

Annual Statement for the Governing Body of Longnor Church of England Primary School September 2023

The Governing body of Longnor Church Of England Primary School works with the Head Teacher to promote and maintain high standards of educational achievement. This annual statement outlines how the Governing Body has fulfilled its responsibilities and how it has met the core strategic functions of the school's Governing Body set out by the Government and The Department for Education.

- Ensuring clarity of vision, ethos and strategic direction.
- Adapt the relationships between our capacity to meet our educational objectives in the increasingly complex world of education and the challenges we face.
- As a whole school team, we are skilled in our ability to make choices in response to whatever is happening in our operating environment, and we are increasing this ability on an ongoing emergent basis.
- Holding the head teacher 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.

This is how we anticipate and manage change for the benefit of the school and all our stakeholders.

Development of the School

As in previous years the Governing Board supported the Head Teacher and the staff to advance the School Development Plan. As a reference point, the School Development Plan is based on the priorities identified from school data and school self-evaluation. Longnor CE Primary School's Development Plan is set out with clear aims, targets and key tasks, which will be completed in order to achieve the identified areas so the school can move forward.

The School Development Plan is a working document and reviewed on a regular basis. The areas identified this academic year were:

- **To develop the leadership and management of the school**
- **To improve the quality of teaching, learning and assessment**
- **To improve the personal development opportunities for all pupils**
- **To improve the behaviour and welfare of all pupils**
- **To further develop the early years foundation stage provision**

In addition to these main areas – other on-going areas were:

- Teaching is consistently good and outstanding.
- Monitor the budget effectively.
- Ensure pupils are able to transfer their reading, writing and mathematics skills across the curriculum.
- Ensure and maintain maximum progress for all groups of children.
- Maintain the effective tracking, assessment and moderation system in school.
- Support all staff, to maintain a healthy, positive work-life balance.

Leadership and Management of the School

- To embed a robust culture of safeguarding across the whole school.
- To develop a clear Christian vision for the school, working in conjunction with the Diocese.
- To continue to develop high levels of governance to provide appropriate support and challenge.
- Agree and adopt a staff well-being policy.
- Develop high-quality CPD throughout the school through collaborative approach to monitoring.

The Governors have continued to work with the Head Teacher to ensure the school operated safely and safeguarding continues to be of paramount importance. The school's policies are reviewed and approved by the Board of Governors, and they ensure they meet the full requirements. Our Safeguarding Governor Daniel Wilson meets with the Head Teacher regularly to offer support, advice and challenge. The Governors have attended safeguarding training delivered by the Local Authority and the Head Teacher and in addition to this ALL staff and Governors receive Part 1 of Keeping Children Safe in Education and a link to the full version. The Single Central Record is checked by the Head Teacher every half term and by the Safeguarding Governor termly. Additionally, The Chair of Governors and Safeguarding Governor meet with the Head Teacher to ensure all protocols and procedures are robust to ensure safety for all pupils, staff and visitors of the school. CPOMS is utilised and fully embedded and this continues to enable the staff and school to further improve their management of child protection and incidents and ensure the school's system runs even more efficiently.

Longnor CE Primary school has sought to develop a clear Christian vision for the school. There has been investment in high-quality CPD investment through Diocese of Hereford for RE teaching while Christian values are being embedded through the school with a focus on Hope, Love, Trust and Joy in both the curriculum and also extra-curricular activities.

Through several meetings and both individual and group visits throughout the school year, Governors feel confident that they have an accurate understanding of the school's work and are able to challenge school leaders to ensure provision for pupils.

Quality of teaching, learning and assessment

- To construct an ambitious curriculum that is designed to give all pupils the knowledge and cultural capital they need to succeed in life.
- To evaluate the impact of each subject area consistently throughout the school.
- To further promote a love of reading.
- To ensure that all children are confident, fluent readers upon leaving year six.
- To ensure that all pupils on the SEN register make expected progress.

The Governing Body at Longnor CE Primary School continually seek improvement for the provision of education at our school. We are outward looking and take a holistic approach when considering the development of all our pupils. Working closely with the Head Teacher and all members of staff, we are constantly striving to improve and develop the school in all areas. The relationship between the Governing Body, the Head Teacher and all the staff is based on trust, respect and support. The results of which are a good education with many aspects of the school being outstanding. This continues to serve as a highly successful model with continued improvement in pupil progress, pupil attainment and pupil well-being.

Target interventions for all pupils, but especially those identified as Pupil Premium and those pupils who had particularly fallen behind due to school closures ensure all pupils achieve well and make good progress. At the end of this academic year 2022- 2023 our pupils at the end of Key Stage 2 performed better than when compared to national data

End of Year 6

	Expected	Greater Depth
Reading	76%	41%
Writing	82%	18%
Mathematics	82%	24%
SPAG	76%	41%

Assessment of the impact of the Governing Body 2022-2023 has been that:

- There was an improvement in the amount of Reception children gaining a Good Level of Development 92%
- The amount of Year 1 children passing the Phonics Screen was consistently strong with 81%
- The attainment in KS1 rose in Reading, Writing and Mathematics compared to the previous years.
- There is good attainment across all school years in Reading, Writing and Mathematics

- SPaG (Spelling, Punctuation and Grammar) across the school is lower achieving compared to reading and writing and the school has identified this as an area of focus for the upcoming year.

The curriculum is monitored on a regular basis to ensure a seamless transition between year groups and key stages but also to ensure the curriculum is adapted to the needs of the children and is relevant for them. Knowledge has been mapped for each subject. All staff are involved in why this and why now. Furthermore, the Head Teacher and staff ensure the curriculum provides all children with what they need to know for the future, it's ambitious and what the children learn is inspirational and exciting. This year the school has purchased resources and equipment to support the enhancement of the curriculum. Reading records are being used throughout the school regularly with increased engagement at home. Starbooks café has promoted reading at home across the school.

The staff have also received further updated training on current educational research, including Retrieval Practice and understanding of how students learn. New systems have been adapted for the delivery of the programme and the assessment and progress of the children.

The personal development opportunities for all pupils

- To provide a wide range of extra-curricular activities to broaden horizons and involvement.
- To develop opportunities for pupils to lead activities and whole school tasks.
- To broaden understanding of other faiths and cultures.
- Support pupil well-being holistically through a robust system for pastoral support.

The school ensures the well-being of all students and therefore the curriculum supports their development. It also supports and develops their confidence and stamina and prepares them for the next stages in their education. There are daily activities in place for all children to attend during and after the school day including Band, Computing Dance, Drawing, Gardening and Singing. Committees run weekly and children are given opportunities to be involved in leading activities across the school. These include the School Council, the Eco Warriors, the Sports Ambassadors and the SOUL team. Through visits from outside speakers and organisations and several field trips, the Governing body feel pupils can share confidently their experience of talking with others from other faiths and cultures.

The consistent focus on student wellbeing and care through a robust pastoral policy is reflected in student and parent surveys indicating that staff and parents are confident that all pupils are supported with their well-being through the school.

The behaviour and welfare of all pupils

- To promote resilience through a whole school approach.
- To promote safety online.

Together with the children, the school has revised our Longnor Way, using our school values to promote health, respect and wellbeing. Staff have continued to work at teaching characteristics for effective learning and have focused upon these through all areas of the curriculum. Children are beginning to show more resilience, use their toolkits and understand the importance of retrieving and revising.

The school has continued to alert and inform parents and carers in how they can protect their children online. Children are given regular reminders how to keep themselves safe, especially on-line. The student SOUL team meet regularly and have developed an E-safety code of conduct for students which is now on the website. They shared this with the whole school in assembly.

The further development of the early years foundation stage provision

- To revise principles of EYFS to reflect *ABC Does* updated research.
- To transfer and embed the Twinkl phonics synthetic approach.

Following CPD on the *ABC Does* principles, the EYFS indoor environment has been adapted to ensure that equipment is accessible for all children. The principles of effective learning have been disseminated through school.

The school have invested in new Twinkl phonics books and staff have completed CPD for whole school to ensure that there is a consistent approach to phonics that is sequential through the school.

Summary

We are a multi skilled dynamic Governing Body, with a wide range of experience in all walks of life and the business environment. We utilise these skills to enable us to meet and overcome any and challenges we have faced and those which will no doubt come our way in these unprecedented times ahead.

The past year has been busy and extremely positive. We look forward to a productive year ahead and will continue to work with the Head Teacher and all the staff for the benefit of all the pupils, staff and the school community of Longnor CE Primary School.