

# GOVERNORS' REPORT

## 1. INTRODUCTION

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. As part of the reconstitution process, the GB carefully considered its strengths and weaknesses. The new constitution was felt to provide a sufficiently broad and balanced GB that possessed the appropriate skills to undertake its duties diligently without having more people than required. All governors actively contribute, utilising their own relevant skill sets and experience to promote the success of the school.

There are currently no vacancies with the next term of office for a governor ending in July 2021. 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 and Lesley Gawen is the Vice Chair.

### Governing Body as at July 2019

Governor	Category	Term End	Attendance at Full Governors Meeting 17/18					Attendance at Full Governors Meeting 18/19				
			7/9	7/12	15/3	17/5	12/7	6/09	13/12	14/3	16/5	11/7
Debbie Bedford	LEA	15/10/21	✓	✓	✓	x	✓	✓	✓	✓	x	✓
Alex Corke	Co-opted	09/07/23	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Donna Corke	Staff	31/03/23	✓	✓	✓	✓	✓	✓	✓	✓	x	✓
Philip Cunningham	Co-opted	09/07/23	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Clare Brazil	Parent	1/12/22							✓	✓	✓	✓
Zarina Durrani	Parent	9/10/21	✓	✓	✓	✓	✓	x	✓	✓	x	✓
Lesley Gawen	Co-opted	09/07/21	✓	✓	✓	✓	✓	x	✓	x	✓	✓
Greg Huntley	Co-opted	09/07/22	✓	x	x	✓	✓	✓	✓	✓	✓	✓
Dave Redington	Co-opted	09/07/23	✓	✓	✓	✓	✓	✓	✓	x	✓	
Jon Mackley	Parent	9/10/21		✓	✓	✓	✓	✓	✓	✓	✓	✓
Mark Turner	Co-opted	09/07/23	✓	✓	✓	✓	✓	x	✓	✓	✓	✓
Tracey Webster	Headteacher		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

### Clerk

Sara-Jane Mansfield	Clerk
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### Associate Members

Helen Romain	Teacher
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### Committees 2018/19

Committee	Governor Membership
Pupil Discipline (ad hoc)	A Corke, L Gawen, G Huntley, D Redington, M Turner
Resources	A Corke (Chair), P Cunningham, Z Durrani, L Gawen, G Huntley, D Redington, M Turner, J Mackley, C Brazil
School Improvement	D Bedford, D Corke, P Cunningham, C Brazil, D Redington, M Turner (Chair), J Mackley
Staff Grievance	P Cunningham, L Gawen, D Redington, M Turner

The Headteacher attends all meetings and reports to the GB.

### Link Governors

Safeguarding governor	Lesley Gawen
Health & Safety	Zarina Durrani
SEND	Donna Corke
Educational Visits	Debbie Bedford
GDPR DPO	Mark Turner
Equalities	Jon Mackley

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 Chairman. 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 in the school office. A governor file contains all our training records, governors' policies, reports of visits, monitoring calendar and meetings schedule.

Governor	Attendance at School Improvement Meeting 17/18			Attendance at School Improvement Meeting 18/19			Attendance at Resources Meeting 17/18			Attendance at Resources Meeting 18/19		
	23/11	11/01	26/4	22/11	10/1	25/4	19/11	1/2	21/6	25/10	7/2	27/6
Debbie Bedford	✓	✓	✓	✓	x	✓						
Alex Corke							✓	✓	✓	x	✓	✓
Donna Corke	✓	✓	✓	✓	✓	✓						
Philip Cunningham	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Clare Brazil				x	x	✓				✓	x	✓
Zarina Durrani							✓	x	✓	x	x	✓
Lesley Gawen	✓	✓	x	✓			✓	✓	✓	✓	x	x
Greg Huntley							✓	✓	✓	✓	✓	x
Dave Redington	✓	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	x
Jon Mackley	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Mark Turner	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Tracey Webster	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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 reviewed the Schools Vision, Aims and Values in 2017/18, 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 Ladbroke 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 Ladbroke 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 Ladbroke 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 Ladbroke

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

- 1. Ensuring clarity of vision, ethos and strategic direction**
- 2. Holding the Head Teacher to account for the educational performance of the school and its pupils, and the performance management of staff**
- 3. Overseeing the financial performance of the school and making sure its money is well spent.**

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.

## **2. OFSTED INSPECTION**

The OFSTED inspection letter February 2017 confirmed that the school continues to be good:

'The leadership team has maintained the good quality of education in the school since the last inspection. The overwhelmingly positive feedback from the staff questionnaire and Parent View is testament to your strong and inspiring leadership. You seek high quality in all that the school provides, ensuring that staff and pupils do their best and strive to do even better. Staff and parents share a common purpose in putting pupils and their achievements first. This is because you appreciate and value their contribution in supporting and encouraging every child to enjoy success in learning and in their personal development.'

While there was plenty of evidence of pupils' good quality work displayed in classrooms and corridors, the work seen in topic books could be improved.

Some of the comments where improvements could be made included the following:

While the school's future plans for improvement identify disadvantaged pupils' achievement as a priority, clarity is required on how the measurable targets will improve outcomes for pupils.

Proposed areas for improvement should be clearer in the development plan.

Specific targets should be set for disadvantaged pupils in the school's development plan.

The need to develop the outdoor provision in the early years (already completed).

While most pupils are rarely absent from school unless they are ill, a few vulnerable pupils are persistently absent. There are strong and effective strategies in place to monitor and improve attendance, however, the school needs to continue to improve attendance.

Next steps for the school leaders and those responsible for governance should be to ensure that:

- strategic plans for improvement specify the expected impact on pupils' achievement so that planned actions make a difference to pupils' learning
- explicit, challenging targets are set and tracked to raise disadvantaged pupils' achievement in reading, writing and mathematics
- pupils are sufficiently and appropriately challenged in their written work in noncore (topic) subjects
- provision for outdoor play activities in the early years is sufficiently challenging.

The above issues have been carefully considered by the Governing Body over the last year.

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

### **3. KEY AREAS OF FOCUS FOR GOVERNING BODY IN 2018/19**

One of the main focuses of the GB over the last year was agreeing, reviewing and monitoring the School Improvement Plan (SIP). We robustly challenged the Head Teacher and her deputy and also had the opportunity to challenge some of the subject leaders. Reports from subject leaders are now on the schools web site. Further independent views are provided by Kelly Moss (Herts Improvement Partner). Governors also undertook a number of school visits in order to gain first-hand experience of the school, the teachers/classroom assistants and the teaching, the behaviour and views of the children. Several governors also had the opportunity to discuss the schools performance with other parents in order to obtain their views.

The Pupil Premium and Sports premium were carefully monitored and reported.

#### **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 getting close 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. Attendance was highlighted in the last Ofsted visit. A particular focus has been made on attendance since the visit and this has improved. It is also noted that attendance in years prior to the Inspection was also higher than that at the time of the inspection.

#### **Joint Annual Review Visit (JARV) February 2019**

The feedback from the JARV (with our Herts Improvement Partner) was extremely positive and confirmed our view of the school and suggested that we would be at least the top end of 'Good' as there were many outstanding features.

## School self-evaluation summary profile

Grades: 1 Outstanding; 2 Good; 3 Requires improvement; 4 Inadequate

These judgements must align with the grade descriptors in the current Ofsted School Inspection Handbook

Grade descriptors	Grade	
	School view	HIP view
Effectiveness of leadership and management	2	2
Quality of teaching, learning and assessment	2	2
Personal development, behaviour and welfare	2	1
Outcomes for pupils Note: This grade judgement is likely be the same as that agreed at the Standards Visit, if one took place, unless anything has significantly changed.	2	2
Effectiveness of the early years provision: quality and standards	2	2
Overall effectiveness	2	2

### School Improvement Plan 2018 - 2019

#### Main Priorities

To raise the % of children achieving the expected standard in writing across the school and achieving the greater depth standard

To improve mental fluency and be able to apply this to problem solving and reasoning

To improve outcomes in PD with a specific focus on pencil grip and letter formation

To develop the provision for communication and language across the unit

#### Key Focus for Priorities

Disadvantaged Pupils

Challenge across the curriculum

#### Other Considerations

Wellbeing of pupils and Staff

Attendance

### 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.

Results in reading, maths, science and phonics were all good. Writing in KS2 is an area where attention is needed.

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

### Assessments

A method for assessing children's progress is fairly new but is settling in well. 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. The School Fund was also monitored through the year and audited internally.

In terms of the school asset, we are now looking to build a further building which will particularly help with before and after schools clubs.

## **Governor Visits**

Governors have 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.

## **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 excellent and a real credit to our parents. The most recent parent survey was conducted in Spring 2019 and the responses were very positive. Parents were informed of these results in a Newsletter. We will continue to strive to get these scores to 100% in each area.

## **Overall Effectiveness of the Governing Body**

The Governing Body has worked hard since the last Ofsted inspection 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.