



**Values Education' is about understanding what is important to us individually, within our families and as a whole school community.**

## **Governors Annual Report 2017 - 2018**

**Where possible we offer translation or explanation of written communication. Please contact the school office if you require forms/paperwork in any other format.**



## **Silsoe V.C. Lower School** **Governing Board Annual Report 2017-2018**

### **Governors' Annual Report to Parents For the School Year September 2017 – July 2018**

The Governors of Silsoe Lower School are pleased to present an Annual Report to Parents. The Education (No.2) Act 1986 requires the Governors to present an Annual Report to Parents. If parents wish to discuss the report please contact the school office.

### **Introducing the Governors**

The function of the Governors is to support the work of the school. This means we are involved with all aspects of the school.

<b>Governor</b>	<b>Committee</b>	<b>Specific Responsibilities</b>
Nicola Neal	All committees	Chair of Governors
Matthew Dobson	SRPC	Vice-Chair of Governors
Jonathan Steer	Pupils & Curriculum	
Jennifer Shields	SRPC	Pupil Premium
Sonia Shires	Staff Governor	
Nicola Parker	Parent Governor	
Dave Bell	Pupils and Curriculum	
Susan Purdue	All committees	
Caroline Ashton	Pupils & Curriculum	
Mandy Reddick	Pupils & Curriculum	

### **Chair of Governor's Report**

I'm very proud to say that 2017-2018 was another great year for Silsoe Lower School. Yet again, we saw fantastic results across the board – as is detailed in the reports below.

I would like to congratulate our Head Teacher, teaching staff, assistants, classroom volunteers, PTA, parents/carers and, of course, our children who have all worked so hard to achieve this collective success. Another key part of our success, as a school, is the team who manage the non-teaching function, so I would also like to highlight just how lucky we are to have such a great Site Manager as well as a very hard-working support team in our busy office. They are an outstanding team whose hard work ensures the smooth running of the school and their contribution must not be overlooked.

The continually increasing number of children joining us each year has meant that we have continued to recruit new members of staff. At the start of 2017-2018 we welcomed Miss O'Mahony to the teaching team. She has achieved a fantastic set of results with her Year Two class and it has been wonderful to see how the new Year Two team, teachers and assistants, pulled together supporting one another and guiding the children as they approach the end of Key Stage One.

I am extremely proud to be able to say it wasn't just Year Two that met with great success. As is clear from the results below, this year's results have proved that, yet again, the entire staff and all of our children have risen to any challenges they have faced.

A special mention must also go to our Year 4 who finished their time in Silsoe on a high, despite having to say goodbye to Mrs Ryan, who retired at the end of the Spring term. However, we were delighted to welcome Mrs Parker who came in for the final term and did a fantastic job helping the children adjust to a new teacher, and in preparing them for their transition to middle school.

Lower down the school, our Early Years department, led by Miss Bill yet again delivered some outstanding results. Year 1 achieved outstanding results in the phonics screening. Year 2 achieved highly in their SATS and Year 3 continued to make excellent progress. It was as ever, very sad to say goodbye to our Year 4s as they had not only did they achieve highly academically, but they also developed into fantastic role models, working very hard in their additional roles as Buddies and Play Leaders demonstrating our values every day. We are confident the Year 3 from last year will follow this example and lead from the front as our new Year 4.

In addition to our academic success we also enjoyed some fantastic sporting achievements. Many of our children had the opportunity to represent our school at sports festivals and as ever, not only did they work hard and compete well but their conduct and sportsmanship was exemplary – and frequently commented upon by other schools, and visitors to our school.

2017-2018 was a very busy year for the Governors too. We also saw some changes as two of our long-standing Governors stepped down. Jill Liddle and David Semple have worked tirelessly for many, many years and have given so much of their time to support our school in countless ways. They will be greatly missed and we will always regard them as great friends and supporters of our school. Happily, we have welcomed some new and very able Governors to our Board and we are already working very hard to continue to provide the strategic direction our school, and every school needs, during these times when budgets are being squeezed to the very limits.

As a Board we are delighted to be able to give this support and regard it as a privilege to have been invited to do so. Our Board of Governors is 100% committed to our collective responsibility as 'critical friends' recruited specifically to support and challenge, as well to provide the all-important strategic direction. Aside from financial issues, our Governing Board is also looking forward as the educational landscape in our local area looks set to change.

Our school is part of the pyramid of schools that feed in Harlington Upper School and through this connection our Governors are automatically involved in the Harlington Area Schools Trust (HAST). This trust consists of teaching and governor representatives from the ten schools that feed into Harlington Upper School. The vision of HAST is to 'provide an exciting and innovative collaborative approach to teaching, learning and governance, in order to ensure that every child in the HAST family receives an excellent well-rounded education from age 3 to 19'.

Our school joined the HAST board several years ago to guarantee our voice is heard at major discussions about education in our area. I attend several meetings each term and report back to Governors during our meetings. You can read more about the work the HAST board does here <http://www.hast-education.co.uk/>

The main topic for discussion through 2017-2018 was the proposed establishment of a Multi-Academy Trust, for all of the schools that currently belong to HAST. Our Governors are now carrying out due diligence investigations to ascertain if joining this MAT (multi-academy trust) is the right thing for our school. We are also consulting with the Diocese in this respect, because as a Church school we cannot and will not make any decisions which could compromise the Christian ethos and character of our school.

Our Governing Board are continuing to attend all meetings with regard to the MAT and are receiving and debating all updates as they come through from the steering committee. No decisions will be made without a consultation, so please be assured that if and when the time comes, all information will be shared with you.

Aside from assisting our school with strategic direction our Governors also demonstrate their support throughout the year by meeting staff and witnessing learning during focused visits and learning walks. As ever we have all thoroughly enjoyed these visits and have been consistently impressed with the teaching staff and delivery of lessons.

As well as witnessing many successful lessons across the ages in subjects such as numeracy, literacy, humanities and RE, many governors have also been able to attend and report back on enrichment events, such as street dance demonstrations, musical performances, Forest School, and sports festivals. It is always a delight to be invited and see the 'proof' that our children are receiving an outstanding and varied education and are given the opportunity to develop a variety of skills and interests. The Year 4 Shakespeare performance was a particular highlight.

These visits to school are important because each governor is responsible for various areas on the school development plan. We then report back to our subcommittees with written reports on progress. This is how we play our part in ensuring our high standards are maintained.

So now the new academic year is under way and I would like to assure you that your Board of Governors will continue in their endeavours to ensure Mrs Purdue, the staff and children, receive the support they need and deserve. We are so proud of them all and I would like to end by thanking and congratulating Mrs Purdue on another year of outstanding leadership and thoroughly deserved success.

It is this strong leadership which ensures our school delivers year on year with our mission, 'To serve the whole community by providing an education of the highest quality' and 'to promote Christian values and respect'.

**Nicola Neal**  
**Chair of Governors**

## **Strategic Finance and Resources Committee (SFRC) Report – 2017- 2018**

Expenditure and resources are always deployed in support of the School Development Plan which is established prior to the start of the school year. The School year runs from September to July, whereas the school finances actually run in a typical fiscal year from April to March. The committee and governors review the School Development Plan in the context of keeping the school moving forward, focussing on any areas which have been highlighted for development or indeed replicating and expanding on the success from the previous year.

The committee continues to monitor the school's resources and how efficiently they are allocated to give the children at Silsoe Lower School the best quality of education. Moving into a second full year at the new school location has provided better historical data with which to manage resources and costs. For example, the costs of running the school in its larger size are significantly different from the old school, costs or utilities and insurance have risen as expected along with other incremental costs such as security.

With the increase in pupil numbers, resources across the school increase in line to support learning, from staffing, technology through to teaching materials and even travel costs for external events. The school continues to forge closer links with the Pre-School, sharing expertise and indeed resources. This is closely monitored so as not be a financial burden on the school, but most importantly to ensure the best possible outcome for children progressing through the Early Years Foundation Stages.

**Staffing** – With the increase in pupils at the school and the resultant additional class intake in Year 3 the staff has increased with additional full-time teaching and teaching assistant staff. This brings with it an increase in associated costs such as Pension provisions etc. This growth will continue into a final year in 2018 Autumn Term when the school will reach its maximum planned size.

**Pupil Premium and Sports Premium** – One of the key areas of focus for the committee has been in regard to the efficient use of the additional government funding that has been received to support both in class learning and sports related activities. Sub committees report back on observations and discussions with relevant staff members on the use of this important funding.

**Carried forward Revenue** -. This excess funding carry-over is circa 6% which is fine (a maximum of 8% is allowed). The school has always been careful to ensure the current school and its pupils are invested in-year, much of this carry over has been kept aside for the Sports Field materials, when it is finally handed over correctly by the Council and the Developers.

**Investments** - The school has been careful to invest as much as possible in a sustainable way, for example staff training to enhance the skill of the teaching and support staff that will benefit the learning of the pupils and will carry over into future years.

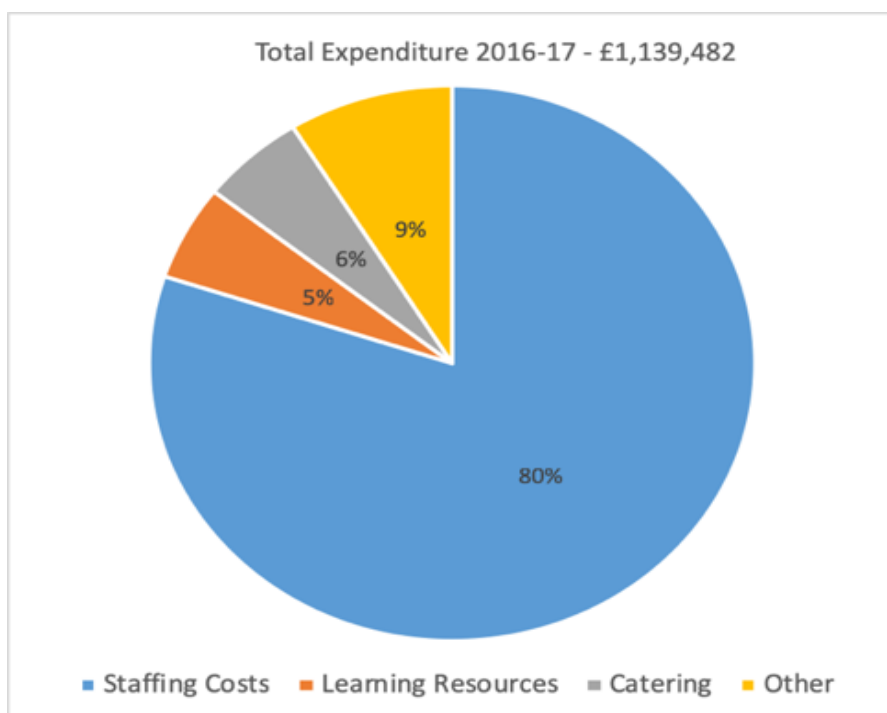
**PTA** – The Parents Teachers Association continues to be a huge support for the school, raising significant funds through various activities which have enabled the

purchase of additional items for both in class benefit (IT Resources & Laptops) but also at break times and PE ( Outside Play Equipment & Playground Markings) In addition extra help has been provided for School trips, in particular for Transport where the requirement for coaches has doubled with the 2 form entry. With the increasing numbers of pupils and their parents at the school there is significant workload on this team of volunteers. The PTA will be planning this coming year; continued support for school trips, support for Forest School and Play equipment once the new school field finally becomes available, plus new blinds for the Assembly hall.

**Value for Money** – The School management team regularly monitor that external expenditure is done at best value, consolidating purchasing within the HAST framework and Tendering where the scale of purchase allows.

**School Expenditure** - The School's 2017-2018 expenditure is summarised in the pie chart below.

As you will notice, as usual the bulk of expenditure is related to staff costs, this will always be the case. Total Expenditure is at £1,139k up from £1,113k the previous year, this is as expected while the school continues to go through its growth phase, adding additional classes, pupils and associated staff and resources. Next year will see the final growth year as the two-form entry moves into year 4.



Should you require them, further details of the final accounts for 2017/18 are available on the VLE or from the School Business Manager, Mrs. T Villiers.

The school continues to be run with very tight financial management, ensuring Pupils gain in-year benefit (in line with the School Development Plan) from expenditure and significant capital investments are sustainable and continue to provide benefits in future years. The focus in this coming year will be to continue the dialogue with the

School management team, paying particular attention to maintaining a sustainable financial model for the benefit of our pupils.

**Matthew Dobson**  
**Chair –Strategic Finance and Resources Committee**



## **Pupils & Curriculum Committee Report 2017/18**

This year we have focused on the school priorities as outlined in the SDP and which are listed above.

I am pleased to report that good progress has been made across the key stages. Throughout the school we have continued to achieve both academic and sporting success.

This has been another challenging year for the teaching staff with the continued increase in cohort size and the increasing mobility seen in some year groups. This has demonstrated the importance of rapid initial assessment as the children often enter the school working at a level below that of their peers.

The assessment tracking system which was put together by Mrs. Ambler and the rest of the teaching staff is being used consistently across the school. This allows each teacher to have a thorough understanding of individual children's achievements, barriers to learning and preferred learning approaches.

Assessments for all year groups have been measured using the national curriculum approach.

The school continues to give children access to a variety of other sports including multi sports club, gymnastics, tri golf, quik cricket and netball plus the football club which is run by parents. As children proceed through the school there are opportunities to represent the school at various concerts and festivals.

As a school we are proud of the partnership which we continue to build with our parents. We have enjoyed welcoming you in to school to share in our special days, sports events, musical concerts, performances and celebration worship. As a church school we are also delighted so many of you join us in church when we visit to celebrate Harvest, Christmas and Easter.

The termly meetings of the committee ensure that the priorities of the School Development Plan are monitored and reported to the other governors.

The analysis of the end of year results form the basis of the School Development Plan for 2017-2018.

Our end of year outcomes are very good. The children continue to make good progress as they move through our school. This is a result of the expert teaching and excellent support they receive when they find elements of their work challenging. Below is a breakdown of the end of year outcomes.

The results in the tables below include all children in the year group including those from Conifer Class and children with statements or education health care plans.

## End of Year results

### Early Years Foundation Stage

Outcomes June 2018			
GLD:	Silsoe 2018 86.2%	Silsoe 2017 84%	National 2017 70.7%
Average point score	Silsoe 2018 34.19	Silsoe 2017 34.37	National 2017 34.5
% of children with at least one exceeding judgement	Silsoe 2018 29% 17 pupils	Silsoe 2017 37% 18 pupils	National 14.8%
Reading exp or exc 88% 12% exc	Writing exp or exc 86.2% 5% exc	Mathematics number% exp or exc 89.7% 9% exc	Mathematics shape/space/measure% exp or exc 93.1%

### Key Stage 1

#### Year 1

95% of the children achieved the expected level in the Phonics test. The involvement of parents via the "phonics finder", together with work in the classroom has inspired the children to try more at home and engage their parents in their practice.

Phonics	School 2018 95%	Girls 94% Boys 96%	2017 School :89% National 81% LA 82%
	Silsoe 2018 At or above	Silsoe 2018 above	Silsoe 2017 At or above
Reading	91%	13%	85%
Writing	87%	11%	76%
Maths	91%	7%	76%

#### Year 2

	2018 % at or above	2018 % above	2017 % at or above
Reading	83%	34%	School 88% National 76%
Writing	83%	36%	School 78% National 68%
Maths	85%	28%	School 84% National 75%

## Key Stage 2

### Year 3

	2018 % at or above	2018 % above	2017 % at or above
Reading	79%	36%	School 2017 84%
Writing	76%	24%	School 2017 75%
Maths	73%	27%	School 2017 72%

### Year 4

The new National Curriculum, introduced in September 2014 has meant that the children have been faced with more complex concepts at a younger age in Key Stage 2, especially the increasing demands of spelling, punctuation and grammar have proved challenging. Problem solving, mental maths, spelling and grammar will all be focussed on next year.

		2018 % at or above	2018 % Above	2017 % at or above
Year 4 un- matched	Reading	76%	38%	81%
	Writing	68%	32%	69%
	Maths	65%	26%	69%
Year 4 matched	Reading	88%	44%	100%
	Writing	73%	37%	84%
	Maths	74%	30%	80%

**Nicola Parker**  
**Chair of Pupils and Curriculum**