

Governing Body Annual Report 2018-19

Introduction

Burghfield St Mary's is a maintained school. Governors of maintained schools have three main responsibilities:

- To ensure the school has clarity of vision, ethos and strategic direction,
- To hold the Head Teacher to account for the educational performance of the school and its pupils, and the performance management of staff; to ensure the best possible education that takes every child as far as their talents allow;
- To oversee the financial performance of the school and ensure its money is well spent.

Governors are familiar with objective data on the performance of pupils, teachers and finances and thus ensure the right questions are asked. We believe our Governing Body is made up of people with the right skills, experience and qualities to meet with the vision and ethos of the school.

This report examines the major events of the 2018/19 academic year, the way in which the Governing Body sought to carry out its role during the year, the progress made and our aims for next year.

The Governing Board

The Governing Board has thirteen members, and met on six occasions during the year. It has three sub-committees: Finance, Site & Buildings and Staffing which between them met on twelve occasions. Details of individual governors, membership of sub-committees and attendance can be found on the school website. The Governing Board has remained the same throughout this academic year. You can contact the Governing Board via the school office or refer to the [website www.burghfield.w-berks.sch.uk](http://www.burghfield.w-berks.sch.uk)

The Governing Body wishes to record its appreciation of the efforts of all staff and its gratitude for the support the school receives from the school PTA.

SIAMS Inspection March 2019

The School had a Statutory Inspection of Anglican and Methodist Schools on 21st March 2019. The school was graded **GOOD** both overall and in respect of the impact of collective worship. The inspector identified five key findings:

- The Christian values of the school are well understood and articulated by pupils, staff and governors
- The academic and spiritual needs of all pupils are very well met, especially those of vulnerable children
- Relationshipsin the school are very good with a consequential beneficial effect on behaviour
- A culture of dignity and respect for the person and beliefs of others permeates all areas of school life

- RE is a popular subject with the children....the values of the school are placed in the context of tolerance and respect for others

(The Inspectors report can be found on the school website).

School Development Plan

A new School development Plan covering the 2019 and 2020 calendar years was approved in January 2019. The plan (a copy of which is on the school website) has three major aims:

- To improve overall progress against prior attainment
- To constantly improve support for mental health and emotional well being
- To maximise the opportunity to deliver the curriculum through the whole school

2018-2019 Academic Results

Comparing one year's results with another makes no allowance for the differing levels of aptitude that naturally occur in each year's intake. The school also has high mobility rates amongst pupils affecting all year groups in the school.

National Curriculum Assessments at KS 2 for 2019

Year 6 KS2 Results	Reading	GPS	Maths	Writing TA	R,W&M	R & M Test
All children x30 GDS	70% 37%	67% 43%	80% 23%	73% 23%	57% 17%	67% 20%
Boys x17 GDS	58.8% 29.4%	64.7% 41.2%	88.2% 23.5%	58.8% 23.5%	47% 25%	58.8% 50%
Girls x13 GDS	84.6% 46.2%	69.2% 46.2%	69.2% 23%	92.3% 30.8%	69.2% 8%	69.2% 15%
Deprivation Ever6 x1 GDS	0%	0%	0%	0%	0%	0%
Service Premium Ever6 x8 GDS	62.5% 37.5%	62.5% 50%	100% 12.5%	62.5% 12.5%	50% 0%	62.5% 12.5%
Average Scaled Score- All	105.4	106.3	106.0			
Average Scaled Score- Boys	103.8	105.3	106.1			
Average Scaled Score- Girls	107.5	107.6	105.9			
Average Scaled Score- Dep E6	97	96	96			
Average Scaled Score- SP E6	103.6	105.9	107.4			

These results are not as good as those achieved last year, reflecting a different cohort of children. Of the 30 children in the group only 22 had been with the school since reception and in the intervening seven years 17 other children had been admitted to the group.

National Curriculum Assessments at KS 1 for 2019

Year 2 KS1 Results	Reading TA	Maths TA	Writing TA	RWM
All children – National 2018	76%	76%	70%	
All children x32	75%	72%	69%	63%
Boys x18	79%	68%	64%	50%
Girls x14	69%	77%	77%	79%
Service Premium Ever6 x14	67%	58%	58%	50%

There were no children qualifying as disadvantaged in this group although the advent of universal free meals for this age group has distorted the figures. Performance by service children on average was less than their peers because of the mobility referred to above, but the entire group came very close to meeting the national average.

Phonics Test Assessments at year 1 for 2019

Year 1 Phonic Results	Working At (WA)
All children x30	90%
Boys x15	93%
Girls x15	87%
Service Premium Ever6 x7	86%

These results represent a substantial improvement on last year, reflecting a different cohort.

Percentage of all pupils at each level for each Early Learning Goal for 2019

	Emerging	Expected	Exceeding		At least expected
Communication and language					
Listening and attention	0	73	27		100
Understanding	0	83	17		100
Speaking	0	97	3		100
Physical development					
Moving and handling	0	93	7		100
Health and self-care	0	100	0		100
Personal, social and emotional development					
Self-confidence and self-awareness	0	97	7		100
Managing feelings and behaviour	0	100	0		100
Making relationships	0	100	0		100
Literacy					
Reading	37	53	10		63
Writing	37	50	13		63
Mathematics					
Numbers	27	67	7		73

Shape, space and measures	13	70	17		87
Understanding the World					
People and communities	0	93	7		100
The World	0	100	0		100
Technology	0	100	0		100
Expressive arts, designing and making					
Exploring using media and materials	0	100	0		100
Being imaginative	0	100	0		100
Achieved a Good Level of Development					63

Budgetary Pressures

The school finished the financial year 2018/9 with a surplus exceeding the budgeted target. The main contributory factors were rising pupil numbers, additional government funding through the 2018 Teachers Pay Grant and careful management of the schools cost base by the Head, Deputy Head and School Business Manager. The school continues to make very effective use of both the PPG Funding and the Sports Funding.

However, Governors are concerned that forthcoming years may be incredibly difficult financially. Government uncertainty as to the level of ongoing funding to be made available and as to the mechanisms by which funding will be delivered may make a large deficit unavoidable if the school is to maintain current staffing structures which Governors believe are essential for the school's success.

Governing Body progress review

What we promised for 2018/19	What we achieved
Role 1: Ensuring clarity of vision, ethos and strategic direction.	
Create a new sub-committee of the Governing Body to facilitate the work of Foundation Governors	Instead of a formal sub-committee Foundation Governors now meet the Head Teacher in termly meetings
Create a new School Development Plan	Achieved
Arrange termly meetings between the SEN Co-ordinator and responsible governor	Achieved
	The school was awarded an excellence in Governance status by the Diocese for undergoing an intensive programme of Governor training
Role 2: Holding the Head Teacher to account for the educational performance of the school and its pupils, and the performance management of staff	
Complete an outside classroom on the school field to facilitate teaching environmental science	Delayed by planning complexities
Make greater use of whole school learning	Topics such as Aliens have been applied across the school. The SIAMS inspector commented very favourably of the Friday sessions

Role 3: Overseeing the financial performance of the school and making sure its money is well spent.	
Achieve a small contingency in the Financial year, recognising there will be ongoing challenges with funding	The financial year 2018/9 resulted in a small surplus of £46k, but see paragraph on budgetary pressures above
Ensure best practice is observed, and best value obtained when awarding contracts	Achieved

What we aim to do in 2019/20:

Role 1: Ensuring clarity of vision, ethos and strategic direction.

In 2019/20 we aim to:

- Governors to meet fellow Governors from other schools in our partnership to share best practice
- Seek to attain Sandwell well-being charter mark

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

In 2019/20 we aim to:

- Take part in the Oracy Pioneers Programme giving staff in depth understanding of latest research
- Provide more support for the Arts and Sport
- Complete the outdoor classroom

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

In 2019/20 we aim to:

- Review our Financial procedures
- Review our Cleaning contract
- Consider improvements to toilets