



## Annual Governors' Report to Parents 2018-19

### 1. Introduction

Welcome to this year's annual report. This report is to provide information to parents and carers of children at our school by:

- communicating the school's strategic plan and give an overview of how we are working to achieve this
- celebrating the successes of the school
- increasing parents' understanding of what the governing board is there to do

A wealth of information about the school, staff, governors, curriculum and classes, achievements, news, calendar of events, policies, pupil premium and sports premium reports can be found on our website:

[www.thenewforestschool.wilts.sch.uk](http://www.thenewforestschool.wilts.sch.uk).

We have had an extremely busy and successful year implementing a far reaching and robust school improvement plan to make the improvements required and identified by Ofsted in July 2018. Staff and governors have worked extremely hard and reviewed all areas of practice to ensure what we are doing has a positive impact on the outcomes and progress of children at our school. Our very positive SATS and internal academic results, improvement in leadership and management and learning behaviour, shows the impact this action has had, and will continue to have as it becomes embedded at the school under the strong leadership of our newly appointed Head Teacher, Caroline Whittaker, and with the support of her team. We are extremely pleased to have appointed two very good and experienced teachers to join the team in September and all staff will continue to be supported in their professional development as they have been this year.

As you are aware, we are reviewing our school vision and have involved all stakeholders in this process. We are very excited that we will stand tall and proud behind a refreshed vision for the school, which will clarify what we want the school to strive for in the coming years.

As always, we are very blessed to have many parents, grandparents and carers who volunteer to help at the school in various ways from reading with children to helping run PE sessions and accompanying children on outings. Thank you once again for your time. In particular we would like to thank the tireless efforts of our PTA who put in many, many hours to run events and provide refreshments at school events too. This dedicated group ensure that funds are raised for the school which really do mean we can afford the educational resources and create the best learning environments to ensure our children have rich and broad learning opportunities. It is vital that everyone in the school supports the PTA – whether giving a bit of your time to help organise and run an event, or coming along to the events and showing your support in that way. Please don't underestimate how vital this fundraising is to our school. Thank you.

A large thank you also needs to go to our governors who have gone through a rigorous period of external and self-review and who have dedicated much of their time, as volunteers, to help steer and support the school to achieve the rapid improvement this year through improved governance. Thank you.



## 2. Essential Information

**Head Teacher:** Mrs Caroline Whittaker

**Chair of Governors:** Mrs Natalie Crates

**Clerk to Governors:** Mrs Emma Coleman

**Website:** [www.thenewforestschool.sch.wilts.uk](http://www.thenewforestschool.sch.wilts.uk)

**KS1:** Address: Lyndhurst Road, Landford, Salisbury, Wiltshire, SP5 2AE  
 Email: [ks1@thenewforestschool.wilts.sch.uk](mailto:ks1@thenewforestschool.wilts.sch.uk)  
 Phone: 01794 390303

**KS2:** Address: School Road, Nomansland, Salisbury, Wiltshire, SP5 2BY  
 Email: [ks2@thenewforestschool.wilts.sch.uk](mailto:ks2@thenewforestschool.wilts.sch.uk)  
 Phone: 01794 390380

## 3. The Governing Board

The governing board exists to make sure that the school runs effectively. It is a strategic role and the governing board performance manages the Head Teacher, who runs the school on a day-to-day basis. The core functions of the governing board are:

1. Ensuring clarity of vision, ethos and strategic direction;
2. Holding the executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff; and
3. Overseeing the financial performance of the organisation and making sure its money is well spent.

Membership of the governing board:

Type of governor/ committee member:	Name	Office ends	Attendance		Committees/additional responsibilities
			Full Governors	Committee (Resources/ Staffing & Curriculum)	
Parent	<i>Jonas Bower</i>	<i>2 Oct 2021</i>	67%	67%	<i>Chair Resources Committee Strategy Committee Pupil Discipline Panel Y3 Class Link Governor</i>
	<i>Natalie Crates</i>	<i>16 Jul 2019</i>	83%	92%	<i>Chair of Governors Resources Committee Strategy Committee Head's Performance Review Panel</i>
Staff	<i>Caroline Whittaker (Head)</i>	<i>ex-officio</i>	100%	100%	<i>Resources Committee Staffing &amp; Curriculum Committee Strategy Committee Behaviour &amp; Safeguarding Group Ethos Working Group Admissions Committee</i>
	<i>Caroline Morland</i>	<i>14 Feb 2023</i>	67%	100%	<i>Staffing &amp; Curriculum Committee Ethos Working Group</i>



# The New Forest Church of England (VA) Primary School

at Landford, Nomansland and Hamptworth

Governors

LA	<i>Pat Radcliffe</i>	<i>4 Dec 2021</i>	100%	100%	<i>Vice-Chair of Governors Chair Staffing &amp; Curriculum Committee Strategy Committee Staffing/Hearings Panel Head's Performance Review Panel Pay Panel English Link Governor</i>
Foundation	<i>David Bacon</i>	<i>ex-officio</i>	67%	50%	<i>Resources Committee Behaviour &amp; Safeguarding Group Ethos Working Group Staffing/Hearings Panel Pay Panel RE &amp; Collective Worship Link Governor Nominated Safeguarding Governor Whistleblowing Governor</i>
	<i>Joyce Garnett</i>	<i>16 Jun 2023</i>	83%	100%	<i>Staffing &amp; Curriculum Committee Behaviour &amp; Safeguarding Group Ethos Working Group Admissions Committee Pupil Discipline Panel Special Educational Needs &amp; Disabilities Governor</i>
	<i>Emma Ginns</i>	<i>1 Oct 2022</i>	100%	80%	<i>Resources Committee Y2 Class Link Governor Sports Premium Governor</i>
	<i>Carol Grant</i>	<i>5 May 2021</i>	100%	100%	<i>Resources Committee Behaviour &amp; Safeguarding Group Admissions Committee Head's Performance Review Panel Y5 Class Link Governor Looked After Children Governor Pupil Premium Governor</i>
	<i>Catherine Taylor</i>	<i>9 Sep 2022</i>	83%	100%	<i>Staffing &amp; Curriculum Committee Ethos Working Group Pupil Discipline Panel Y1 Class Link Governor</i>
	<i>Sarah Ziegler</i>	<i>24 Sep 2019</i>	83%	50%	<i>Staffing &amp; Curriculum Committee Ethos Working Group Staffing/Hearings Panel Pay Panel YR Class Link Governor Early Years Link Governor</i>
	Co-opted	<i>Chris Prankerd</i>	<i>1 Oct 2022</i>	83%	100%
Associate Member	<i>Ian Jones</i>	<i>1 Apr 2023</i>	100%	100%	<i>Resources Committee Y4 Class Link Governor</i>
	<i>Peter Radcliffe</i>	<i>1 Oct 2022</i>	83%	83%	<i>Vice-Chair Resources Committee Strategy Committee</i>
	<i>Susan Rogers</i>	<i>18 Jul 2022</i>	50%	100%	<i>Resources Committee</i>
Clerk	<i>Emma Coleman</i>				



We have the following sub-committees within the governing board: Staffing & Curriculum; Resources; and Strategy. The Strategy Committee has specific membership, as laid out in the governing board's Scheme of Delegation, and is made up of the Chair and Vice-Chair of Governors, the Head Teacher, and the Chairs and Vice-Chairs of the Resources and Staffing & Curriculum Committees.

We also have in place a governor Behaviour & Safeguarding Group, and an Ethos Working Group which is made up of governors and members of the wider school and church community, as well as a number of specialist committees and panels: Admissions; Staffing/Hearings; Pupil Discipline; Appeals; Head Teacher's Performance Management; and Pay.

Our governors also have specialist roles covering key curriculum areas, class links and specific roles, as listed in the table above.

We have a wealth of experience and skills on our governing board, including many who have been, or are still, involved in the education field as well as those who work, or have worked, in professional roles or private industry.

We agree an annual calendar which ensures we complete all required annual governance tasks as well as agreeing an internal monitoring and evaluation (M&E) plan with the Head Teacher which includes visits to the school and learning walks where we look for evidence of the action we have been told about at governors, meetings and the impact this is having. This M&E Schedule includes scrutiny of the impact of Subject Leaders (including English, Maths and RE), the Special Educational Needs & Disabilities Coordinator (SENDCo), Pupil Premium and Sports Premium, Safeguarding and Health and Safety. We discuss questions and concerns noted at these visits with the Head Teacher and agree areas for further action or monitoring.

We will be holding an election for a new Parent Governor in September 2019. Formal notification and details outlining the nomination process will be sent out at the very beginning of the new term – please apply if you wish to join the governing board.

We currently have two Foundation Governor vacancies. Foundation Governors are nominated by the local Parishes to ensure the Christian ethos and values of the school are supported. As such, Foundation Governors are required to be committed Christians whom the Diocese are willing to appoint. Please contact our Clerk ([governors@thenewforestschool.sch.wilts.uk](mailto:governors@thenewforestschool.sch.wilts.uk)) if you are interested in becoming a Foundation Governor.

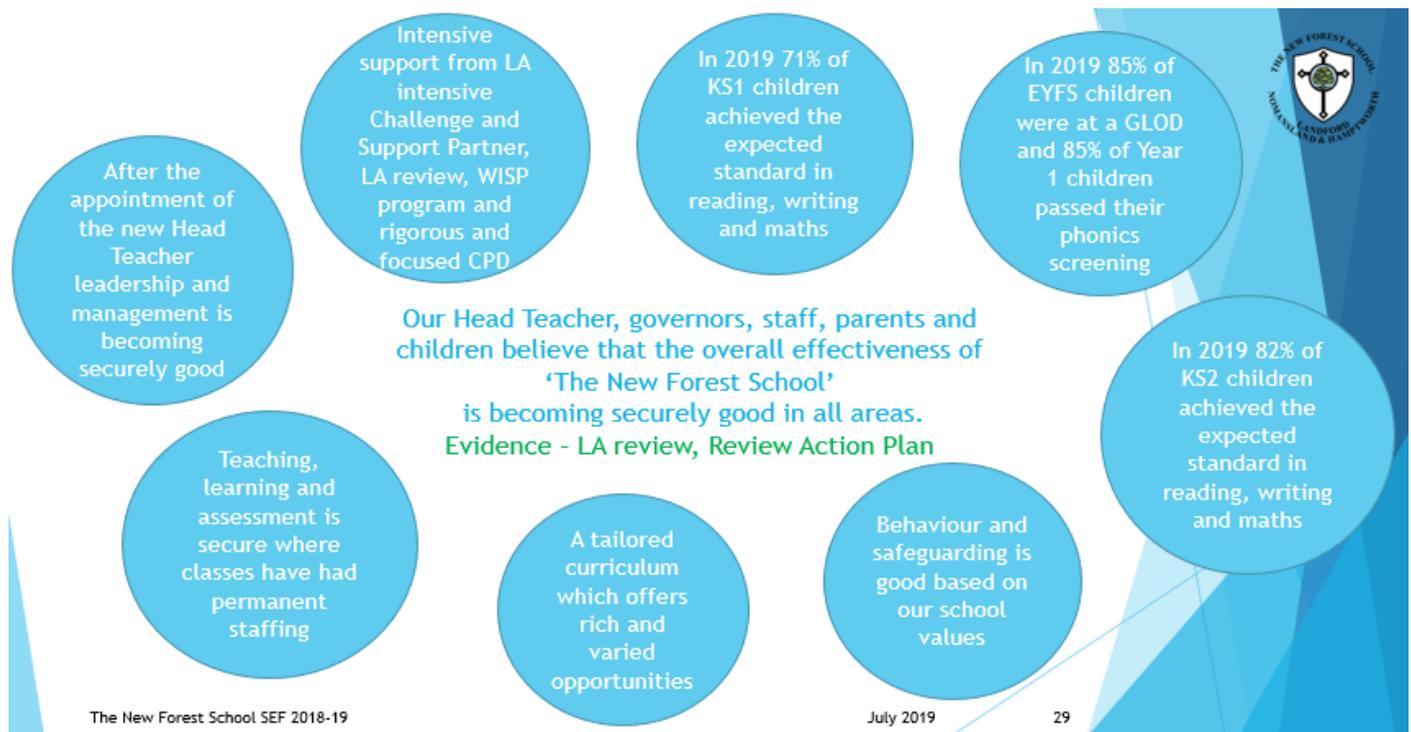
#### **4. School Vision and Strategic Plan**

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). As mentioned previously, we are in the process of reviewing our vision with all stakeholders and the support of the Salisbury Diocese, and will have completed this shortly. We will be launching our new vision at the beginning of the next academic year.

We continue to have a detailed School Improvement Plan in place which we are working to. We have had termly external reviews from the Local Authority, as well as an external consultant to review the improvements we are making. These external reviewers have verified that the school has taken rapid, robust and effective action this year and that there is a large improvement in all required areas across the school.

The governing board adopted its own action plan this year and have achieved all elements on it, including addressing all areas for improvement noted by the external review of governance.

The school has conducted a thorough self-evaluation (verified by an external review) and the headlines of this are shown in the following document:



In the coming year our focus will be on embedding good teaching and learning across the school, through continuous professional development for staff so that they, and the children, can achieve the high expectations set by the Senior Leadership Team and governors, as detailed in the school's Rapid Achievement Plan (RAP).

## 5. The Best Education for all Pupils

The governing board is responsible for holding the Head Teacher to account for the education of pupils and the management of staff.

### Curriculum

We believe that children deserve an inspirational and purposeful curriculum. We have designed our own curriculum to fully immerse children in learning activities and focus on the key skills and concepts required by the National Curriculum (2014).

At the heart of our curriculum is the belief that all pupils are entitled to the very best education within in a safe and stimulating learning environment. Children experience a wide variety of high quality learning opportunities during their time at the school and they will be given every encouragement to develop their own interests and skills. Our curriculum aims to provide children with purposeful and imaginative learning experiences.



Outcomes

<b>The New Forest Primary School: Outcomes for pupils Summer 2019</b>					
<b>Key Stage 2 (Year 6 SATS)</b>					
		<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>R,W,M combined</b>
<b>Percentage of children meeting required standard</b>	<b>School</b>	<b>85%</b>	<b>97%</b>	<b>87%</b>	<b>82%</b>
	<b>National</b>	<b>73%</b>	<b>78%</b>	<b>79%</b>	<b>64%</b>
<b>Percentage of children achieving higher standard</b>	<b>School</b>	<b>30%</b>	<b>27%</b>	<b>30%</b>	
	<b>National</b>	<b>28%</b>	<b>20%</b>	<b>23%</b>	
<b>Standard Scales Score</b>	<b>School</b>	<b>106.7</b>		<b>106.8</b>	
	<b>National</b>	<b>105</b>		<b>106</b>	
<b>Progress across KS2 *</b>	<b>School</b>	<b>-1.5</b>	<b>0.1</b>	<b>-0.4</b>	
<b>Key Stage 1 (Year 2 SATS)</b>					
<b>Teacher Assessment</b>		<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	
<b>Percentage of children meeting required standard</b>	<b>School</b>	<b>81%</b>	<b>76%</b>	<b>81%</b>	
	<b>National</b>	<b>75%</b>	<b>70%</b>	<b>76%</b>	
<b>Percentage of children achieving higher standard</b>	<b>School</b>	<b>43%</b>	<b>19%</b>	<b>33%</b>	
	<b>National</b>	<b>26%</b>	<b>16%</b>	<b>22%</b>	
<b>Phonics Screening Check</b>					
<b>Phonics Y1</b>	<b>School</b>	<b>85%</b>	We are pleased to be above National Averages with a slight increase of 4.4%. We will continue to closely monitor and evaluate the progress of the children through the year.		
	<b>National</b>	<b>82%</b>			
<b>Phonics Cumulative Y2</b>	<b>School</b>	<b>66%</b>	This figure includes the children in Year 2 who re-took the Phonics Screening test in 2019. This was achieved through closely targeted interventions and monitoring.		
	<b>National</b>	<b>56.8%</b>			
<b>Early Years Foundation Stage</b>					
<b>Percentage of children achieving a Good Level Of Development</b>	<b>School</b>	<b>85%</b>	This is an increase of 8.3% and reflects the improvements we have made to our EYFS provision.		
	<b>National</b>	<b>71%</b>			



## SEND

We have reviewed all systems and processes to ensure that there are clear tracking and monitoring systems in place. The Special Educational Needs & Disabilities Coordinator (SENDCo) has developed a system to ensure all children are monitored on a regular basis and the impact of interventions is helping the children to make the required progress.

## Safeguarding

All staff have had annual safeguarding training. The Designated Safeguarding Lead (DSL) and Deputy DSLs have all had updated training and this has been shared with staff where appropriate. The Head Teacher has attended termly Safeguarding Network Meetings to ensure the school is aware of new legislation.

## Behaviour

Behaviour in the school is very good and this was noted in both the Ofsted (July 2018) and Local Authority Review (May 2019). Our behaviour expectations are built around our school values and these are shared during Collective Worship where children and adults reflect upon their behaviour and how it can change. Where an incident of poor behaviour occurs this is dealt with swiftly by teaching staff, and when necessary parents are informed. In the next year we wish to strengthen these values and use them as part of a new behaviour strategy using DoJo points which can be collected for a golden time reward.

## Enrichment activities

The school provides the children with a rich and varied curriculum which is supplemented by a variety of clubs. The children have a termly trip to the New Forest to experience outdoor learning. During the year there have been a number of trips including to Hilliers' Gardens, Longford Castle, Sea City Museum, Stonehenge, Paultons' Park and Southampton Docks. These are linked closely to the learning within the classroom. We also arrange for children to experience a range of churches and faiths. In addition to this we offer a huge range of sports, music and performance opportunities to develop children's talents. In Year 4 and 6 the children attend a residential – either at Brenscombe or Portland.

## Absence and attendance

Our attendance data is in line with the national average. We have no persistent absence; however unauthorised absences continue to be a problem. This is due to the number of unauthorised holidays that parents take outside of the school holidays. Although we understand the reasons behind this, as a school we will continue to use the guidance from the government and the local authority regarding authorisation. We have a very small number of children who are persistently late. This is being addressed through discussion with parents to find out how we can support them getting their children to school on time.

	Term 1	Term 1-2	Term 1-3	Term 1- 4	Term 1- 5	Term 1-6
Whole school	97.5%	97.2%	96.6%	96.6%	97.1%	96.5%
Lateness before the register closes >5 over the year	1%	2.9%	5%	5.8%	6.2%	7.4%
Lateness after the register closes	1%	1%	2%	1%	2.8%	2.8%
Unauthorised absence	5%	7%	11%	15%	19%	30.2%



## Admissions

The school's current admissions arrangements adhere to the DfE guidance. The admission authority is the governing board. There are currently 174 students in the school and the total number of places for the academic year 2018-19 is 210.

For the year 2018-19 there were 20 applications for admission to the foundation year of whom 20 were accepted. The admission limit for this year group is 30.

The school's admissions policy is reviewed on an annual basis by the governing board and full details, including information about appeals, are available on the school website at <http://www.thenewforestschool.wilts.sch.uk/our-school/admissions>

## 6. School Finances

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

The Resources Committee benchmark our finances and areas of spend against most similar schools annually. At present our spend, and the areas we spend money on, is in keeping with this group. As is the norm, the majority of our expenditure is on staff salaries. We do experience greater costs in most areas because we operate over two sites. We currently receive some additional funds from the Local Authority towards this additional cost.

Due to ongoing budget pressure the school conducted a thorough review of where we spend our funds and ways to save money in the coming years, as well as ways to increase income, which is only really possible by increasing children numbers. As a result, we have managed to report a balanced budget forecast for the next two financial years. Thereafter we are predicted to go into a deficit, however this is based on current funding formulas from the Government and current (prudent) predicted children numbers. Both of these factors may change and the school is committed to marketing the school strongly to local communities.

We will continue to work with the Local Authority School Finance team to try to remain in a positive budget position, but parents should be aware that school budgets are particularly tight and each year schools are faced with very difficult considerations and choices to remain in a positive budget.

This year we have spent capital funds on installing the new nurture room and disabled facilities at KS1 which will provide a valuable and flexible space to support academic and emotional development.

In the future we will be looking to develop the KS1 site by replacing the current mobile classroom.

The expenditure of Pupil Premium and Sports Premium Grant and the impact this has had can be found in the separate reports under those headings on the school's website.

## 7. Action as a Result of Parent Feedback

Feedback from parents plays a hugely important part in making our school the best it can be. These are some of the changes that have been made in response to your opinions in the past year:



*Parents wanted a clearer and more consistent Parent Consultation Meeting – We agreed to change the format to achieve this, to ensure that there was clear feedback, and parents could see their children’s work. Parents filled in evaluation forms and 98% of those who responded were happy with the new format.*

*Parents wanted to ensure that their child was being taught well – This has been a key focus of our CPD this year and will form a large part of the priorities for next year. Where permanent teaching staff are in place 100% of the teaching is good as verified by the Local Authority Review (July 2019).*

*At the SEND parents’ forum, parents wanted a clearer system to ensure that CPD was having an impact on the learning of their children – We agreed to ensure that children’s Individual Learning Plans (ILPs) and strategies suggested were implemented and reviewed. The SENDCo is now monitoring these on a regular basis.*

*At the SEND forums parents wanted regular opportunities to gain advice from the SENDCo – At both parents’ evenings our SENDCo was available for appointments, and has also provided parents with reading and ADHD specialist advice.*

Parents are always welcome to provide feedback, discuss concerns, or give thanks through their child’s teacher in the first instance or via the school office, Site Leaders or Head Teacher. We conduct a Parent Survey each year and encourage you to complete this.

## **8. Consideration of Possible Changes to School Structure/Organisation**

The governing board are considering changes to the structure and organisation of the school and whether it would be in the interests of the school, continuous school improvement, funding and long-term viability, to join a Multi-Academy Trust (MAT). Governors have been researching all options for several months, as well as the pros and cons to joining a MAT, and speaking to other schools who have joined a MAT. The school will only consider joining a MAT if it will ensure the school retains its distinctive village school feel as well as its status and ethos as a Church of England School.

Following this period of research, governors are due to take an indicative vote as to whether, as a Board, we believe we should progress further down this route, or not. Parents will be consulted about significant changes to the school and further information will be provided in due course if governors decide it is in the best interests of the school to consider joining a MAT. If you have any concerns about this please contact the Chair of Governors through the Clerk in the first instance.

July 2019