

GOVERNORS' REPORT

1. INTRODUCTION

The school is generally back to normal following the Covid restrictions though there are lasting effects which the school are trying to address. Governor visits to school have resumed with each governor looking at specific subjects throughout the school. It was felt that this approach would enable a greater understanding by the Governing Body and to focus on the key areas of: INTENT IMPLEMENT IMPACT. These visits were successful and allowed the Governing Body to understand each subject area in much greater detail and also how the subjects were taught and assessed. The Single Central Record has been inspected each term by our Safeguarding Governor and regular Governor H&S checks undertaken.

The Governing Body (GB) was reconstituted in September 2015 and has 12 members: 3 Parents, 1 LEA, 1 Staff, 1 Head and 6 Co-opted Governors. The GB has consistently had a full complement. The GB carefully considered its strengths and weaknesses on a regular basis and currently are of the view that GB that possessed the appropriate skills to undertake its duties diligently. All governors actively contribute, utilising their own relevant skill sets and experience to promote the success of the school. Human resources and facility management are two areas where greater depth of experience would benefit the GB. The GB has discussed the ethnicity of the GB and will actively seek to appoint a BAME Governor when the opportunity arises. The GB has discussed succession planning and also the need to reappoint/replace governors as their terms end. Philip Cunningham is the Chair of the Governing Body. Jon Mackley is the Vice Chair.

The GB carries out joint training sessions in pertinent areas and governors have committed to carry out further training, particularly where it is relevant to their roles.

At our last meeting of the year Lesley Gawen informed the GB of her decision to stand down. We would like to record our thanks to Lesley for the time, commitment and wisdom she has given to the GB. Lesley has been on the GB for 28 years with many of these being in the role of Chair of Governors – thank you Lesley.

Governing Body as at July 2023

Governor	Category	Term End	Attendance at Full Governors Meeting 21/22					Attendance at Full Governors Meeting 22/23				
			9/9	2/12	10/3	12/5	7/7	15/9	1/12	9/3	18/5	6/7
Debbie Bedford	LEA	15/10/25	✓	✓	✓	✓	x	✓	✓	✓	✓	✓
Alex Corke	Co-opted	06/07/27	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Donna Corke	Staff	31/03/27	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Philip Cunningham	Co-opted	06/07/27	x	✓	✓	✓	x	✓	✓	✓	✓	✓
Clare Brazil	Parent	18/10/26	✓	✓	✓	✓	x	✓	✓	✓	✓	✓
Kevin Dobson	Parent	01/10/24	x	✓	x	✓	x	✓	✓	✓	✓	x
Lesley Gawen	Co-opted	09/07/25	✓	✓	x	x	✓	x	✓	x	✓	✓
Greg Huntley	Co-opted	09/07/26	✓	✓	✓	x	✓	✓	✓	✓	✓	✓
Jamie De Verteuil	Parent	15/12/26							✓	✓	✓	✓
Jon Mackley	Co-opted	08/10/25	✓	✓	✓	x	✓	✓	x	✓	✓	✓
Mark Turner	Co-opted	06/07/27	✓	✓	✓	✓	✓	✓	✓	✓	x	x
Tracey Webster	Headteacher		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Clerk

Sara-Jane Mansfield/ Nicola Thrussell from April	Clerk
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Associate Members

Helen Romain	Teacher
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Committees

Committee	Governor Membership
Pupil Discipline (adhoc)	Alex Corke, Lesley Gawen, Greg Huntley, Mark Turner, Philip Cunningham, Debbie Bedford, Jon Mackley
Resources	Alex Corke (Chair), Philip Cunningham, Lesley Gawen, Greg Huntley, Mark Turner, Jon Mackley, Kevin Dobson
School Improvement	Debbie Bedford, Donna Corke, Philip Cunningham, Clare Brazil, Mark Turner (Chair), Jon Mackley, Kevin Dobson, Jamie De Verteuil
Staff Grievance	Philip Cunningham, Lesley Gawen, M Turner, Alex Corke, Debbie Bedford, Jon Mackley

The Headteacher attends all meetings and reports to the GB.

Link Subject Governors

Maths	Phil Cunningham
English	Kevin Dobson
Science	Clare Brazil
Computing	Greg Huntley
Humanities	Jon Mackey
Art	Donna Cork
D&T	Mark Turner
Music	Mark Turner
PE	Debbie Bedford
RE	Lesley Gawen
MFL	Alex Cork

Link Governors

Safeguarding governor	Lesley Gawen
Health & Safety	Jon Mackley
SEND (and Pupil Premium)	Debbie Bedford
Educational Visits	Clare Brazil
GDPR DPO	Mark Turner
Autism Lead	Donna Cork
Equalities	Jon Mackley

Reports are received from Link Governors at GB meetings.

The GB is divided into two committees: one for school improvement and one for resources (and finances). Each half term there is one meeting of each committee which feeds into a Full Governing Board meeting. Each committee appoints its own Chair. An independent Clerk minutes all meetings. The GB is well balanced and offers a variety of skills and experience (regular skills audits are carried out and training is monitored). There is a good blend of experienced governors and of fairly new governors. Attendance at meetings is very good and when a working party is needed governors are willing to offer their time. All minutes and paperwork for the GB are stored on Governorhub. Training records, governors' policies, reports of visits, monitoring calendar and meetings schedule are also stored on Governorhub.

The GB undertook a thorough self-evaluation of the constitution and reviewed the terms of reference for its committees. A review of Governors competencies was undertaken together with a review of training.

The overall culture of the school is one of high expectations for teaching, learning, pupil behaviour and safety. In undertaking its duties the GB (following HfL training) reviewed the Schools Vision, Aims and Values in 2018, which are still fully supported. These help us to ensure the school achieves its goals, academically as well as spiritually, morally, socially and culturally.

The GB promotes the fundamental British Values of democracy, rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.

Our Vision

The Governing Body will not accept second best for any child and will embrace an ethos of setting the highest of expectations. This includes high expectations for pupil behaviour, progress and attainment and for the conduct and professionalism of both staff and governors.

At Ladbrooke we will create a safe, nurturing and welcoming environment, setting clear boundaries and leading by example. We will endeavour to build strong links with parents and help children to recognise the part they play in our school and the wider community.

We will deliver a stimulating, creative curriculum which aims to inspire a love of learning in every child. We will give children responsibility for their learning by providing choices and celebrate their efforts and successes. We will learn and grow together.

Having experienced a wide range of learning opportunities we aim for our children to leave us with a strong foundation for a happy and successful future.

'Work Together, Achieve Together'

Our Aims

- To provide a safe, nurturing and welcoming environment which meets the needs of every child.
- To provide our children with a stimulating, creative, challenging and inclusive curriculum
- To enable our children to take responsibility for their learning and to develop the ability to work independently and cooperatively.
- To enable our children to develop a sense of citizenship through our agreed school values.
- To enable our children to develop care for and respect themselves, others and the world around them.
- To encourage partnerships with parents and the wider community

Children leaving Ladbrooke will...

- Have developed a love of learning.
- Display the academic, social and creative skills needed to be successful in life.
- Be open minded and flexible.
- Be willing to take responsibility for their own learning and learn from their mistakes.
- Show respect and pride for themselves, others and the Ladbrooke community.
- Develop a sense of achievement in themselves.
- Display high self-esteem - pride, confidence and positive outlook.
- Demonstrate good social skills including communication, independence and teamwork.
- Have experienced a wide range of opportunities.
- Be happy, safe and enjoy their time at Ladbrooke

The Governors are mindful that they need to focus on three core strategic functions:

1. Ensuring clarity of vision, ethos and strategic direction

The Governors in partnership and consultation with the HT (and SLT and all teaching staff) have reviewed and agreed vision and ethos of the school as set out above. The school has had a clear strategic direction for a number of years and this is embedded by the school values and vision. The strategic direction has needed to be tweaked in light of government policy, changing curriculum, Ofsted reports and issues such as school performance. Given the performance of school and ability of the HT, the work on the strategic direction of the school has been led by the HT following discussions at the Governing Body meetings, with the strategic direction then being scrutinised closely by and approved by the Governing Body. In order to strengthen the input of the Governing Body an annual meeting to discuss the strategic direction of the school is being put in place. A key role will be to feed into the SIP at a strategic level before it is developed by the HT and her staff.

2. Holding the Head Teacher to account for the educational performance of the school and its pupils, and the performance management of staff

The GB and its two committees robustly challenge the HT in an appropriate manner in order to hold her to account. School performance is reported to the SIC and this is forensically examined and challenged by governors. The Performance Management of staff is monitored by governors. Two governors have been appointed to review the performance of the HT. This work is done in partnership and with the expert advice of our Herts Improvement Partner.

Important to note that the GB also supports the HT in her role.

3. Overseeing the financial performance of the school and making sure its money is well spent.

The overseeing of financial performance of the school is led by the Resources Committee with detailed reports being received from the HT based on information from Herts County Council. The levels of delegation of financial spending are approved each year by the GB, though reporting to the GB is done at a significantly lower level at the choice of the HT so that the GB has much clearer vision of procurement and spending. An annual budget meeting is held to set budgets where each line of the accounts is reviewed before the budget is approved by GB. A four-year plan is prepared in order to forecast potential financial issues that may need to be tackled in future years. The Resources Committee is chaired by a qualified accountant who has also done various Herts for Learning courses relevant to this position (SFVS etc).

The Government's White Paper Educational Excellence Everywhere, March 2016 states:

'it is increasingly vital that schools operate under effective governing boards. As the key decision maker and accountable body for their school(s), governing boards have a vital strategic role, which they should deliver in a dynamic and professional manner: focusing strongly on their core functions of setting the vision and ethos for their school(s), holding school leaders to account and making sure money is well spent.'

The Governing Body are mindful of the above core strategic functions and guidance and endeavour to ensure that these are followed in undertaking its duties.

As part of this code Governors have reviewed their own performance so that continuous development and improvement can be achieved. Each year a review of the training of governors is carried out. In addition, a Skills Audit of the GB (National Governors' Association Governing Board Skills Audit) has been completed and this showed that the Governing Body has a broad range of skills and experience within its membership and no significant gaps where remedial action was required. However, all governors have the willingness and ability to learn and develop. The chair also acknowledges that regular evaluation is useful in determining effectiveness and highlighting any potential areas of weakness or where improvement can be obtained. As such feedback is requested from the Governing Body at the end of each school year.

Overall Effectiveness of the Governing Body

The GB has worked hard to support the school to raise achievement and promote good teaching throughout the school. We have ensured we receive the required information in order that governors are in a position to be able to challenge appropriately. We feel confident that we have a robust structure in place – well trained, enthusiastic, keen governors. Committees are well attended, and we have strong support with policies and procedures. We feel that we can properly support the school in all its endeavours. All this could not be achieved without the exceptional commitment and ability of our Head Teacher and her team's hard work, the character of our children and the support of their parents and carers.

Biggest single contribution of the Governing Body was perhaps the appointment of the HT, following several unsuccessful attempts to appoint a HT with the right skills and experience.

Other contributions include:

Ensuring a balanced and well trained Governing Body to perform its three key functions and to support the Head Teacher and her staff

Ensuring high quality clerking at all meetings

Helping to deliver three new high quality teaching areas: the Owl House and its environs, the recent new classroom building and the Early Years outdoor area

Supporting the Welfare of all staff and provision of training a

Which has contributed towards exceptional staff retention

Ensuring financial controls and management are in place for contracts to deliver best value
A real focus on effective Safe Guarding to ensure that it is totally embedded throughout the school with a similar focus of issuers such as Prevent
Challenging the teaching staff to ensure levelling up is a continued high priority and that disadvantaged children are always considered
Working with the head teacher and her staff to instil a shared vision and ethos
Supporting the introduction of the new curriculum
Working with the HT and SLT in managing the impact of the Covid pandemic.

The GB has set out a clear Vision and Ethos, developed in partnership with the HT and her team. A priority for the GB has been ensuring a focus on disadvantage children. Working with the HT a strong financial control and governance with 4 year plan has been put in place.

The GB has had no vacancies (except for periods when Parent Governors are being replaced) for last 10 years or more. The GB has a wide skill set and works well together.

2. OFSTED INSPECTION

The Ofsted inspection on 18th October 2022 confirmed that the school continues to be classified as 'good'. Two areas where the school needed to do to improve were highlighted

The early years curriculum is not sufficiently developed in some areas of learning. Leaders have not thought carefully enough about what children will learn and when. This makes it hard for teachers in the early years to prepare children for what learning comes next. Likewise, teachers in key stages 1 and 2 are not always able to build on what pupils have learned before.

Senior leaders should ensure that curriculum leaders receive the training and support they need to introduce and monitor an effective early years curriculum that provides a strong foundation for teaching and learning in Year 1 and beyond. v Leaders identify what needs strengthening in their curriculum and wider school systems. However, improvements do not always happen as quickly as they should. Leaders should work more systematically and swiftly to address any issues in the school's provision, such as refining how teachers carry out and record the support provided to pupils with SEND.

An action plan has been put in place to address these issues.

The full Ofsted Inspection letter is available online and on the Ladbrooke JMI website.

We look forward to our next Ofsted Inspection so that we are able to demonstrate the continual improvements that are being made at the school and to show that the school provides a safe, nurturing and welcoming environment which meets the needs of every child and that develops a life long love of learning. We would welcome the chance to evidence how we provide our children with a stimulating, creative, challenging and inclusive curriculum that results in good attainment and progress from our children.

3. KEY AREAS OF FOCUS FOR GOVERNING BODY IN 22/23

One of the main focuses of the GB is agreeing, reviewing and monitoring the School Improvement Plan (SIP). We robustly challenged the Head Teacher and her deputy and also have had the opportunity to challenge some of the subject leaders. Independent views are provided by Kelly Moss (Herts Improvement Partner). As mentioned in the introduction, the Governing Body took the opportunity to review how governor visits were undertaken and decided that each Governors should take responsibility for a particular subject. It was felt that this approach would enable a greater understanding by the Governing Body and to focus on the key areas of: INTENT IMPLEMENT IMPACT. These visits were successful and allowed the Governing Body to understand each subject area in much greater detail and also how the subjects were taught and assessed.

The Pupil Premium and Sports premium were carefully monitored and reported each year. The Pupil Premium used to impact on the standards of all disadvantaged pupils in all year groups. Through this targeted

approach disadvantaged pupils are achieving in line and if not better than their peers. Attendance continues to improve, as has the number of children who are regularly late. Emotional wellbeing support has built steadily and is having a positive impact. The money is used to increase staffing across the school so that disadvantaged children can be targeted and supported earlier. Careful evaluations of interventions last year have identified those that gave most impact and these will be continued. Maths and writing will be the main focus of support in and out of class. Emotional wellbeing, as a key target on the school improvement plan will continue to be a focus of our use of our spending. Attendance will continue to be monitored.

The Sports premium is assessed by 5 key performance indicators plus swimming data.

In accordance with our forward plan, policies are reviewed, updated and approved.

Self Evaluation Form (SEF)

The SEF sets out the Head Teacher (and her staff) view of the school in specific areas. In terms of the SEF it is noted that there has been a general improvement over recent years. The assessments show that we are a solid 'Good' and that we are working on moving the school to 'Outstanding'. Governors acknowledge this progress and the hard work that has been required to make this progress. With the continued input of all the staff (and of course pupils and parents) and a focus on further improvement through the SIP, further progress towards 'Outstanding' performance should be attainable.

Joint Annual Review Visit (JARV)/Hertfordshire Improvement Partner

The feedback from our Herts Improvement Partner has been extremely positive.

SIP Summary of Priority Areas 2022 - 2023

Priority 1 - Reading

To continue to develop reading with a focus on vocabulary and strong C&L skills

By

- *Reviewing and developing KS2 reading sessions*
- *Ensuring vocabulary is high profile in each curriculum area*
- *Continuing to raise standards in phonics*
- *Ensuring reading books are phonetically matched*
- *Using careful entry assessment and intervention to support individuals*

SO reading standards continue to improve and children can use technical language across all curriculum areas

Priority 2 - Writing

To raise standards in writing with a focus on technical skills and increasing the number of children achieving greater depth

By

- *Using JC approach in lower KS2 to support development*
- *Continuing to build slow write*
- *Using strength/gap analysis to inform future planning*
- *Developing understanding of how to secure greater depth and what this looks like*

SO writing standards continue to rise and we achieve a higher number of greater depth writers

Priority 3 - Maths

To continue to raise standards in maths with a focus on closing the gap in maths for disadvantaged pupils

By

- *By analysing coverage in 21/22 and adapting planning in light of this*
- *Continuing to develop the use of White Rose Units*
- *Adapting the curriculum to support disadvantaged pupils*

- *Using personalised programmes to support children in closing gaps quicker*

SO maths results continue to rise and the gap for disadvantaged pupils is closed or closing rapidly

Priority 4 - Leadership

To continue to support leaders across the school in raising standards across all curriculum areas
By

- *Subject leaders focusing on progression of vocabulary across the school*
- *Providing CPD in music and art to support development*
- *Continuing to support adults in EYFS in adult interactions by the development of learning ladders to track progress against EYFS curriculum*
- *Continuing to build governor subject links and visits to the school*

SO subject leaders and governors can talk confidently about the curriculum and teachers feel supported in developing skills through CPD

Review of School Improvement Plan 2022/2023 – Actions and Impacts

Reading

- KS2 reading sessions were reviewed and new resources sourced to support less able readers in accessing the same text as their peers
- Subject leaders have focused on vocabulary development in their subject levels and vocabulary has been a focus of reading sessions, both whole school and small group sessions
- Reading books in KS1 have been purchased to ensure that they are matched to the phonic scheme
- Home reading books have been purchased to support phonics scheme used in school
- Interventions in reading have been tracked more clearly on class provision maps
- Progress in Y1 phonics screening has been very strong with the average score rising from 10 to over 30 by the end of the year
- 'Nessy' has been used to support children with phonic gaps and difficulties in reading

Writing

- A new writing framework has been written and shared so that the key writing genres are covered across the school
- Within the writing framework, key skills are identified that match the writing genre, this will allow for more targeted moderating/monitoring to occur next year.
- Staff have had training in how to adapt Jane Considine units to support our new framework
- Time has been allocated for planning of writing units and staff have had opportunities to observe colleagues teaching writing
- We have begun to research resources that can be used to support writing, especially for children with SEND
- Purchased a subscription to WIDGIT, which is an app which allows for stories to be written using visuals to support reading. This has been used in KS1 effectively and is used with targeted children across the school
- Staff meeting of ways to scaffold writing have been held to remind teachers of the resources in school that support writing and strategies which are effective in developing writing
- Investigated spelling schemes and trialed Twinkl Spelling across the school. Early feedback by staff is positive but it is too early to measure the impact

Maths

- Staff have been trained in using Doodle maths and using the app to analyse data.
- Doodle maths has been introduced across the school. Starting with KS2 in September and then KS1 from January.
- An analysis of the impact of Doodle will be carried out.
- The multiplication check in Y4 showed that children who used TT Rockstars regularly did better than those with little interaction

- Talk Maths sessions have been reviewed and observed to ensure they are having an impact on learning and children are improving their communication skills and ability to talk about maths succinctly.
- Maths assessments have been carried out and provision maps adapted to support children who need support in maths

SEN

- The whole SEN process and paperwork has been reviewed and a one page overview created
- Class provision maps have been reviewed and adapted to show impact as well as provision
- ADPR sheets have been developed to track intervention and impact. These are being reviewed regularly
- New SEN electronic files have been set up and paperwork scanned into them
- New procedures are in place for recoding concerns raised wither by teacher or parent
- All staff have been given an overview for where to go to get support with different needs
- Training is highlighted clearly on the staffroom board
- Links with Watling View special school have been established to supports developing needs
- All staff have had training on sensory needs and adaptations to the classroom environments are being planned
- Sensory trails are beginning to be used in school and will be developed over the coming year
- Staff are more familiar with the forms needed o be completed to support children with additional needs
- A commissioned visit by County recognised the work carried out in SEN and meant they agreed with our assessment of our SEN practise.

Leadership

- Subject leaders have developed vocabulary progression maps for their subjects from FS1 to Y6
- A subscription to Kapow was purchased in art to support teachers in the teaching of art through video training
- A music specialist works with teachers once a fortnight to raise standards in music across the school
- Subject leaders have had training in how early years works, from planning, to how the room is set up adult and child led activities and assessment
- Subject leaders have become more familiar with the early year curriculum and have had opportunities to see how their subject area builds on early years work
- Subject leaders have visited the early years environment and worked with children to gain a better understanding of how their subject fits in
- New progression documents have been created to include early years as the starting point
- Subject leaders have met with the HIP to talk about EYFS and their subject. She noted in her report
 - *Subject leaders had a clear idea of the strengths and next steps in their subject as a result of this monitoring.*

Senior leaders have acted with urgency following their inspection. Subject leaders have a growing understanding of the EYFS and an increasing confidence. It was a pleasure to hear of the developments at both this and the last HIP visit

The Curriculum

There is a clear focus on the quality of education throughout the school. The national curriculum is delivered through topic based work. Subject leads ensure working policies are in place and that continuous improvement is delivered. A good example of this being music.

While academic performance is a key output and performance data is clearly an important monitoring tool, the GB are aware that there is a move to the 'substance of education'. A key factor in achieving this is the curriculum and how well it is designed, implemented and the impact it has. This will need to be fed into the SIP.

Intent – Knowledge and skills pupils will gain - cultural capital (what's needed to succeed in life)

Implementation – understanding, not memorising

Impact – pupils knowing and remembering more

The GB have challenged in respect to the 'intent'. At KS1 pupils should be able to read, write and use mathematical knowledge and ideas so they are able to access a wide-ranging curriculum at key stage 2. The GB have seen this in practise on school visits.

It is noted that national curriculum definition of 'knowledge and cultural capital' is 'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'

Most of the GB are not trained teachers and are therefore not able to assess the strength of teachers. Three members of the Governing Body (plus the Head Teacher and Staff Governor) are teachers and this allows a challenge and perspective from Governors with educational training and experience. All Governors are able to see the implementation through the various site visits and for several governors as parents of children at the school. The GB also obtains feedback from the HT and from the HIP/JARV to evaluate the Implementation of the curriculum. The HT and HIP/JARV have indicated a well-constructed and well-taught curriculum and this is demonstrated in the results which has shown sustained positive 'impact'.

The Governing Body also assesses the schools' performance through benchmarking and by monitoring data. The low staff turnover is also a good indication of the school environment and culture. The school attendance is also carefully monitored.

There is currently and historically very low levels of complaints or instances of bullying.

Safeguarding and Health & Safety

Safeguarding and H&S are top priorities for the school, with link governors appointed for both areas. The school has embedded a culture of safeguarding, always acting in the best interests of children. Issues that have been considered are e-safety, identify children who are at risk of harm, safer recruitment and allegations/complaints.

All Governors undertook Safeguarding training last year.

The Safeguarding governor works closely with the HT and the office manager. A key part of this role is to check the Single Central Record is fully up-to-date and compliant. Radicalisation and e-safety are further discussed below.

The H&S link governor carries out termly site visits with the HT and site manager and reports back to the GB. Fire alarms and evacuation times are recoded at each visit. The last annual Health and Safety Audit carried out by the local authority rated the school's procedures as outstanding.

At all school visits governors will be able to assess safeguarding and Health & safety in practise. Some of the observations include:

Is the school site secure?

Are CRB, induction, training records etc checked?

Are DSP, PREVENT Awareness, H&S etc information clearly displayed?

Is the Annual Safeguarding Audit completed?

Is there Evidence of safeguarding in the curriculum?

Are the children interacting positively on the playground?

Is the playground equipment provided safe to use?

Is the level of supervision in the playground adequate?

Do children feel safe in school?

What would children do if they were worried about anything?

Do children know what to do if the fire bell goes?

Have staff got any safeguarding issues?

What would staff do if they had a concern?

Academic Progress

Governors acknowledge that academic progress and performance are important, however, the GB accepts that particular cohorts will perform differently and that the score of one or two children can make a relatively large percentage difference. The GB continue to challenge the Head Teacher to explain results and ask what, if any, remedial action should be put in place to address any areas of concern. The GB note the results are consistently better than both National and Herts averages but also acknowledge that this must not lead to complacency.

Particularly attention is made on the progress and attainment of disadvantaged pupils across the school.

Well-being

Well-being for both children and staff has been considered in more detail by the GB in recent years and this will continue to be the case. Governors do visit the school and do engage with teachers as much as possible. In particular, the governors that are parents have significant contact with teachers and are able to gain some insight into the well-being at the school. However, the GB still needs to rely on the HT for a full assessment of well-being within the school. The school is very close knit with a low turnover of staff; this helps the HT monitor well-being amongst staff and for staff to help and support each other where needed. The HT has explained that she has tried to provide more time for teacher planning and will investigate ways of trying to better monitor and assess well-being e.g. questionnaire. The well-being of children is also continually monitored by the school staff.

The Covid lock-down clearly had major impacts on well-being for everyone and this remains an area where the GB will focus.

Assessments

Moderation with other local schools has had to be postponed this year due to COVID guidance. We hope to continue this as good practice when guidance allows us to do it safely. The GB note and support the collaboration with other schools in respect to the mediation of the new assessment regime.

Budget

The Governors will continue to pay particular attention to the school budget and ensure a balanced budget is approved and monitored through the year. The budget projection will look forward to the next three years.

The Governors examined the school budget and ensured a balanced budget was approved and monitored through the year. As part of this process the Governors reviewed and approved the SFVS in March 2023. The School Fund was also monitored through the year and audited internally. An external audit of the School Fund is being arranged (carried out every 5 years).

Governor Visits

Governors have historically undertaken a number of school visits and this has helped them to better know the school and therefore increase accountability. These visits provide an opportunity for governors to see the vision for the school in action and that the policies and improvement plans are being put into practise. Each term there is a different focus. The Covid lockdown limited these visits in the last two years. However, these have now been put back in place. A change of emphasis has been introduced to make Governor visits more subject focused with various governors being asked to focus on subjects and to work with the Subject Leaders.

Policies

Policy review is part of the school forward plan and is determined by the frequency of review ie annual, three yearly or when a significant change requires an adhoc review.

Parent engagement

The Governing Body acknowledges that meaningful and effective engagement with parents, staff and the wider community is vital. Overall it was felt that parent engagement was very good. Parents are kept well informed through the year with the Parentmail proving to be an excellent conduit for information. Parents found this and the regular Head Teacher newsletter extremely useful. The attendance by parents to numerous meeting and social functions etc. is good and a real credit to our parents. .

Parents are encouraged to complete the Ofsted Parents View. There are currently 78 responses recorded and these results include 100% of parents saying that their children are happy at school and 96% of parents saying they would recommend the school to other parents and 96% of responses saying their children felt safe at school.

E-Safety

E-safety is high on the agenda for the GB and the Head Teacher. A policy has been prepared, the Head Teacher has undergone training and governors have also attended sessions on e-safety and work has already started on implementing measures. The GB will be closely monitoring this important area. Governors were informed that the monitoring systems for filtering the internet is through the Herts Grid. An E-Safety Policy has been agreed in order to ensure that pupils are safe when using the school interne and that the content is age-suitable. These issues are highlighted in lessons and incorporated into the curriculum. Theme weeks are also held and there are E-Safety Posters displayed in the school. In terms of Sex Education the school are currently looking at a Herts resource.

Radicalisation

As with e-safety both the GB and the Head Teacher place Radicalisation high on their agendas. The HT has attended external training and all teaching members of staff have completed a PREVENT training online. All Governors have now also undertaken the online Prevent training. This important area is included as part of the Induction for new staff.

The GB is mindful that it has a duty to safeguard children and ensure that the educational provision is safe, secure and that there is a culture of vigilance throughout the school together with a strong ethos of collective responsibility.

Governors' written Statement of Behaviour Principles

The GB have approved and adopted a written Statement of Behaviour and this has been added to the school's website. This builds on the school ethos and culture (as set out in our vision and aims) to create a safe, calm, orderly and positive learning environment in the school. Pupils and staff have clear expectations in terms of behaviour across all aspects of school life, not just in the classroom. The school has a strong focus on attendance and punctuality.

The behaviour of pupils can readily be seen. Parent governors are able to see the culture on regular basis at school drop off and pick up and during assemblies etc. All governors are able to get a good insight into behaviour during the school day through governor visits and other ad hoc visits to the school.

Training Exclusions

Several Governors have attended training related to exclusions.

Collaboration

The Governing Body fully acknowledges that we are able to learn from others (and also to help others learn from us). As Governors we will take opportunities to liaise and network with governors from other schools to seek out and share best practise. We also encourage the Head teacher and other teaching staff to seek opportunities to collaborate. A good example of this is the mediation work on assessments mentioned above.

Spiritual, moral, social and cultural development

Spiritual, moral, social and cultural development is important at the school as are British values and collective worship, all of which are embedded in our Vision and our aims. The school incorporates these important areas within the school day and this is supplemented by assemblies. RE forms part of the curriculum and there are regularly visits to the school by Act 4. It is also noted that the school has close links with the local church with frequent visits to the church and visits by the Reverend to the school. The school also covers other faiths to ensure diversity.