



GOVERNORS ANNUAL REPORT TO PARENTS 2017/18

Elm Park Primary School

“The importance and significance of outstanding governance and leadership across our education system, in every school in England, has never been greater.

The role of governing boards in defining and implementing strategy whilst holding the leaders of schools and trusts to account has to be the foundation upon which a world class education system is built.

Governors or trustees who work as a team, who are able to bring their skills and experience to the role and who blend challenge and support to hold their workforce to account, will improve standards.

Our shared ambition is to ensure that there are enough good school places for every child in England”.

Sir David Carter

National Schools Commissioner for England

Lorraine Earle

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'Aspiring to be the best we can be!'

Introduction

It's my privilege to commend to you all this very brief account of the key issues and achievements that have made up the school year 2017/18. It aims to give a flavour of the work and responsibilities of the Board of Governors. My thanks go to my colleagues on the board who give up so much of their time freely.

It has been an amazing year in many ways, not least because our 2017 KS2 results for progress in reading and maths ranks the school in the top 10% of schools nationally and 1st in Havering for reading. However, it is not just about Key Stage results, we are proud of our children for many other reasons, which is why we endeavour to provide our children with many different experiences to fulfil our vision to 'grow good people'. From children being Learning Ambassadors, Digital Leaders, Sports Leaders and Peer Mentors, to visits out and visitors in, to make learning relevant and fun.

The school provides a range of sporting activities through the Havering Collective. This has resulted in additional coaching and participation in a variety of sports. Children are consulted about their choice of after school clubs and these range from Sewing Club to Minecraft Club, Art Club to Recorder Club, the list goes on. During these events so many people comment on how well our children represent our school and are well behaved and caring to one another—this is what makes us really proud.

Thanks must also be given to the Friends of Elm Park Primary School (FOEPPS) for their exceptional efforts in supporting the school in so many imaginative ways. Elm Park Primary School is very fortunate to have such a committed group of people, and I would encourage as many parents as possible to engage with the FOEPPS in order to ensure its future and the continuation of their good work.

Lastly, but most certainly not least, our gratitude goes to you, the parents and carers of our children, for the co-operation, assistance and support that you continue to give to the school, in all that is asked of you.

We recognize that there is still work to be done, but we will not rest until Elm Park Primary School is recognised as a truly 'Outstanding' school at the heart of the Elm Park community. Our pupils deserve nothing less.

Lorraine Earle
Chair of Governors

Background to governance in schools

The role of the governing body is strategic, not operational, with 3 key aims:

- Ensuring the clarity of vision, ethos and strategic direction of the school;
- Holding the head teacher to account for the educational performance of the school and its pupils;
- Overseeing the financial performance of the school and ensuring money is well-spent.

The role of the Governing Body is to provide strategic management to fulfil our vision. Operational matters and the day-to-day running of the school are the responsibility of the head teacher and the staff team who whole-heartedly share the vision and who work with determination to bring it to life on a daily basis.

Membership of the governing board:

Our current constitution permits up to 11 members of the governing body: 2 parent representatives, 1 staff representative, 1 Local Authority representative, 6 co-opted representatives and the head teacher. It is not the purpose of these representative groups to act as lobby groups for their constituency (e.g. parents or staff); instead all governors contribute equally to the strategic oversight of the governing body.

For all governors except Headteachers who are ex officio, the term of office will end four years from the date of appointment.

Type of governor/ trustee/ academy committee member:	Name	Office ends	Attendance	Committees/additional responsibilities
Parent & staff	<i>Kelly Bater</i>	16/11/18	38%	Pay Committee HT Performance
	<i>Cate Deighan</i>	8/11/19	100%	
	<i>Rob Fuller</i>	16/11/18	100%	
LA	<i>John Newnham</i>	19/3/22	100%	
Co-opted	<i>Sue Allen</i>	14/9/19	75%	Inclusion Pay Committee
	Lorraine Earle	16/11/18	100%	Chair Safeguarding Pay Committee
	Susan Fitzgerald	12/1/22	88%	Vice Chair HT Performance
	Ifti Hoque	14/9/19	63%	Pay Committee
	Sarah Metcalf	27/11/20	100%	HT Performance
	Vacancy			
Associate	Guss Addow	20/11/21	N/A	
	Lesley Fuller	25/11/20	N/A	
	Ashlea Stevenson	25/11/20	N/A	
Headteacher	Victoria Morris	N/A	100%	
Clerk	Michelle Morgan			

Non-confidential minutes and papers of governors' meetings are available to all members of the public. Please contact the school office.

To ensure that the Board of Governors have the necessary skills to undertake their role, the Governing Board undertake regular skills audits based on the Department for Education (DfE) Governors Competency Framework. Skills and training audits have highlighted training needs and helped us to recruit new members with a range of skills and experience that have complemented the existing team. Since our last report we have welcomed new governors, John Newnham and Sarah Metcalf who bring a wealth of knowledge and experience to our board. Sarah Metcalf has worked in the education and early years sector for many years. John Newnham recently retired from working in Local Authority legal departments.

The governors at the school come from a variety of backgrounds. Some have experience in education, while others bring skills from other areas, including finance, senior management and personnel. All of course have a keen interest in ensuring that the school is the best it can be and that it plays an active part in the life of the community.

Our governors are well informed, undergo induction and ongoing training and have clear areas of responsibility.

The Board of Governors performance and work has also been evaluated by the Local Authority and external consultancy ASPIRE.

We conduct governor monitoring visits each term. Governors are linked to ASPIRE strands and school development priorities and meet with staff, visit lessons and hold discussions with pupils. These visits give the board invaluable first-hand experience of school life and how the school is meeting the school improvement priorities that we set and compiling with the policies we approve.

Our vision for the school – and how we'll get there

The governing board is responsible for setting the school's vision (what the school will look like in three to five years' time) and strategy (what it will do to get to that point). Our vision was formed through conversations with pupils, parents, and staff.

The governing body, school leadership team and staff have a shared vision for the future of Elm Park Primary School – which is the belief that it is every child's first chance at formal education and they deserve nothing but the best. Through our school we aim to grow good people, people who are inspired and excited to make a difference to their lives and the lives of those around them.

'Aspiring to be the best we can be!'

Our ambition is for every aspect of the school experience to be outstanding not just limited to achieving an Ofsted outstanding rating.

As governors, we are "guardians of the vision" and we are proud to serve on the governing body of our very special school.

Our vision is that in five years' time, Elm Park Primary School will be:

- School is recognised as a 'Lighthouse' school by Apple for creativity and innovation using technology
- School is parents first choice within the local community and school roll is at capacity (420)
- School is a Google Champion School
- School is recognised as being highly inclusive – Inclusion Mark achieved
- Delivery of the curriculum is inspirational and fosters high levels of independence and other life skills for all pupils (Spiritual, Moral, Social and Culture is at the heart of the school)
- To be formally recognised as an outstanding school in all areas

In the past academic year, the staff and pupils of the school have made progress towards achieving this vision:

- School awarded the IQM Inclusion Centre of Excellence Mark (July 2017)
- New reception intake for September 2018 is 56 pupils – increase on previous three years
- More pupils joined Elm Park Primary School than left 2017/18
- Elm Park Primary School is taking part in the Google Champion Project
- ASPIRE Peer Review – Colleagues from other Havering schools were very complimentary about the school, staff, pupils and governors and felt the school was inspirational and extraordinary in its approach to school improvement, inclusion and learning overall.

The best education for all pupils

The governing board is responsible for holding the headteacher to account for the education of pupils and the management of staff. The governing body undertakes the performance management of the headteacher and setting her objectives and targets.

Curriculum

Throughout your child's school life, he or she will follow the National Curriculum. The National Curriculum is designed to provide a firm foundation in language, mathematics and science, and to provide children between the ages of 5 and 16 with the opportunity to achieve their best within a broad and balanced curriculum. Your child will follow the National Curriculum through two key areas of development of his or her compulsory school life in primary school. These are: Foundation Phase and Key Stage 2.

Outcomes 2017

KS2

- *Progress in reading and mathematics was significantly above the national average and in the highest 10% nationally*
- *Reading progress was in the top 20% nationally for at least two years for all pupils, low prior attainers, middle prior attainers, disadvantaged pupils*
- *In 2017, reading and mathematics attainment of the expected standard was at or above national for prior attainment groups: middle, high.*

Attainment

	<i>School</i>	<i>National Average</i>
<i>Reading</i>	85%	72%
<i>Writing</i>	79%	76%
<i>GPAS</i>	85%	77%
<i>Maths</i>	87%	75%

KS1

Attainment

	<i>School</i>	<i>National Average</i>
<i>Reading</i>	80%	76%
<i>Writing</i>	65%	68%
<i>Maths</i>	84%	75%
<i>Phonics</i>	77%	81%

SEND

At Elm Park Primary School we believe in providing every possible opportunity to develop the full potential of all children. The Identifying and Providing for Pupils With Special Educational Needs and Disabilities Policy, which can be found on the school's website, identifies our aims and objectives for children with SEND and also describes the processes used within school to support these children.

Safeguarding

Our safeguarding and Child Protection Policy has been up dated this year with regard to peer on peer abuse and sexting. All members of staff and governors have due regard to the DfE's Keeping Children Safe in Education and Working Together to Safeguard Children Guidance.

Behaviour

At the start of the academic year the school's Behaviour Management Policy was replaced by the Positive Behaviour & Relationships Policy to reflect the introduction of the Restorative Justice Approach which provides an alternative to the belief that punishment will change behaviour. The school has held several parent workshops explaining how the approach works. 18 pupils have also been trained to undertake the role of Peer Mentors. The governing body will monitor and review the Restorative Justice Approach in Autumn 2018.

Absence and attendance

Attendance for the year to July 2017 was 95.5%. The unauthorised absence rate was 1.3%. Persistent absence rate was 11%. Attendance is improving year on year and is now broadly in line with national averages.

Whole school attendance continues to be a school improvement priority.

Regular attendance at school is essential if children are to reach their potential. In accordance with Government Guidelines, we cannot authorise parents to take children on holiday during term time for this inevitably has an adverse effect on their progress at school. We seek to ensure that children also appreciate the importance of coming to school regularly. We also have clear guidelines from the LA which allow us to authorise absences in exceptional circumstances, for medical appointments, days of religious observance, external examinations etc.

Parents/carers are required to inform the school office of the reason for absence as soon as possible. This may be in person or by telephone. Failure to do so will result in an unauthorised absence being recorded. In the interest of pupil security, absence should be reported to the school office by telephone or in person before school commences each day.

Holidays in term time - Headteachers can no longer sanction holidays in term time. Taking holiday absence will lead to an unauthorised absence. Fines are imposed by the Local Authority for unauthorised absence. Fines are issued per child, per parent, per accumulated week of absence. The school does not receive any money.

Enrichment activities

The school offers a wide range of extracurricular opportunities to the pupils. Without the commitment of teaching and non-teaching staff this would not be possible. During the year the after school clubs have included:

- Breakfast and After School Club
- Football
- Minecraft Club
- Choir
- Recorder Club
- Digital Leaders
- Sewing Club
- Quadkids Athletics
- Football training KS2
- Football training KS1
- Cross Country
- Tag Rugby
- Kwik Cricket
- Dodgeball
- Gymnastics

- Dance
- Learn, play, grow
- Hockey

Admissions

The school's current admissions arrangement adhere to the DfE guidance. The admission authority is the Local Authority, the London Borough of Havering. There are currently 375 students in the school and the total number of places for the academic year *2018/19 is 420*.

For the year 2017/18 there were 161 preference applications for admission to reception, 49 of whom were accepted. The admission limit for this year group is 60.

Home / School Links

A strong link between school and home is extremely important to ensure a happy and successful education for all pupils. Parents are encouraged to visit school to join in many activities. A home/school agreement is made with all pupils when they join our school. This encourages a positive attitude to behaviour and whole school life and it clearly sets out the commitments which everyone has made.

- Regular newsletter
- Termly Learning Conversation Meetings
- Class Assemblies throughout the year
- Christmas and Summer Fetes
- Sports Day
- Parental Workshops
- Parent Forum
- Volunteer helper
- Toddler Stay and Play Sessions

Accessibility

The school ensures equal access for all and has a long term Accessibility Plan which outlines its continued action. The Accessibility Plan is available on the school's website.

School finances

The governing board is responsible for overseeing the financial performance of the school and making sure that its money is well spent.

Each financial year (which runs from April to March), the school is allocated a fixed sum of money by the Local Authority. The governing board scrutinises, critically and in detail, the expenditure plan (the budget) prepared by the Headteacher and the School Business Manager prior to its approval. During the year we monitor actual performance against the budget, and each year in March we start the process again. The monies made available to the school each year are, very roughly, related to pupil numbers by means of a formula. The schools budget for 2017/2018 was £1,885,914.

In April 2018 the school finished with an overspend of £19,067. If, however, the school had 420 pupils on roll the school would have had a small surplus of funds.

The governing body continues to benchmark financial spending against other schools to ensure value for money.

The financial situation in the next few years will become even more challenging. The level of funding of education by local authorities is uncertain with the introduction of the National Funding Formula. It will almost certainly not increase at a time when staff and other costs will increase. The one saving grace for the school may come from additional funds resulting from an increase in pupil numbers.

Governors' Expenses

Although it is now possible for governors to claim expenses, once again no claim has been charged to the school.

Pupil Routes - July 2017

Abbs Cross Academy and Arts College - 32
Sanders School - 5
The Albany School - 4
The Brittons Academy – 3
Frances Bardsley Academy for Girls – 3
Emerson Park Academy – 3
The Royal Liberty School – 1
The Coopers Company and Coborn School – 1
Dycorts School – 1
Harris Academy Rainham – 1
Ormiston Park Academy - 1

Volunteer Helpers

The governors and Staff are extremely grateful for the work of the volunteer helpers who so enhance the work of the school. The range of activities in which they are involved

- Hearing children read
- School Visits

Anyone interested in becoming a volunteer helper on a regular or less frequent basis is asked to contact either Miss Morris or any teacher directly

How are we doing?

We are delighted that the school was awarded the 'Centre of Excellence' for Inclusion when being assessed for the IQM Inclusion Mark in July 2017. The assessor felt from her discussions with staff, pupils, parents and governors that the work we do is inspirational! The Quality Mark is displayed in the school entrance.

EPPS has been recognised by the Mayor of London Success for Schools Programme. The award is for ensuring that low attaining pupils make excellent progress in their learning and often achieve expected standards. An awards ceremony took place in late September 2017.

Not only is the school working as part of the LA Apple Regional Training Centre - holding workshops and training for teacher colleagues, the school has forged excellent links with Google and is leading the way in Havering in the use of Google G Suite resources to enhance whole school teaching and learning.

We have been identified as a 'behaviour confident' school by the Local Authority and have been supporting the LA Behaviour and Attendance team in supporting other schools to promote good practice in Inclusion and dealing with pupils with social, emotional and mental health issues.

On top of all this, the school has also been successful in the renewal of our ICT Mark, gaining a Silver Sing Up Award, a Gold Star Sustainable Travel Award and a School Sports Silver Award.

Feedback from parents plays a hugely important part in making our school the best it can be. The parents forum continues to strengthen and is always well attended. Parents have been consulted on a variety of issues such as how to engage more effectively with parents, school uniform and raising the school profile. It is also a platform for parents to raise issues such as communication, parking, mobile phone use and other issues.

Local Authority Categorisation

LA Categorisation letter dated 23rd May 2018 stated

- The Quality Assurance visit rated leadership, management, welfare and behaviour as outstanding
- The school is taking a role as a system leader locally
- We have jointly recognised that the school is on the way to outstanding.

Ofsted

Ofsted last visited Elm Park Primary School in September 2016 and rated the school 'good' in all aspects. You can find the full report on the school website.

Essential information

School contact details:

Headteacher – Victoria Morris

Chair of Governors – Lorraine Earle

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