

WHAT THE GOVERNORS DID IN THE SCHOOL YEAR 2014-2015.

A year of change and progress.

When we received the Ofsted report of June 2014 there was a section on governance. It complemented the governing body on;

- Its scrutiny of the schools safe guarding systems,**
- Visiting the school regularly and used this visits to gain a greater understanding of the work of the school,**
- Working well in managing the school's deficit budget.**

It also criticised the governors for;

- On a lack of understanding of the school's data on standards and pupil progress resulting in a lack of challenge being given to senior leaders**
- On a lack of understanding of how the Pupil Premium is being used and ensuring that the gap is being narrowed between the pupils who qualify for the Pupil Premium and those who don't.**

Throughout the year governors have built on these strengths and are addressing our weaknesses. In this we were helped by a review of our governance, a necessity for schools Requiring Improvement, see separate section on the review and its outcome and our response..

Task.

Improving our understanding of Data .Many governors improved their skills by taking part in whole school based training provided by the diocesan primary advisor Claire Boag on "Raise" the annual data report that lets us compare our school's standards with similar schools and the national picture. This was followed by training sessions on the School Dashboard which focused on the Key Stage 1 and 2 results of July 2014, the progress of children and the gaps of achievement between the pupils who qualify for Pupil Premium and those who don't.

Impact. Governors have gained understanding of the standards across the school and where able to provide greater challenge of leaders as evidenced in the minutes of The Teaching and Learning Committee (October 5 2015). Throughout the year the governors became increasingly aware of the importance of the floor level standard at KS2 and backed up the head teacher in targeting the year 6 pupils who were vulnerable by agreeing to redirect the work of staff funded by the Pupil Premium and supporting the Easter holiday catch up classes by providing additional funding. Governors were pleased that the floor level score for KS2 SATs in July 2015 was 73% but recognise that in the future, remedial action cannot only be focused on year 6. All key stage classes need to monitor pupils across the 3 skills of reading, writing and mathematics and address the challenge of any imbalance between the subjects.

At the October meeting governors also analysed the KS1 SAT results for 2015, and the phonic screening results of Yrs 1 and 2. Governors were able to observe children having their phonic assessments in their governors visits to classes in the summer term of 2015.

Task.

Improving our Understanding of how the Pupil Premium Money is being spent. For all the governors to understand the purpose and use of The Pupil Premium we invited the School's Inclusion Manager to our January Full Governors Meeting. At the meeting she explaining how the Pupil Premium money was being spent, how it was targeted and how its impact was measured. As a result of being placed in Requires Improvement our use of the Pupil Premium was further analysed by a head teacher who was using the pupil Premium effectively. The report confirmed that the school had responded well to the concerns of the Ofsted report and were addressing the issues appropriately.

In turn governors appointed a member of the Resources Committee to monitor the allocation of the funding and a member of the teaching and Learning Committee to monitor how it is spent and its impact. For example this governor met with the support worker of Place2Be to gain an understanding of how she worked with Pupil Premium Children in addressing their emotional needs and gave a report back to the Teaching and Learning Committee (October 12 2015).

Also when the Inclusion Manager left the school in July, the governors in drawing up an agreement with the Acting Head teacher made resources available to appoint an interim Inclusion Manager for the Autumn term to insure the monitoring of the Pupil Premium continued until the new head teacher was in post.

Impact. All Governors are more clearer on the purpose of the Pupil Premium and recognised straight away the positive way it had been used in creating the strong Key Stage 2 results for 2015. A challenge will be to further scrutinise the reasons why there are differences between subjects. At the October 2015, Teaching and learning Committee noted the gaps in reading and writing and the narrow gap in maths in the Key Stage 2 SATs of June 2015 and on probing staff noted the challenge of providing good reading resources, particularly for boys. This was brought to the Resources Committee the following week and governors agreed that £5000 from The Pupil Premium Budget to buy reading resources that particularly focused on boys.

Task.

To continue to effectively manage the school budget. At the end of the financial year 2014/15 we were able to move from a deficit to a surplus budget and set a budget for 15/16 with a projected surplus. To achieve this the governors upped their scrutiny of the running budget through more thorough questioning of income and expenditure, questioning the costings of some suppliers and seeking cheaper comparable prices, appointed a finance governor who brought more informed questioning to the Resources Meetings, and chased up the provision of some grants such as the sports grant. Governors were pleased to be informed in the Autumn Term of 2015 that the school had received a very positive audit from the local authority. The one area which governors need to develop is their skills is in the area of benchmarking so that we can compare our spends with similar schools resulting in greater scrutiny.

Task.

The Leadership of the school.

This has been the main focus of our work throughout 2015. In December 2014 we said goodbye to Jane Elliott, the head teacher. She had given much to the school and had been very successful in leading and managing the amalgamation of the two schools in 2012.

The challenge for the governors was twofold; the appointment of a new head teacher, who had the experience and abilities to move the school forward to "Good" and ultimately "Outstanding" and making sure that the school was well lead until the appointed future head teacher could start.

In January Esther Akinmade, the deputy head became the Acting Headteacher. Initially this was until 1 September 2015, but eventually was extended to the 31st December 2015. Esther Akinmade quickly rose to the challenge, she immediately made it clear that she expected the highest standards of behaviour from the children. Through her strong personality, she worked with staff to be ambitious for all the children. Simple changes such as the children going straight to their classes on coming to school re-enforced this message. These changes were quickly recognised by parents evidenced by the very positive parent questionnaire and the high attendance at parent forums. Due to a delay in the newly appointed head teacher being only able to start till January 2016 the governors were pleased that Esther Akinmade agreed to continue as Acting Head till December 2015.

During the time that Esther Akinmade has been head the governor were pleased to note;

-The improved standards in behaviour, this was recognised by the local authority and the diocese in their termly review in the summer term raised the school category from Requires Improvement to Good.

-The July 2015 Key Stage 2 results were the highest of recent years both in standards achieved, including floor level scores and the good progress of many children across Key Stage 2. Another pleasing feature was the increase in the number of children achieving the higher levels, for example 18% of pupils gained level 6 in maths. The results stand well with the national picture with a pupils that had shown below national average standards in their Key Stage 1 results.

-The improved parental support and trust in the school. This was evidenced by a parent survey carried out in the summer term and the positive contributions at the termly parent forums. Informally the same story was fed back to governors at events such as Sports Days, Prize Givings, end of school year events and at the school gate.

-The strong focus on developing the quality of teaching and learning. Lessons across the school were regularly monitored and validated by the diocesan and local authority advisors and where standards were not appropriate action was taken. Staff were provided with effective coaching and inset to reach good and outstanding standards across the school. It was pleasing to see that a number of staff accepted the challenge of teaching in another Key Stage in the new school year. Also it was pleasing to note that a number of staff stepped up to curriculum leadership challenges such as organising a successful Science Week, Airport Days, when children explored the cultures of other countries, a carnival afternoon, and the high quality of many class assemblies. Many classes had the

opportunities of learning out of class through trips and enjoyed a rich curriculum that included drama, music, P.E. and Games. In her Autumn report to governors Esther Akinmade reported that the cycle of lesson observations were graded 82% or better. With a number of teachers teaching in a different key stage and with 3 NQTs it is important that governors continue to monitor this area.

To support the Acting Headteacher the governors took the following actions;

-released funds for an experienced mentor with head teacher experience to work along side Esther Akinmade. Initially this was a recently retired head teacher and then a church school head from the same local authority, this was very effective and a well valued partnership..

-appointed a member of staff to act up as acting deputy head

-maintained the post of an Inclusion manager whose brief included the management of the Pupil Premium, and when this member of staff left in July continued to fund this post into the Autumn term.

The governors consider that 2015 was not a year of marking time until the new head started their work. It has been a time of growth and progress at many of the issues identified in the Ofsted report.

Appointment of a new headteacher.

With Jane Elliott the previous head teacher leaving us in December 2014 the initial plan was to appoint a new head teacher for September 2015. In January the governors held a number of open meetings with parents to listen to their views on what they would expect from a new head teacher. A similar meeting was held with staff. The responses were very similar; don't appoint until you are certain until you have the right person and appoint someone who will make All Saints into a school that everyone could be proud of. Another meeting was held with the Church Council of All Saints Church who wanted the school to maintain its inclusive nature by having an intake that reflected the local community yet recognising its Christian foundation and having a practising Christian preferably an Anglican as head teacher.

Using this information alongside advice from the diocese and the local authority drew up a job description with selection criteria. The governors were clear in seeking someone who would lead us to the Ofsted grades of " Good" and ultimately " Outstanding" while recognising the Christian foundation of the school. In March three candidates were interviewed but the governors decided not to appoint and re-advertised. We realised that this would continue to create uncertainty amongst the school community but we considered that it was essential to appoint the right person.

Another round of interviews took place in April, again three candidates were interviewed and this time we were delighted to appoint Mrs Josephine Copeland, head teacher of Saint Peter's CE Primary School, Southwark and an executive head teacher of another primary school. However due to contractual reasons she could not start till January 2016, so the governors were very pleased that Esther Akinmade agreed to continue in post as Acting Head Teacher till December 2015.

However the governors with the support of Esther Akinmade have involved Josephine Copeland in the governance of the school prior to her starting time in order to ensure continuity and a smooth hand over.. She has been involved in drawing up the plans for the new entrance, the appointment of staff, such as a new School Business Manager, and is carrying out joint teaching observations, attended governors committee meetings and the school review meetings chaired by the local authority.

Working with Parents.

The Ofsted report noted that a significant number of parents were confused about the messages the school were giving out particularly over tackling bad behaviour. During the year the number of incidents of bad behaviour have significantly reduced, for example, in the Autumn term 2014, 343 red cards were given (serious behaviour incidents) by the spring Term 2015, 86 had been given and by the Summer term 58. Staff are more clearer in the expectations of the school and the procedures for tackling incidents, and feedback to governors show that staff consider they are supported by senior leadership. Governors on their visits to school have noted the very good behaviour when children moved around the school and the positive praise given to pupils for outstanding homework, work in classes and thoughtful behaviour. All these have been noticed by parents alongside the Dojo award scheme that gives instant behaviour feedback to parents and have created a stronger sense of partnership between home and school.

The changes in the leadership of the school was used by the governors to strengthen the link with parents. Well attended parents meetings were held with parents in seeking their views on the priorities for a future headteacher and this resulted in greater impact in attendance at the termly parent forums. This may have lead to a greater awareness and interest in the governing body when we received five nominations for the parent governor vacancies in October 2015.

Particular challenges facing the school are getting more fathers to be engaged with the school and the disappointing turn out of parents at the welcome meetings for new children joining the nursery and Reception classes.

Partnership with All Saints Church. Throughout the year the school has celebrated a number of services in the church; All Saints Day, Easter and the year 6 Leavers Service. Members of the governing body have been involved in the planning of these services. A new link has been the forming of a junior choir that meets after school every Monday and is lead by the church staff in the church. The choir have also participated in the churches regular worship, especially at Christmas and Harvest. In turn the clergy regularly visit the school, being a resource for R.E. lessons and assemblies. The governors have also produced a handbook to be given to new staff on how All Saints Church can be used as a resource for R. E. The school also strengthened its link with the Anglican Church when the year 6 leavers attended the Diocesan Leavers' Service at Southwark Cathedral.

Prior to the appointment of a new head teacher the chair of governors with a number of foundation governors and Father Leonard, the ex-officio governor met with the Church Council to discuss their views on the future role of the school and the Christian requirement of the new head teacher.

The Premises.

Governors have continued in their management of the school site. The Resources Committee receives regular reports on the maintenance of the building such as making sure the burglar alarms are regularly serviced. This year has seen the repainting, carpeting and new lighting of the junior classes and the drawing up of plans for a more attractive entrance. One matter causing concern is the lack of action by the local authority on the former school keeper's empty house next to the Nursery.

During the year we have been working with the diocese to rebuild the school entrance, The present entrance is poorly designed, it does not advertise the entrance to the school, has a safe-guarding issue, by having access to the infant classes through the visitors' Reception area, no space for confidential discussions between office staff and parents, no ramp for disabled access, and cars being parked and driven immediately in front of the main door. Plans have been drawn up to have an entrance that meets all these challenges, which have been agreed by governors, with a possible rebuild for the summer term of 2016.

The grounds as always are very well maintained and the outdoor playground equipment installed in the summer holidays of 2014, is well used and gives the children a wider choice of activities to use thus improving the behaviour particularly at lunch time.

One other challenge will be that the governors due to our church school status will need to raise additional funds to fund future external building works.

The Safety of Children.

Although the governors were praised in the Ofsted report for their monitoring of the school safe guarding routines it a responsibility that will always have the highest priority. To ensure this the governors under the Pupil, Church and Community committee we make sure it's terms of reference cover all safe guarding issues. Also in a borough that has the highest number of missing children in the country it is essential the school records are kept up to date.

A governor regularly visits the school to make sure that all staffing records regarding Disclosure are carried out, a governor has been trained in the safer recruitment procedures and when the local authority carry out their bi-annual audit of the school a governor works alongside the school and ensures the audit is signed off before it is returned to the Local Authority.

During the year part of a full governors meeting was set aside for a workshop on our safe guarding responsibilities.

One area that the governors have monitored closely has been the pupils' attendance. In the Ofsted report of 2012 this was seen as a weakness. Since then a number of strategies have been put in place which have significantly improved the figures and these are regularly discussed and evaluated at The Pupil Committee. Often the focus has been the support and intervention given to a small number of families who disproportionally effect the figures. Every year the governors award each child with a trophy who gains a 100% attendance across the school year. In July we were delighted to recognise one pupil who had 4 consecutive years of perfect attendance!

Ethos and Vision.

A key responsibility of the governing body is ensure that is clarity in the vision, aims and direction of the school. When the school amalgamated in 2012 the governor used the opportunity to state the values of the new primary school. This was done after consultation meetings with parents, staff, children and All Saints Church. These are the values as stated on the web-site. During the past year the governors re-visited these when we agreed our Admission policy ensuring that the policy was set to achieve an inclusive intake that reflected the local community.

A further focus on values was held in our spring Term full governors meeting when we discussed and drew up the British values that the school should promote. These were;

Pupils should

- develop their self knowledge, self esteem and self confidence
- know what is right and wrong
- respect the civil and criminal law of England.
- be encouraged to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- acquire a broad general knowledge of and respect for public institutions and services in England,
- play their part to further promote tolerance and harmony between different cultural traditions by having an appreciation and respect for their own and other cultures.
- respect democracy and be encouraged to take part in the democratic process, including respect for the basis on which the law is made and applied in England.

In the past year these values were encouraged by;

- Having a clear link to the termly vision priorities
- Having a school election at the same time as the General Election of May 2015,
- Having an R.E. curriculum that includes a study of Islam, Sikhism and the Jewish faiths
- Year 6 given lessons by a Youth Magistrate on what happens in a Youth Court
- Exploring other cultures through Airport Day when children flew to different countries!
- Held a Remembrance Day Service during November 2014, and children made aware of the 100th anniversary of the outbreak of World War 1.
- Held a Carnival afternoon celebrating the culture of The West Indies,
- Had class assemblies that were shared with parents on such themes as; the Victorians, the Egyptians, Ancient Greece and the celebration of the Christian year.

