



## GOVERNORS' REPORT 2016/17

### 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 will be one vacancy at the start of the new school year for a LEA Governor and the term of office for two parent governors also ends during September 2017. The GB has discussed succession planning and also the need to reappoint/replace governors as their terms end.

#### Governing Body as at 1 September 2016

Governor	Category	Term End	Attendance at Full Governors Meeting 15/16					Attendance at Full Governors Meeting 16/17					
			10/9	3/12	17/3	12/5	14/7	8/09	1/12	16/3	18/5	6/7	
Debbie Bedford	Parent	18/09/17	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Alex Corke	Co-opted	09/07/19	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Donna Corke	Staff	31/03/19	✓	x	✓	✓	✓	✓	✓	✓	x	✓	✓
Philip Cunningham (Chair)	Co-opted	09/07/19	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Beverley Dewberry	Parent	19/10/18	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
Zarmina Durrani	Parent	18/09/17	✓	✓	✓	x	✓	x	✓	✓	✓	✓	✓
Lesley Gawen (Vice Chair)	Co-opted	09/07/19	✓	x	✓	✓	✓	x	✓	✓	x	✓	✓
Greg Huntley	Co-opted	09/07/19	✓	✓	✓	✓	x	✓	✓	✓	✓	✓	✓
Dave Redington	Co-opted	09/07/19	x	✓	✓	x	✓	x	✓	✓	✓	✓	✓
Sam Rubra	LEA	10/07/17	✓	✓	x	x	x	✓	x	x	x	✓	✓
Mark Turner	Co-opted	09/07/19	x	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Tracey Webster	Headteacher		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

#### Clerk

Sara-Jane Mansfield	Clerk
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#### Associate Members

Helen Romain	Teacher
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#### Committees 2016/17

Committee	Governor Membership
Pupil Discipline (ad hoc)	A Corke, L Gawen, G Huntley, D Redington, S Rubra. M Turner
Resources	A Corke (Chair), P Cunningham, Z Durrani, L Gawen, G Huntley, D Redington, M Turner
School Improvement	D Bedford, D Corke, P Cunningham, B Dewberry, D Redington, S Rubra, M Turner (Chair)
Staff Grievance	P Cunningham, L Gawen, D Redington, S Rubra, M Turner

# 'Work Together, Achieve Together'



The Headteacher attends all meetings and each committee appoints its own Chairman who reports to the GB.

## Link Governors

Safeguarding governor	Lesley Gawen
Health & Safety	Zarmina Durrani
SEND	Donna Corke
Educational Visits	Debbie Bedford

The GB is divided into two committees: one for school improvement and one for resources (and finances). Each term there is one meeting of each committee which feeds into a Full Governing Board meeting. An independent Clerk minutes all meetings. The GB is well balanced and offers a variety of skills and experience. 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 15/16			Attendance at School Improvement Meeting 16/17			Attendance at Resources Meeting 15/16			Attendance at Resources Meeting 16/17		
	22/10	14/01	27/4	24/11	12/1	27/4	19/11	04/2	14/7	20/10	2/2	22/6
Debbie Bedford	✓	✓	✓	✓	x	✓						
Alex Corke							✓	✓	✓	x	✓	✓
Donna Corke	✓	✓	✓	✓	✓	✓						
Philip Cunningham	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Beverley Dewberry	✓	x	x	x	✓	✓	✓					
Zarmina Durrani	✓						x	✓	✓	x	✓	✓
Lesley Gawen	x	x	✓	✓			x	✓	✓	✓	x	✓
Greg Huntley							✓	✓	x	✓	✓	x
Dave Redington	✓	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	x
Sam Rubra	x	✓	x	✓	x	x						
Mark Turner	✓	✓	✓	✓	✓	✓	x	✓	✓	✓	✓	✓
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 has considered the Schools Vision, Aims and values, which are still fully supported. These help us to ensure the school achieves its goals, academically as well as spiritually, morally, socially and culturally.

# 'Work Together, Achieve Together'



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 we hope will 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;**



- 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 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 will be carefully considered by the Governing Body over the next year.

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

### **3. KEY AREAS OF FOCUS FOR GOVERNING BODY IN 2016/17**

A number of challenges, opportunities and issues are faced by the school in 2016/17 and the key issues are discussed below. The OFSTED Inspection dashboard highlighted a number of strengths but also raised some weaknesses in 2015/16 which the school have focused on addressing. Any weaknesses identified during the current year will similarly be tackled next year.

#### **Self Evaluation Form (SEF)**

The Head Teacher (and her staff) were of the view:

Outcomes for Pupils – Good  
Teaching, Learning and Assessment - Good  
Personal Development, behaviour and welfare - Outstanding  
Leadership and Management - Good  
Early Years Provision - Good  
Overall Effectiveness - Good

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' (though more needs to be done to ensure the progress of disadvantaged pupils) and that we getting close to 'Outstanding'. Governors acknowledge this progress and the hard work that has been required to make this progress.

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

The school undergoes a review from an expert external advisor called a JARV. The feedback from the JARV was generally very 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 Improvement Plan 2016 - 2017**

The main priorities in the plan were:

##### Main Priorities

EYFS – Outdoor Learning  
Reading – Individual, group and class



Maths – CPA Models  
Talk for Writing

## Key Focus for Priorities

- Diminishing the difference for disadvantaged pupils
- Ensuring good progress for more able pupils

## **Budget**

The Governors continue to pay particular attention to the school budget and ensure a balanced budget is approved and monitored through the year. The budget projection is required to balance over the following three years. As part of this process the Governors reviewed and approved the SFVS. The School Fund was also monitored through the year and audited internally. While not required, an external audit of the School Fund has been carried out as it was felt that this was good practise. No significant issue were raised in the audit.

In terms of the school premises, the key foci were to complete the Early Years Outdoor Classroom project and install electric gates for the school car park to improve security and access into the school. The school facilities have been reviewed and a plan in place for improvements which will be heavily dependent on available funds.

## **Staffing**

The school has the benefit of stable and experienced teaching staff, including the teaching assistants, which is a rich resource. All staff have read Part 1 of Keeping Children Safe in Education September 2016 and have signed to confirm that they have do so.

## **Governing Body**

The GB is determined to ensure that it does all it can to fulfil its three main functions and has agreed and signed a Code of Conduct. As part of this code Governors are asked to review their own performance so that continuous development and improvement can be achieved. A review of the training of governors is a critical part of this process. In addition a Skills Audit of the GB (National Governors' Association Governing Board Skills Audit 2015) was 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.

## **Governor Visits**

Governors have undertaken a number of school visits and this has helped them to improve their knowledge of 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. In the Autumn Term 2016 we looked at reading, the Spring term 2017 visit was focused on maths and the summer term visit was to be focused on wellbeing (both pupil and staff) but was cancelled due to OfSTED.



## **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.

## **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 monitor this important area. Governors were informed that the monitoring systems for filtering the internet is through the Herts Grid. The E-Safety Policy has been agreed in order to ensure that pupils are safe when using the school internet 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 is 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 and Governors have completed a PREVENT training online. 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.

## **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.

## **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 School Gateway 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 conducted in Spring 2017 and the responses were very positive. Parents were informed of these results in a Newsletter. We will as always continue to strive to get these scores to 100% in each area.

It is noted that Parent View had 92 responses in the last year and that these again were extremely positive.



## **Multi-Academy Trusts (MATs)**

The GB are aware of the need to consider whether to set up or to join a MAT. The GB has ensured that it has kept fully up-to-date in respect to the situation in respect to MATs and are aware of the HfL MAT which is growing rapidly. Currently the GB has made no decision in respect to this critical issue and is keeping various options open. However, the GB is now in the process of discussing potential options with other local like-minded schools and will consider the most appropriate way forward during the next year. Consultation would be carried out before any final decision is made.

## **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 teams' hard work, the character of our children and the support of their parents and carers.