summer of 2019, a significant amount of electrical rewiring took place to ensure long-term electrical safety. The governors continue to explore ways to replace the temporary classrooms and find ways to exploit the site to its maximum. Messrs Matthews and Baldock are co-opted to the Governing Body for this particular endeavour. An architectural practice was engaged in June 2019 who organised a workshop which involved teaching and administrative staff, pupils and governors so that the architects understand what is important to us on our site, and what should be changed where possible. We await with interest where this initiative may take us.

Preshute Primary School Association (**PPSA**) - the role of the PPSA is to provide events for the children in our school, contributing to their learning, raising funds that directly benefit the children and, importantly, enabling the community to get involved by attending or volunteering. Once again, they have been very busy this year! We have enjoyed some fantastic events and the PPSA have been raising money and have purchased many items for the school. The governors would like to thank all of the members of the PPSA, parents and friends of the school for supporting the events.

The volunteering of the Grand Gestures Team has been exemplary and a recent external audit of the school premises said: "A huge amount of work has been undertaken in the last few months to clear, mend and paint the outside areas of the school which has made a huge improvement to the overall appearance and general feel of the play areas. The pond and quiet areas are particularly improved on." We are truly grateful for this wonderful support and would commend Mrs Sue Elks for her leadership.

Disadvantaged Learners

Mrs Mundy is the school's SENDCO and Mrs Davies is the 'named' Governor for SEN.

We believe in providing every possible opportunity to develop the full potential of all children whatever their needs or disability. All children will have the right to a broad and balanced curriculum including extra-curricular activities, where appropriate, and full access to the National Curriculum. All children are valued, and their self-esteem promoted. We work in close partnership with parents/carers who play an active and valued role in their child's education. Our aim is that all children with special educational needs participate in activities compatible with the efficient education of other children, enhanced by the high-quality resources, both human and material.

Every year the school receives funding called the Pupil Premium which is available to a specific range of children depending on family circumstances. It is designed to close the attainment gap between those children from challenging circumstances and their peers. This year this funding has been used to put in place Emotional Literacy Support staff to help children develop better self-esteem, better social skills and to overcome emotional and social barriers to learning. We have also invested in additional adult support in classrooms, at playtimes, as well as delivering specific intervention programmes.

Safeguarding

Mr Baker is the Designated Safeguarding Lead and Mr McGuigan is the Safeguarding Governor.

Our unswerving intent is to ensure:

- all our pupils are safe and protected from harm
- safeguarding procedures are in place to help pupils to feel safe and learn to stay safe
- adults in the school community are aware of the expected behaviours and the school's legal responsibilities in relation to safeguarding and child protection

The term 'safeguarding children' covers a range of measures, including child protection procedures. It encompasses a preventative approach to keeping children safe that incorporates pupil health and safety; school behaviour and preventing bullying; supporting pupils with medical conditions; personal, health, social economic education; providing first aid and site security. Consequently, this policy is consistent with all other policies adopted by the governors and should be read in alongside those other policies.

School Policies

The school has a large number of Policy documents covering both curriculum and non-subject areas. These documents are constantly being reviewed and revised by staff/ governors to incorporate changing trends and legislation. Copies of these policies are available in the 'Directory of Policies' which is located in the Head teacher's office. These policies are available to view on request.

A large number of school policies have been reviewed this year by staff and Governors to ensure that we stay abreast of new initiatives and legislation. These have included:

Statutory Policies
Curriculum Policies
Pay Policy
Equalities Policies & procedures
Learning & Teaching Policy

Access for Disabled Pupils

The Governing Body is mindful of the requirements of the Disability Discrimination Act (DDA) 1995 and the Special Needs and Disability Act (SENDA) 2005 in drawing up the School Improvement Plan and the day to day operation of the school site. The school is committed to ensuring that all pupils are able to participate in the school curriculum and (where they desire) in activities such as after school clubs, leisure and sporting activities and educational visits. All aspects of accessibility, including access to written information are included in the planning process.

We are an inclusive school and the Governing Body ensures access for pupils and adults with disabilities. Action will be taken to ensure that disabled people are treated fairly, and all

reasonable adjustments will be made. The school has an Equalities Policy and Action Plan which are available for parents to view on the school's website.

Equalities Statement

At Preshute Primary School we aim to provide a happy, caring environment in which all children can feel confident and able to learn. We seek to foster an environment of mutual respect and support between all staff, pupils, parents and carers and the wider community.

Our school is committed to eliminating any unlawful discrimination on grounds of Race, Gender, Transgender, Religion or Belief, Disability or Sexual Orientation, Pregnancy or Maternity, Marriage or Civil Partnership by creating an environment where every individual, regardless of ability or background, is able to participate and is valued fully as a member of the school community. Being opposed to all forms of discrimination and prejudice, we promote a positive attitude towards differences and expect respect for people of all backgrounds. This is highlighted in our school rules.

Stereotyped ways of thinking are the result of ignorance and may result in low self-esteem and limited aspirations. The school values and encourages involvement of people from all sections of the local community and through this involvement aims to provide positive images, which challenge stereotyped thinking.

Any language or behaviour which is racist, sexist, homophobic, disablist or potentially damaging to any group will not be tolerated and will be challenged and monitored. The school takes its responsibility to monitor, record and report on racist incidents seriously. Information derived from monitoring will be used to plan whole-school strategies to combat incidents.

We recognise that British society is made up of people from diverse backgrounds and life experiences. It is important that all pupils are prepared to live in such a society.

Session Times

	Infant Department	Junior Department
School starts:	9.00am	8.45am
Registration:	9.05am	9.00am
Break:	10.40 – 11.00am	10.20- 10.40/ 10.40 – 11.00am
Lunchtime:	12.00 – 1.00pm	12.00 – 1.00/12.30 – 1.30pm
School finishes:	3.05pm	3.10pm