



Governing Body 'Keeping in Touch'

Newsletter 2 - July, 2018

Dear Parents and Carers,

This is the 2nd Governors' Newsletter of the year and we would like to use this as the platform for publishing our annual governance statement for the academic year 2017/18. This statement demonstrates transparency and accountability of the way governors and the school leadership team work in partnership.

Message from the chair

It has been a very busy year at Elm Park and governors have been working hard to support the school staff with the priorities identified in the school as outlined in our previous Newsletter:

- To remain as a good school with aspirations to become an outstanding one with a key focus on increasing the attainment and progress of all children particularly in the areas of Mathematics and Phonics.
- Our aim that attainment this July is in line with National figures in all areas of the curriculum at the end of Key Stage 1 & 2 and Year 1 Phonics.
- To ensure that the school has strong senior leadership with a team of permanent staff providing good to outstanding practice.

Elm Park are fortunate to have a committed, enthusiastic and motivated Governing Body with a wide range of skills and experience, who support the school community.

The Governing Body are a team of people who wish to make a positive contribution to the children's learning and development at Elm Park. Our strong team approach is essential in carrying out our wide range of responsibilities for the benefit of our parents/carers and staff. To achieve our objectives, we continually evaluate our role within the life of the school.

The Governing Body of Elm Park has a strong focus on its three core strategic functions:

- ✓ Ensure clarity of vision, ethos and strategic direction;
- ✓ Hold the headteacher to account for the educational performance of the school and its pupils;
- ✓ Oversee the financial performance of the school and make sure money is well spent.

To carry out this duty we currently have three committee areas, **Curriculum & Standards, Finance & Premise** and **Staffing and Communication**. The minutes are then submitted to all governors via the Full Governing Body that meets 5 times a year. Full details of the functions of these committees were stated in Newsletter 1.

Several governors have areas of special responsibilities and visit classes to improve their knowledge and understanding of their areas. These areas of responsibilities include: SEND, Attendance, Pupil Premium, Health & Safety, Safeguarding & Child Protection and

EYFS. It also allows them to see the impact of the strategic decisions that are made by the Headteacher and the Governing Body.

Governors are welcomed in to school each term to monitor a curriculum area. Monitoring information is shared at governing body meetings.

This year has been a time of change in leadership. Mrs. Bond has been joined by Mr. Evans, the new Head Teacher together with Mrs Gibbon and Mrs. Lugg as leaders in English and Maths as well as phase leaders. The governors have worked in partnership with this team to ensure a smooth transition for all staff and a positive year for the children. We are proud of 2018 results and would like to thank all the staff, children and parents for making this a successful year.

I would like to take this opportunity to thank all the members of the PTFA and the co-chairs Tory and Sophie for their determined efforts in organising fund-raising events for the year and raised an amazing £11,000 for the school. This money is vital in a climate of cuts to education to provide the best possible outcomes for children. £7,500 has been pledged towards the redevelopment of KS2 playgrounds that will make a huge difference to the play opportunities for the children. So please continue to support the PTFA in whatever way you can as it really makes a difference to the school.

Governance Arrangements and Attendance

The Governing Body of Elm Park is made up of 12 governors. We are delighted that our co-opted governors who are coming to the end of their term of office are willing to be re-elected, but we still have two remaining vacancies. If you are interested in joining a dedicated team of people committed to ensuring that the children at Elm Park have the best possible outcomes socially, emotionally and academic in a safe, stimulating and motivating environment then please contact the Chair of Governors, Mrs Sandra Allen, via the school office. We are particularly looking for individuals who have an interest or background in financial planning.

Governor name	Category	Term of Office	Attendance 2017/18
Mr. Matthew Lewis	Clerk	24/9/2014	FGB 5/5 F&P 3/3 C&S 4/4 S&C 3/4
Mrs Sandra Allen	Co-opted	18/1/17-17/1/19	FGB 5/5 F&P 3/3 C&S 4/4 S&C 4/4
Mrs Nicola Allaouat	Co-opted	23/11/16-22/11/18	FGB 5/5 C&S 4/4 S&C 4/4
Mrs Samantha Conway	Co-opted	28/9/2017-29/9/19	FGB 4/5 C&S 4/4
Mrs Karen Anderson	Co-opted	23/11/16-22/11/18	FGB 4/5 F&P 3/3 C&S 4/4 S&C 4/4
Mr. David Hollis	Co-opted	21/9/16-20/9/18	FGB 4/5 F&P 2/3
Mr. Andrew Evans	Headteacher	1/9/17-	FGB 4/5 F&P 3/3 C&S 4/4 S&C 3/4
Ms Jo Briscoombe	LEA	12/12/14-26/11/18	FGB 3/5 C&S 4/4
Mr. David Drew	parent	6/10/16-5/10/19	FGB 5/5 F&P 3/3 S&C 3/4
Miss Sarah Harttrup	parent	3/5/17-2/5/20	FGB 5/5 C&S 4/4
Mrs Carol Bond	staff	2/1/2018-1/1/20	FGB 4/5 F&P 3/3
Vacancy	Co-opted		
Vacancy	Co-opted		

Overview of the school aims:

Our school vision is **'Inspiring Learners, Enriching Lives, Achieving Together.'** At Elm Park the children are at the heart of everything we do. They are encouraged to aim high and develop a love of learning. The governors keep this vision at the forefront of all the work they do. Any aims and objectives we set ourselves or the school, contribute to achieving the vision for all our children and their families.

Governors' role in promoting school improvement

At Elm Park School each member of staff and each governor is a leader of at least one aspect of the school's life, working as a strong team to improve learning and to raise standards.

Pupil voice, and parent consultation, through the Parent View questionnaires, mean that the whole school community is part of consultation and the decision-making process. The Headteacher works with the school community to identify priorities and plan improvements.

The Governing Body monitors school improvement priorities through regular committee meetings. We have clear agendas which focus on the impact of actions in the school development plan. Governors also visit the school regularly to take part in learning walks, as well as watching the children at work to see first-hand the impact of the school's work.

Our successes this year

This year we have been working on two key areas: -

- Raising attainment and progress for all children, particularly Mathematics and Phonics and aiming to achieve at least national average at the end of year assessments in Key Stage 1 & 2 and Phonics.
- To ensure that the school has strong senior leadership with a team of permanent staff providing good to outstanding practice.

The school has reviewed its practice and provision in Mathematics and Phonics through attendance of Year of Mathematics and Phonics as well as a thorough audit of internal practice and this has had a positive impact on meeting our goals as set out below:-

- We have achieved our goal of raising attainment in phonics with an increase of 8% of children meeting the threshold for Year 1 phonics from last year and provisional figures indicate in line with National Average.
- At the end of Key Stage 2 we have increased the number of children achieving Age Related expectation in Reading by 9%, Writing 9%, Maths 13%, Grammar, Punctuation & Spelling 12% and children achieving Age Related Expectation in all areas by 13%.
- Provisional National data indicated that we are in line or above in Reading, Writing, SPAG and combined.
- EYFS continue with its good practice with 76% achieving a good level of development (GLD) and above provisional National Average.

Governors would like to recognise the dedication and commitment to those leaders that have led initiatives to raise the outcomes as outlined above.

In respect of leadership and permanent staff the school has undertaken a thorough internal audit of its needs that has resulted in

- converting the temporary member of the leadership to a permanent post to ensure continuity and consistency of the work that has been going on this year continues in the future.
- Ensuring all class teacher roles are permanent. Due to some colleagues deciding to move to pastures new a rigorous recruitment process of several class teachers took place.
- As a result of the above points governors are expecting a more stable staff with all teaching to be at least good.

Alongside our focus areas there have still been other successes such as

- All appropriate action plans/documentation are in place to meet the new GDPR regulations ensuring we are compliant.
- Chair of Finance and Premises has attended numerous meetings with the Local Authority and has secured repairs to the premises to ensure our children are in a safe environment.
- A thorough update of policies so they are compliant with current legislation.

Our response to Ofsted/ Our current priorities

Our good Ofsted report in 2016 highlighted two areas why the school was not yet outstanding

- The proportion of pupils reaching the expected standards in the Year 1 phonics (letters and the sounds that they make) screening check is rising but is still below national levels. Pupils going into Year 1 already falling behind do not have teaching which is precise enough to help them to catch up quickly.
- Teaching in science does not challenge pupils' thinking enough and so they do not develop scientific skills at the same rate as they develop factual scientific knowledge.

Both areas have been included in the School Development Plan and this year's Phonics result clearly indicate that we are addressing the first area and will now strive to embed this good practice. Scientific skills are developing and will take more of a priority next year. A permanent member of staff who has a specialist in this area will lead it next year.

Emerging priorities for 2018/19 are

- Embed the good practise in Phonic teaching.
- Continue to raise attainment and progress across all year groups to meet national average at the end of Key Stages.
- Embed the good practice in Mathematic teaching.
- Development of Scientific skills.

We have identified these priorities through analysis of school data and our monitoring role. The school has a Raising Achievement Plan that clearly sets out how these priorities will be addressed.

The achievement of our children: Attainment and Progress

The tables below show 2018 statutory assessments results reflecting the good achievement of Elm Park children. Please note that 2018 National figures are provisional.

2018 EYFS (Reception) - % of children achieving 'Good Level of Development' (GLD)					
	2014	2015	2016	2017	2018
Elm Park	69%	78%	61%	81%	76%
Provisional National	60%	66%	69%	71%	71.5%

Another good year for EYFS with % of children achieving a good level of development continues to be above National.

2018 Phonics - % of children achieving the standard						
		2014	2015	2016	2017	2018
Elm Park	Y1 screening	60%	67%	72%	74%	82%
	Y2 retake	33%	72%	70%	92%	70%
Provisional National	Y1 screening	74%	77%	81%	81%	82.6%
	Y2 retake	66%	66%	67%	64%	61.3%

The phonic results above clearly demonstrate how the school priorities have had a positive impact on the standard the children have achieved.

KS1 Summary July 2018 against Age Related Expectations (ARE)						
	Reading		Writing		Maths	
	Meeting ARE	Working beyond ARE	Meeting ARE	Working beyond ARE	Meeting ARE	Working beyond ARE
Elm Park	72%	16%	59%	11%	65%	14%
Provisional National	75.5%	25.7%	70%	15.9%	76.1%	21.8%

KS1 results reflect the dedication and commitment of the children, staff and parents of this year group.

KS2 Summary July 2018 against Age Related Expectations (ARE)								
	Reading		Writing		Maths		GPS	
	Meeting ARE	Working beyond ARE						
Elm Park	80%	27%	80%	13%	69%	20%	84%	47%
Provisional National	78%		78%		76%		80%	

We are extremely pleased with KS2 results showing an improvement in all areas which reflect how school priorities have made a difference to the attainment of the children.

Our support for children with SEN

The Governing Body have a legal requirement to ensure the needs of children with Special Educational Needs are met. To reflect the importance of this work we have identified a governor who is responsible for overseeing this work. Our SEN governor is Mrs Sandra Allen.

At Elm Park we are committed to providing high quality education to every child. We believe that all children, including those identified as having Special Educational Needs or a Disability (SEN/D), have a common entitlement to an accessible, broad and balanced academic and social curriculum, and that they should be fully included in all aspects of school life where and when they are able.

Once a child is identified as having difficulties in accessing learning or in experiencing barriers due to their social, emotional or mental health needs the school will support them through a variety of strategies. Where a pupil is identified as having SEN, action is taken to remove the barriers to learning. This support takes the form of a four –part cycle. This is known as the ‘**Graduated Response**’. The four parts to the cycle are:

Assess, Plan, Do, Review. Elm Park believe a key role in removing barriers to learning is a trusting and supportive partnership with parents and children.

The child may then be recognised as receiving SEN Support and may be placed on our Special Educational Needs register. For some children, with more complex needs or identified needs may require an Education, Health and Care Plan (EHCP).

The SEND governor meets regularly with the SENCo and updates the governing body to ensure that SEND work is valued and well supported together with monitoring how the SEND budget is used. Elm park have good systems in place for identification and a wealth of resources and trained staff to provide an excellent provision for children identified. Where attendance is good the vast majority of children with SEND make good progress from their starting points.

Attendance

There is a proven link between good attendance and making good progress. Therefore, governors take this very seriously and monitor attendance closely. Our nominated governor is Mrs Sandra Allen who meets regularly with the Attendance lead, to discuss attendance and the school’s approach to tackling issues. Our target this year is 96% and we are not on track to meet it. The Education Act 1996 states that parents/carers have the primary responsibility for ensuring that registered students of school age attend school regularly and punctually. Children whose absence falls below 96% or are continually late will be supported to improve attendance. If attendance does not improve legal action will be taken in line with our policy that can be found on the school website. Governors support the school in implementing improvements to boost attendance. The issues that

school are addressing are lateness, absence due to taking holidays and persistence absence. The impact of this work can be seen with a small reduction in the number of children coming into school late, but no improvement has been made with absence due to holiday and persistent absence. Currently the Attendance Lead, Governors and the Education Welfare Officer are working on new strategies to tackle these two issues and improve attendance.

Working with parents and the community

The governors value the work of parents and carers and are keen to seek their views. These are then incorporated into the development of the school. This year we have engaged parents in the following ways, parent information and curriculum evenings. As a result of these meetings governors are confident that the school's aims have been communicated and the reasons for these together with the strategies that have put into place.

Contact details

The Governing Body welcomes suggestions, feedback and ideas from parents/carers. Please contact the Chair of Governors Mrs Sandra Allen c/o the school office.