

Silsoe Lower School **Governing Body Annual Report 2015-2016**

Governors' Annual Report to Parents **For the school year** **September 2015 – July 2016**

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.

Governor	Committee	Specific Responsibilities
Nicola Neal	All committees	Chair of Governors
Stephanie McMenamy	SRPC	Vice-Chair of Governors
Matthew Dobson	SRPC	
David Semple	Site & Buildings sub group	Health & Safety
Jill Liddle	Pupils & Curriculum	Child protection
Jonathan Steer	Pupils & Curriculum	
Jennifer Shields	SRPC	New build/Pupil Premium
Sonia Shires	Staff Governor	
Carly Gates	Staff Governor	
Hayley Standaloft	Pupils & Curriculum	EYFS & SEND
Toby O'Dell	Site & Buildings sub group	Sustainability
Dave Bell	Pupils and Curriculum	
Susan Purdue	All committees	
Diane Herbert (Associate)		Finance
Owen Flack (Associate)		Site & Buildings
Colin Daniels (Associate)		ICT

Chair of governor's report

It is with great pleasure and pride that I am able to say this has been yet another successful and happy year for our outstanding school. As always, the Head Teacher, teaching staff, assistants, classroom volunteers, PTA, parents/carers and, of course, our children have worked incredibly hard to ensure our high standards have been maintained. So I'd like start by saying massive thank you to you all.

This was another year of record intake and headcount. It has been wonderful to welcome so many new families to our school. This expansion has meant we have been able to recruit some outstanding new members of staff, such as Miss Bishopp who has enjoyed great success in Chestnut class. The excellent results achieved throughout Reception show just how

strong, skilled and cohesive the Early Years department is and highlights how lucky we are to have Miss Bill leading this team.

I am extremely proud to be able to say it wasn't just Early Years that did well. As you will see 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 and enjoyed deserved success.

Year 1 achieved excellent results, with a fabulous success rate in the phonics screening. Year 2 achieved highly in their SATS and as a cohort demonstrated the kind of progress that can only be achieved with the standard of teaching and support we have in place. Year 3 also continued to make excellent progress and look very well placed to achieve great results in their final year with us next year. Again this progress demonstrates the outstanding quality of teaching and support the children are receiving daily in every class with every teacher.

Finally, we have to say goodbye to another great group of Year 4 children, who enjoyed a wonderful teaching experience with Mrs Ryan in their brand new hi-tech classroom. Thanks to the years of care and high quality teaching enjoyed whilst at Silsoe these children are now all very well placed to achieve great things in their middle schools and have benefited greatly from how well our staff work on transitions within our school and beyond.

Now as we face our own transition - to the new site - I want to assure you that the governing body remains totally united in our support of Mrs Purdue and the staff. We are 100% committed in our collective responsibility, which is to provide strategic direction, as well as to support and challenge.

This year has seen a greater demand on the governors' time to support outside of the regular committee meetings - particularly with regard to recruitment of new staff and by being present at many of the new build site meetings. We have been delighted to be able to give this support and feel privileged to be involved.

We have also been lucky enough to be invited to some key milestones such as 'breaking the ground' and the 'topping out' ceremonies at the new school site. We have had several tours inside now and are convinced that this new building is going to be a wonderful, state of the art home for our school and marks the start of an exciting new era for our community.

As you know the building project has not been without its issues and delays and as a result the pressure on Mrs Purdue's and Mrs Villiers' time has been unprecedented. However, with their excellent leadership and time management skills, as well as the fabulous support of the senior leadership team, the focus was not taken away from education and achievement – as our results prove.

Aside from new school business, the Governors also demonstrated their support throughout the year by meeting staff and witnessing learning during focused school 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.

These regular visits to school are crucial - as each governor is responsible for various areas on the school development plan and it is their duty to report back to the various subcommittees with written reports on progress. This is how we play our part in ensuring our high standards are consistently met.

This year, we have received some excellent reports from our governors who have witnessed many very successful lessons across the ages in subjects such as numeracy, literacy, humanities and RE. Many of our 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, which have shown that our children are receiving a well-rounded education and are given the opportunity to develop a variety of skills and interests.

The Governors have also continued to be active members of 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’.

We joined several years ago to guarantee our voice is heard at major discussions about education in our area. You can read more about the work that has taken place here <http://www.hast-education.co.uk/> As with last year we have attended many interesting meetings, including the end of year conference and have made positive contributions and represented our school well.

So as our last full academic year at the current site comes to an end, our governing body reflects with great pride on all that has been achieved. We could not be more proud of our staff and children and want to thank and congratulate Mrs Purdue on her inspirational leadership which always appears so effortless, yet takes an unbelievable amount of time and dedication.

We believe that thanks to strong leadership our school consistently delivers on our aims ‘To serve the whole community by providing an education of the highest quality’ and ‘to promote Christian values and respect’.

The governing body and staff share great hopes for the future and promise that those aims and our ethos will not change.

When we attended our ‘topping out ceremony’ at the new site several children from our Student Voice came along and shared their hopes with us too.

Here’s a selection of them:

‘It will be a fantastic place for learning with fun activities and everyone will feel safe’

‘We hope that it will be a caring, safe, calm place where we can have fun’

‘We hope that it is a place where everyone shows kindness by working to help each other’

So I’d like to end by assuring you that as a governing body we promise to continue to provide the support to ensure these dreams become reality.

Nicola Neal
Chair of Governors

School Development Plan

This year the school has worked hard to develop in the following areas:-

- To ensure pupils in the first two years of Key Stage 2 reach their potential and make sustained progress by focusing on lower attainers in mathematics and more able writers.
- To ensure the systematic and consistent teaching of phonics by all practitioners enables all pupils to become confident readers.
- To encourage positive participation and high aspiration of disadvantaged pupils through the introduction of the Forest School initiative.
- To develop the leadership capacity of the school in preparation for the new enlarged school.
- To plan the expansion of the school in order to provide an excellent ongoing learning provision and outdoor play at the same time as designing a new building and learning environment.
- To plan for the integration of preschool with the school.

We are pleased to report that at the meeting with our School Improvement Partner in the last week of the summer term we were able to successfully demonstrate achievement of all of these priorities. We will need to further develop our use of this site in the autumn term to provide for our enlarged school and we will also plan carefully our move to the new site so that everything runs smoothly in January 2017. The rest of the School Development Plan for 2015-2016 is going to be formulated in detail this summer and Mrs Purdue will share our new priorities with parents once they have been agreed at our first Full Governing Body meeting.

Security

Our security measures are always of paramount importance to us and these have been assessed by the local authority again this year. Following this scrutiny we have completed risk assessments, reviewed and revised our lock down procedures and had several practice runs. We have also discussed the security of the new site as part of our planning with the Design Team and as you would expect the new systems are advanced and robust.

Safeguarding

At Silsoe Lower School the health, safety and well-being of every child is a paramount concern. We always listen to our pupils and take seriously what they share with us. Our ultimate aim is that all children will enjoy their time as pupils here. We are committed to working in partnership with parents and carers to help each child achieve their full potential and make a positive contribution.

However, on very rare occasions our concern about a child may mean that we have to consult external agencies, even before we contact you. We follow strict procedures, which have been laid down by the Local Authority Safeguarding Board. The school has adopted a Child Protection Policy in line with the government guidance 'Safeguarding Children in Education'. The Governing Body also continues to implement a rigorous approach to Child Protection which follows all of the government guidelines. We also have an enhanced vetting and disclosure system in place which is required by the Secretary of State. Staff DBS checks are registered on the Silsoe Single Central Register in line with Local Authority policy.

If you would like to know more about our procedures or the policy, please speak to Mrs Purdue, the Head-teacher.

Complaints

Silsoe Lower School also has a complaints procedure. This can be found on our website, in our prospectus and is also available from the Headteacher.

Disabled Pupils

All pupils are welcome at Silsoe Lower School. For those with physical difficulties, staff will make arrangements as required. All pupils are treated individually and sensitively – support is provided where needed. Ramped access to the school playground and classrooms is available. We also have an adapted disabled toilet which is wheelchair accessible.

Special Educational Needs and Disabilities.

There was a significant change to the SEND code of practice which was introduced in September 2014. Following this we published our 'local offer' on our website. This explains to parents what the school is able to offer to our children with additional needs. It also explains what our local authority, Central Bedfordshire, can offer to children and their families. If you have any queries about any of this please feel free to come in to school and ask for a hard copy of these documents.

Our inclusion policy aims to promote the individuality of each child, irrespective of their ethnicity, faith, attainment, disability, gender or background.

Pupils & Curriculum Committee Report

This year we have focused on the school priorities which are listed above in the School Development Plan section.

I am pleased to report the progress made across the key stages. We have continued to achieve both academic and sporting success.

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

All the teachers worked together to develop the assessment and tracking system, to ensure that our system is consistent across the school at a time when the national guidance has been conflicting, contradictory and confusing. Each teacher has a thorough understanding of each child'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, street dance and netball plus the football club which is run by parents. As children proceed through the school there is the opportunity 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 assemblies. 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 will form the basis of the School Development Plan for 2016-2017.

Our end of year outcomes are very good. The children make good progress as they move through our school. This is as 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

The results for both Acorn and Chestnut are that 88.6% of the children achieved the government's threshold of a Good Level of Development, which means they achieved at least expected levels in all of the Early Learning Goals in the three prime areas and literacy and mathematics. By comparison the local authority result for 2015 was 64%, the national figure for 2015 was 66% and the school result for 2015 was 77.8%.

Key Stage 1

Year 1

81% of the children achieved the expected level in the Phonics test. The involvement of parents via the "phonics finder" and weekly newsletter, introduced by Mrs. Coles, together with work in the classroom has inspired the children to try more at home and engage their parents in their practice.

Subject	% achieving expected level or above	% achieving expectation in Early Years
Speaking	90.4%	92.6%
Reading	94%	92.6%
Writing	97%	89%
Maths	94%	89%

Year 2

The results in the table below demonstrate the outstanding progress achieved across Key Stage 1. Matched data indicated a 6 or 7 % increase in pupils achieving at the expected level or above in all areas except science.

Subject	% achieving expected level or above	% achieving expectation in Early Years (matched)
Reading	87%	81%
Writing	80%	73%
Maths	80%	73%

Science	93%	
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Key Stage 2

Year 3

The children have made excellent progress. However, the results for this cohort are now in line with the national curriculum criteria, whereas the results for the end of Key Stage 1 were based on the previous criteria such as 2B. The local authority has decided that moving from 2B to below ARE (age related expectation) is expected progress.

Subject	% achieving expected level or above	End of Year 2 – 2B plus
Reading	81%	87%
Writing	78%	87%
Maths	78%	87%
Science	94%	91%

Year 4

This cohort is small with a lot of mobility plus three of the children are from Conifer Class. 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. The use of the “grammar hammer” tool has been beneficial and will be further embedded next year.

Subject	% achieving expected level or above	End of Year 2 – 2B plus
Reading	89%	81%
Writing	67%	81%
Maths	77%	76%
Science	90%	86%

It is a huge accolade to the expertise, dedication and commitment of Mrs. Shires and her team, Mrs. Purdue and the mainstream teachers that two of the children from our SEMH provision will be leaving us at the end of Year 4 to go to mainstream school.

Jill Liddle

Chair of Pupils and Curriculum

Strategic Resources and Personnel Committee (SRPC) Report – 2015- 2016

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. Resources include staffing, technology and buildings at a particularly interesting time as we look to transition to the new school in early 2017. Another key area for discussion had been around the increased integration of Preschool. This has been carefully monitored and planned for to ensure the best possible outcome for children progressing through the Early Years Foundation Stages, but importantly has also assessed the impact to the resources and funding for the wider school, this will continue to be a key focus of the committee.

Resources are deployed in support of the School Development Plan which is established at the start of the year. The committee and governors review this 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.

Staffing – With the increase in pupils at the school and the resultant additional class intake in reception (Chestnut) the staff has increased with additional full-time teaching and teaching assistant staff. In addition, the committee has met with the Head Teacher to discuss the proposed structure for the new school to meet the needs of the larger intake with the two class format moving from reception in to year one. With the changing pupil profile, further investment on staffing structure in relation to supported learning and development for Special Educational Needs (SEND) has also been introduced, to provide yet further support and expertise in this area.

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. Although there is less evidence in later years, there is a well-documented link between the deployment of Teaching Assistant (TA) staff and improvements in achievement in Early Years and Key Stage 1 and this is proving to be invaluable at Silsoe Lower School in support of progressive learning for all pupils. Another effective use of the Pupil Premium has been the funding of Forest School, which has had a clear positive impact for children, giving a wider opportunity for participation, recognition and fostering of confidence in support of learning. In addition Sport Premium funding has enabled a number of additional sporting activities both at the school and externally which has enabled the children to experience a wide range of physical activities from tennis, cricket through to street dance.

Carried forward Revenue - This excess funding carry-over is very unusual (typically a maximum of 8%) due to the large growth funding and capital provided by the local authority for spending on setting up the new school. However, the school leaders have been careful to ensure the current school and its pupils are invested in. The redecorating and updating site related equipment and the development of the Children's Centre to support the Year 4 class is clear evidence of this. In some cases, (such as some items of large fixed play equipment) it has been necessary to delay the refresh of larger fixed play equipment until the move.

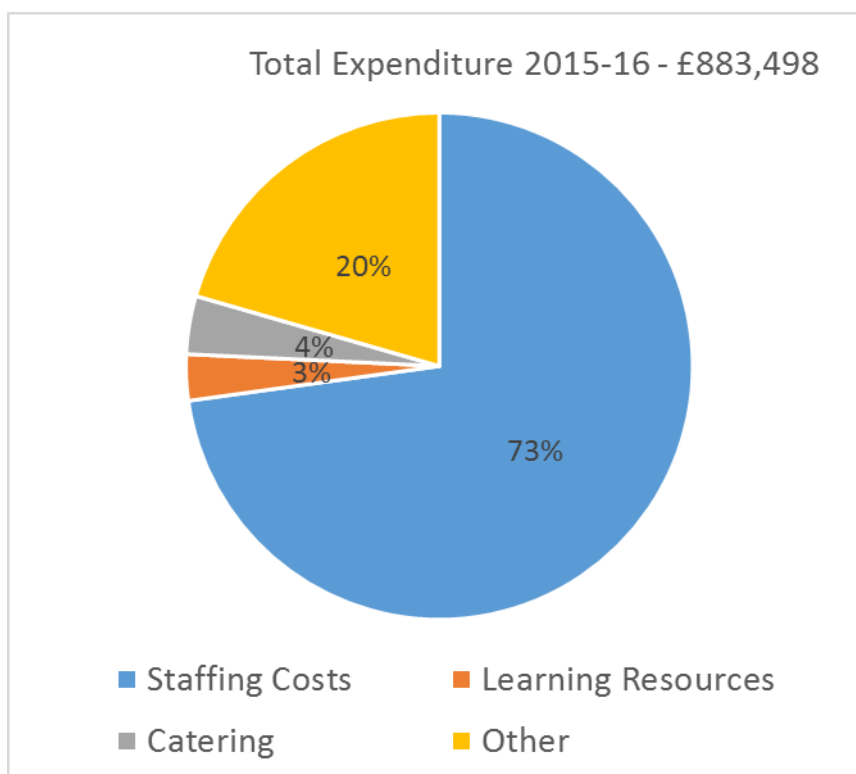
Investments - The school has been careful that, as much as possible, investments are transferrable to the new location such as new mobile classroom IT (laptop & tablet PCs), outside of this sustainable investments in training to enhance the skills of the teaching and support staff that will benefit the learning of the pupils.

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 such as library books, dictionaries and even higher expense items such as laptops. In addition, resources have been purchased to support PE and lunchtime activities but also external sporting activities such as swimming at Flitwick Leisure Centre.

Value for Money – Another key area that the committee monitors and discusses with the school finance team is to ensure that for major items of expenditure, best value is achieved. Examples of this have been leveraging local authority buying power and that of the Harlington Area Schools Trust (HAST). Whilst it is inefficient to tender for all purchases the team have been grouping together purchases where possible to get economies in the procurement process. All of these activities relate to both existing school purchases and those in relation to the set-up of the new school.

School Expenditure - The School's 2015-2016 expenditure is summarised in the pie chart below.

As you will notice the bulk of expenditure is related to staff costs, this will always be the case. Total Expenditure is at £883k up from £803k the previous year, which is due to the increase in number of pupils, the extra class in Reception (Chestnut) and the associated increase in Teaching and Teaching assistant staffing associated.



Should you require them, further details of the final accounts for 2015/16 are available on the VLE or from the School Business Manager, Mrs. T Villiers.

The focus in this coming year again will be to continue to track the expenditure in relation to the School Development Plan and pay particular attention to the preparations (increase in staffing etc.) for moving to the new school in early 2017. These are exciting times!

Matthew Dobson

Chair – Strategic Resources and Personnel Committee