



LOW MOOR C. OF E. PRIMARY SCHOOL

Aiming for Excellence

2015-16 ANNUAL GOVERNANCE STATEMENT

**2015/16 Annual Governance Statement of the Governing Body of
Low Moor C. of E. Primary School**

Key issues that have been faced by the Governing Body are as follows:

Governing Body Membership

During the course of the year, a parent governor, Spencer Fox, a co-opted governor, Michelle Hoddy and a staff governor, Suzanne Daly (nee Gledhill) resigned from their positions on the Governing Body. The work of the governing body is undertaken on a completely voluntary basis and the involvement and contribution of each member is vital to the successful governorship of the school. We would like to thank each of the resigning governors for their valuable contributions over many long years of service and wish them all well for the future.

We are pleased to welcome Councillor David Warburton as a co-opted member to the Governing Body, Sean Kenny, as the new staff governor and ?? as the new parent governor.

Governing Body and its Committees

At the first meeting of the academic year, the roles and responsibilities of each governor, including their membership on the Governing Body's sub committees was agreed. Governors attend full Governing Body meetings twice per term and also attend regular sub-committee meetings throughout the year. The remits for each of these committees are reviewed and updated annually to ensure that the school meets all of its statutory duties and responsibilities.

In 2015-16, senior leader presentations were made to the Governing Body on key areas of the School Improvement Plan. These included: Raising standards in Early Years Foundation Stage; Raising attainment in mathematics and pupil premium provision.

Named Governor Roles

As governors, we also have specific areas of the curriculum and other responsibilities allocated to each of us. We meet with the Headteacher and members of the Senior Leadership Team on a regular basis. We review and monitor the plans in place to achieve the priorities on the School Improvement Plan. This is achieved through discussions with subject co-ordinators and observing lessons taught in the classroom. We also visit school events and classes to improve our knowledge and understanding of school life. In this way, we can see the impact of the strategic policies and decisions made by governors.

Governing Body Code of Conduct

All governors sign up to an agreed Code of Conduct for governors. This acknowledges our acceptance of our roles and responsibilities, our commitment to the school in terms of participation in decision making and involvement in school life, ongoing training and development and maintaining effective working relationships with the school, the church, parents, local community and all other agencies.

Training and Development

As governors we are committed to our ongoing training and development. A training and development plan was agreed at the start of the academic year and this was continually monitored to ensure that relevant training was accessed. The whole Governing Body received training on the Government's Prevent Strategy, and analysis of the school's Raise online data. Individual governors also accessed many other training courses throughout the year to inform and assist them with their work on the Governing Body.

Finance, Staffing & Premises

Budget Setting, Monitoring and Review

2015/16 has been a challenging year for all schools and Low Moor was no exception. A new National Funding Formula (NFF) for schools has been awaited for a number of years and tight financial constraints have been placed on schools. Following the Parliamentary election in 2016, the NFF has been deferred for a further year until April 2018 and this has put further significant pressure on the school's budget.

The Finance, Staffing & Premises Committee discussed and reviewed a three-year budget plan and this was subsequently approved by the full Governing Body. The plan is continually reviewed and monitored by the FSP Committee throughout the year.

Staffing

Governors were involved in appointing four new teachers. Two of these commenced teaching at Low Moor in June 2016 and effective systems were put in place to ensure a successful handover took place from the resigning teachers. Two of these teachers were appointed to start in the new academic year 2016-17.

Mentoring arrangements and training & development plans were established for all new members of staff to ensure the quality and effectiveness of their teaching.

The SLT is responsible for the quality of teaching and learning throughout school and governors are kept informed of the strategies in place to ensure that this is rigorously monitored, e.g. lesson observations, learning walks, interviews and pupil book scrutinies.

High expectations are expected of all teachers and staff within school. The schools budget provides for the continuous professional development of all staff and a sound performance appraisal system is in place.

A new Office Manager was appointed and many improvements to administrative procedures have been introduced, including the introduction of the on-line Parent Pay system and the new School APP to enable easier access to the school website, news items, events and letters.

The Pay Committee reviewed and approved the pay progression of all staff.

Capital Programme and Premises

We are delighted that the KS2 sports playground was completed and further enhanced to include two outdoor storage areas and an attractive terraced balcony area overlooking the new sports facility.

Other major improvements included:

- The main playground has been enhanced with 3 separate areas of outdoor learning including the grass area, the nature area and the friendship bench area;
- Improved security including a secure access system to the main school driveway and pedestrian gates and to internal doors leading from the main reception area;
- New whiteboards were installed in Classes 5 Unite and 6 Vision and 15 new laptops were purchased for use by KS1 pupils;
- New dining furniture has been installed in the dining area which has enabled a whole new 'family dining experience' to be enjoyed by the children;
- The KS1 boys and girls toilets were refurbished with new ceiling tiles and LED lighting;
- A suspended ceiling was installed in Class 2 Flourish;
- Investment in new display boards in the dining hall have greatly enhanced the displays of children's work. The displays are frequently changed and demonstrate the exciting and challenging work the children are completing. Please feel free to call into school to see the work on display.

Policy Documentation Review

The Strategic Planning Committee has reviewed the schedule of school policies to ensure that all statutory requirements, national expectations and the needs of the school are met. Much of our time has been spent thoroughly reviewing and approving all of those policies which were due for renewal and also approving new policies where required.

School Improvement Plan 2015-16

The Governing Body and its committees were involved in the development of the School Improvement Plan, discussing and setting key targets and improvements with the Headteacher and also closely monitoring progress and the impact on pupil performance throughout the school year.

Five main priorities were identified in the School Improvement Plan and we are delighted to report on the outcomes against each of these priorities below:

Priority 1 – Quality of Teaching, Learning and Assessment

To ensure consistently high quality marking and feedback that effectively contributes to substantial and sustained progress in reading, writing and mathematics

The Curriculum Committee discussed and agreed strategies with the Headteacher including the following:

- Regular book scrutinies to be undertaken by the senior leadership team (SLT) and constructive feedback provided to staff;
- The appointment of an external consultant to moderate SLT judgements;
- The Marking and Feedback Policy was updated to ensure a consistent approach to marking throughout school;
- CPD staff training sessions to review and moderate the effectiveness of the Marking and Feedback Policy

We are delighted with the results in 2016 which are summarised below

EYFS - 80% of pupils in school achieved a Good level of Development (GLD) This represents an increase of 16% on 2015 results. The National GLD was 66% and school has outperformed the National GLD by 14%

Y1 - Phonics Screening Check

In Y1 – 84% of pupils achieved the phonics standard. This is 9% above Bradford (75%) and 7% above the national figure of 77% (2015 comparison).

There were 9 pupils in Y2 who did not achieve the phonic standard in Y1 and consequently re-took the test this year. All of our Y2 children have now achieved the phonic standard.

KS1 - 2016 Results

Subject	Low Moor CE Primary	National	Bradford
Reading Test	80%	74%	70%
Writing TA	77%	66%	64%
Mathematics Test	84%	73%	70%

KS2 – 2016 Results

Subject	Low Moor CE Primary	National	Bradford
Reading Test	78%	66%	56%
Writing TA	83%	74%	74%
Mathematics Test	69%	70%	65%
GPS	90%	72%	68%
Reading, Writing and mathematics combined	58%	53%	46%

Priority 2- Outcomes for Pupils

To ensure a greater proportion of pupils achieve and exceed the national/age related expectation in mathematics.

The Curriculum Committee discussed and agreed strategies with the Headteacher including the following:

- Inclusion of pupil mathematics achievement targets on the annual staff appraisal for all teaching and education support staff;
- CPD training for the mathematics co-ordinator;
- The purchase of mathematics resources including a new mathematics scheme to raise standards in Y3;
- Additional mathematics intervention groups;
- Sharper focus on data using new assessment criteria with termly progress meetings for all teaching staff and SLT;
- Regular book scrutinies and increased focus for monitoring, moderation and peer mentoring.

We are delighted to report the outcome of achievement in mathematics with the 2016 results as follows:

- **EYFS – 85% achieved the Early Learning Goal (ELG) in mathematics.** This is an increase of 13% compared with the 2015 results and is 8% above the national average in 2015.
- **KS1 - 84% achieved the Age Related Expectation in mathematics.** This exceeds the national by 11%. In 2015, the national was exceeded by 6% and therefore the gap between school and the national has widened by 5%.
- **KS2 – 75% achieved the Age Related Expectation (ARE).** This exceeds the national by 5%. In 2015 the national was exceeded by 1% and therefore the gap between school and the national has widened by 4%.

(Six new pupils joined our Y6 cohort in 2015/16. When the results of these late arrivals are removed, 75% achieved in mathematics)

**Priority 3- The Effectiveness of The Early Years Provision
In Early Years Foundation Stage, to close the gap between Pupil Premium (PP) and Non-Pupil Premium (NPP) pupils achieving a good level of development (GLD).**

Detailed Intervention strategies were agreed and put in place including:

- Ambitious target setting based on a secure knowledge of pupil's starting points;
- Home and pre-school visits in preparation for the start of the academic year;
- The purchase of an on-line system, 'Early Essence' for recording pupil's learning with a sharp focus on building on success. Parents also have access to Early Essence which has greatly enhanced communication with parents;
- New baseline assessments introduced in September 2015;
- Continuous access to outdoor provision;
- A revised curriculum with new and exciting themes that engage and motivate pupils;
- Pupil Premium children carefully targeted to enable optimum progress;
- Support from EYFS advisory team accessed.

The EYFS results for 2016 are as follows:

- **50% of Pupil Premium children achieved a GLD.** This is an increase of 36% compared to 2015 results and is in line with the national statistic
- In this cohort, there were only four Pupil Premium children. One pupil narrowly missed the GLD due to inconsistencies in writing. This pupil represents 25% of the PP total.

Priority 4 – Outcomes for Pupils

In KS1, to increase the proportion of girls achieving the higher levels in reading, writing and mathematics.

The Curriculum Committee discussed and agreed strategies with the Headteacher including the following:

- Additional intervention sessions;
- Differentiated Learning tasks;

- Guided reading sessions and use of reciprocal teaching in guided reading;
- Sat's practice papers in reading, writing and mathematics.

The outcomes for KS1 girls achieving the higher levels in reading, writing and mathematics were as follows:

Subject	Girls - School		Girls - National		Gap	
	At	Higher	At	Higher	At	Higher
Reading	81%	39%	78%	27%	+3%	+12%
Writing	81%	32%	73%	17%	+8%	+15%
Mathematics	87%	26%	74%	16%	+13%	+10%

Priority 5 – Outcomes for Pupils

In KS2, to increase the proportion of boys achieving the higher levels in writing, mathematics and grammar, punctuation and spelling (GPS).

Detailed Intervention strategies were agreed and put in place including:

- An after school ICT club to produce a half-termly newsletter, presentations in school assemblies about e-safety and helping to organise events, e.g. e-safety day;
- Purchase of dictionaries, fiction and non-fiction books to support topic areas;
- Homework club for children who find completing work at home challenging;
- Science club aimed at Upper KS2 children to extend their scientific knowledge.

The outcomes for KS2 boys achieving the higher levels in writing, mathematics and GPS were as follows:

KS2 - 2016 Results – Boys Attainment

Subject	Boys - School		Boys - National		Gap	
	At	Higher	At	Higher	At	Higher
Writing	82%	27%	68%	11%	+14%	+16%
Mathematics	73%	21%	70%	18%	+3%	+3%
Grammar, Punctuation & Spelling	88%	21%	67%	18%	+21%	+3%

We always welcome suggestions, feedback and ideas from parents and carers and you may do this by contacting the Chair of Governors, Mrs Sue Furniss, via the school office. Governors also attend parents' evenings where we would be happy to chat with you.