



**WOODLAND VIEW PRIMARY SCHOOL**  
**Annual Statement 2017-18 (including Autumn Term 2018)**

The Governing Board of Woodland View Primary School works with the Head Teacher to promote and maintain high standards of educational achievement. The core functions of the Governing Board are:

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

**Key issues that have faced the Governing Board during 2017-18**

- Addressing the issues from Inspection in 2017
- To establish and embed Appraisal in line with policy
- To implement new staff structure and appoint staff with the right skills to lead areas and teach our children well, Supporting and developing new staff
- Ensuring higher attainment through effective performance management and deployment of staff. Ensuring all groups of pupils succeed by the end of KS2 especially boys and disadvantaged pupils and address the significant underachievement in year 5
- Supporting and developing new staff
- Addressing how Pupil Premium, SEN and Sports funding is used to ensure impact
- Improving attendance as this was below expectations and persistent absence high
- Continue to address budgetary issues leading to restructuring to ensure roles fit for purpose in order to accelerate impact on learning
- Reorganising of the Governing Body to increase pace of follow through and ensuring focus is on core functions and not day to day operation of the school
- Ensuring the new build issues are resolved
- Increasing the positive involvement of parents

### Assessment of the impact of the Governing Board on the school to date

- ✓ By the end of the financial year, the school had addressed the budget issues for the next few years and is in a stronger positive financial position going into this academic year following remodelling, realigning roles and making financial savings which have allowed for targeted intervention to aid learning for our children to increase.
- ✓ Headteacher Appraisal meeting took place with support from an Education Improvement Adviser. The Headteacher has set targets with staff and undertaken interim reviews. Staff requiring additional support have accessed this.
- ✓ Progress is improving due to focussed CPD and support for staff who have provided governors with positive feedback to say they feel training and collaboration are welcomed and it is helping everyone to learn from each other.
- ✓ Teaching has improved significantly this year and there is no inadequate and a higher proportion of good teaching.
- ✓ Attendance has improved in line with National expectations and we have less persistent absentees.
- ✓ Pupil premium and SEND expenditure is now planned and impact tracked. The Headteacher has taken responsibility for developing SEND and has had challenging conversations with governors. It is evident children's needs are better met. An external provider has been enlisted to quality assure this area and governors will use this to support the head in celebrating successes and addressing recommendations
- ✓ Sports funding has been used effectively to engage children in a wider range of activities and clubs with much success.
- ✓ The School improvement plan has been evaluated and objectives tightened in response to OFSTED. The Education Improvement Partner critiqued the plan and agreed the Headteacher is focussing upon the right aspects and in recent visits has praised the progress made to date
- ✓ The maintenance of the new build and quality of environmental displays is good.
- ✓ Health and Safety is monitored both within school and by an external provider engaged by the Governors. This has ensured full compliance
- ✓ Collaborative approach to monitoring occurs between the governors and school leaders and the governors hold all leaders to account through team meetings, progress and achievement is improving in core subjects.
- ✓ Parental attendance at events and activities within the school has increased significantly and feedback is positive.
  
- ✓ Governors attendance is good. Governors have sharply focussed agendas in line with decision planners and each have a link role to an area of learning or business. The Governing Body have developed their own action plan in order to increase their effectiveness further. Recruiting and retaining Governors has been a challenge but we have been proactive in securing governors with appropriate skills and by the end of the Autumn term we will only have one vacancy.
- ✓ Some of the issues regarding the building have been addressed, however to the two front lawned areas needed further attention.

### General Comments regarding our school

| Area         | Evaluation   |
|--------------|--|
| <b>ETHOS</b> | <ul style="list-style-type: none"><li>• The ethos within the school is good. Children say they feel respected, happy and secure in school. They know where to go for help and feel they have a voice. Children are able to explain our values, know the rules and are proud of our school. Routines are well-established which results in a calm orderly</li></ul> |

|                   |  |
|-------------------|--|
|                   | <p>environment where children are encouraged to learn from the first moment they enter the school. Resources are of good quality and activities well planned which engage and motivate the children.</p>   |
| <b>READING</b>    | <p>Reading has been a focus for the school and as a result of effective training, outcomes by the end of the key stage have improved. Skilled use of intervention has supported target children to make accelerated progress. There are now more regular planned opportunities for children to be heard to read on a 1:1 basis and through guided reading with quality texts which are used to engage.</p> |
| <b>MATHS</b>      | <p>In maths, children have been taught a wide range of strategies, particularly in Y2, which children are using to reason and apply. Effective use of CLIC has helped children consolidate their knowledge and understanding of basic number skills which again has enabled them to become more confident in applying these to other areas of maths.</p>   |
| <b>WRITING</b>    | <p>Writing remains the weakest subject overall. This has already been identified as a key priority for this academic year with a focus on extending children's vocabulary and developing sentence construction. A recent external review showed the quality of work in books has improved significantly which is a credit to our children and staff's hard work.</p>                                       |
| <b>FOUNDATION</b> | <p>Early years provision is good External reports show that children's needs are catered for well and speech and language is modelled well with plenty of opportunities for children to develop these skills during both indoor and outdoor provision. Parents are involved and are supportive</p>   |
| <b>LEADERSHIP</b> | <p>Leadership has strengthened at all levels. Senior leaders have a clear vision for the school which has become increasingly embedded throughout the year as a result of their tireless drive and commitment towards securing improvement.</p> <p>Roles and responsibilities are now clear. New leaders and staff have been appointed from September which will further increase leadership capacity.</p> |

|  |   |
|--|---|
|  | <p>Senior leaders have already put a good induction process in place to ensure expectations remain consistently high.</p> <p>Performance information is used well by senior leaders to improve provision and address weaknesses in teaching. As a result, outcomes have improved. Self-evaluation is secure and the school, including governors, knows itself well.</p> <p>Governance has strengthened throughout the year. We are using a skills - based model of governance which is helping the school move forward. The information governors receive is enabling them to hold leaders to account and provide support and challenge where required and follow up is rapid</p> |
|--|---|

**Areas Governors are working on 2018-19**

| Governor Action Area  | Success Criteria  |
|---|---|
| 1.To oversee impact of leadership on quality of teaching, learning and assessment | <p>Through HT appraisal, data tracking and engagement in QA activities Governors ensure progress in SIP priorities and pupil outcomes</p> <p>Governors know the quality of teaching across the schools and the performance of different pupil groups and use this to ensure continual improvement</p> <p>Governors use data analysis well to monitor the achievement of pupils across the schools</p> <p>Continual improvement in the quality of teaching</p> <p>Continual improvement of links with Parents</p> <p>By the end of the academic year the evidence base for good/ outstanding teaching against Ofsted criteria is secure</p> <p>Leadership and outcomes Good both for current and impending framework</p> |
| 2. To oversee quality of writing  | Writing strategy implemented and outcomes in line with national average   |
| 3. To oversee improvements in boy's achievement                                   | Boy versus girl gap reduced   |
| 4. To oversee the quality of provision of EYFS                                    | <p>Parents feel well informed and fully involved in their child's learning journey and express their satisfaction in audit.</p> <p>Staff are making accurate and well informed judgements. Children make good or better progress during EYFS year.</p> <p>Parents are well informed and progress is linked to Dev Matters statements.</p> <p>Staff are able to continue good practice and amend where necessary.</p> <p>Staff are moderating accurately. ELG Judgments are accurate and in line with other practitioners</p> <p>July</p>  |

|   |   |
|---|---|
|   | <p>Provision expands 2020</p> <p>Thus Governor's impact will be that the time scales are adhered to and that in accomplishing this target area, the schools will provide pre-school education thus ensuring the sustainability</p>  |
| 5. To oversee the quality of provision for those pupils belonging to disadvantaged/vulnerable groups and explore / secure development of unit | <p>SEND make expected or above progress</p> <p>Gap reduced</p> <p>Senco arrangements for 2019 secured</p> <p>Bungalow business plan completed and support head to work across area to plan provision</p>  |
| 6. To oversee place planning and area changes determined by LA  | <p>Governors determine admission number for 2020 and consult successfully</p> <p>Governors help Leadership to secure necessary funding to expand building to meet future needs</p>  |
| 7. To explore the process required to become part of a collaboration, federation or Multi Academy Trust                                       | <p>Governors can make an informed decision about the key benefits and opportunities that collaboration, federation or a MAT can offer our schools.</p> <p>The governors have a greater understanding of the various models and whether there are any long-term benefits of being part of a group/ MAT which will have a positive impact on school improvement</p> |
| 8. To oversee the financial and personnel management  | <p>School remains financially sustainable and that projected budgets which are in danger of running into a deficit are addressed</p> <p>The governors have a greater understanding of cost savings and drive more financial efficiency within school.</p>   |
| 9. To oversee health, safety, safeguarding and premises   | <p>Ensure meeting Health &amp; Safety, Safeguarding, Child Protection, Educational Visits and Premises procedures and requirements</p> <p>School is statutorily compliant</p>   |
| 10. To regularly review Governor effectiveness/skills/ Governor succession planning<br>All  | <p>Governors have robust systems in place for monitoring and challenging</p> <p>Governors have the knowledge and skills needed to challenge effectively</p> <p>Govs have time to undertake visits and use to inform governors strategic input</p>   |

**Chair of Governors**

Janice Addison

**Vice Chair of Governors**

John Wilson OBE

**General Information****Composition of the Governing Board**

- parent governors - 2 vacancies
- 1 Headteacher
- 2 staff governor
- 1 x local authority governor
- 3 co-opted governors

**Organisation**

- 3 Full meetings a term to focus on standards of education and business such as finance and Health and safety
- Pay
- Pupil Discipline - as required
- Complaints - As required
- Appeals - As required

**Attendance for 2017-2018**

| Governor & Associate Member | Category    | Term of Office Expiry | Body Appointed/ Elected by | Position of Responsibility | Committee Membership   | Attendance at full Governors |        |        | Business or Pecuniary Interest | Date of Declaration |
|-----------------------------|-------------|-----------------------|----------------------------|----------------------------|--|------------------------------|--------|--------|--------------------------------|---------------------|
|                             |             |                       |                            |                            |  | Autumn                       | Spring | Summer |                                |                     |
| Mrs Janice Addison          | Co-opted    | May 20                | GB                         | Chair                      | B,PC,S&E,SEN, Inclusion, Leadership & Governance, Appraisal, LAC | ✓                            | ✓      | ✓      | None                           | May 16              |
| Mr John Wilson OBE          | Co-opted    | Nov 20                | GB                         | Vice Chair                 | B, Appraisal, PP, Finance  | ✓                            | ✓      | ✓      | None                           | Nov16               |
| Mrs Diane Bathgate          | Co-opted    | Nov 20                | GB                         | Local Authority            | B, HR, EYFS  | ✓                            | ✓      | ✓      | None                           | Nov 20              |
| Mrs Katrina Proctor         | Co-opted    | Jan 18                | GB                         |                            |  | ✓                            | ✓      | ✓      | None                           | Jan 18              |
| Mr Laws                     | Parent      | May 20                | GB                         |                            |  | N/A                          | N/A    | N/A    | None                           | May 17              |
| Mr Alec Malbon              | Parent      | May 20                | GB                         |                            |  | N/A                          | N/A    | ✓      | None                           | May 17              |
| Mrs Ruby Grey               | Headteacher | April 16              |                            |                            |  | ✓                            | ✓      | ✓      | None                           | April 17            |

|  |  |  |  |  |  |  |   |   |  |  |
|--|--|--|--|--|--|--|---|---|--|--|
|  |  |  |  |  |  | Notes:<br>HT<br>Report,<br>Staffing,<br>SIP, PP,<br>LAC,<br>Policies | Notes:<br>Finance &<br>Staffing,<br>Premises,<br>HT Report,,<br>Reports,<br>Training,<br>H&S,<br>Safeguarding | Notes:<br>Reports,<br>Communication,<br>HT Report,<br>Staffing,<br>Reports,<br>Policy,<br>Training,<br>Finance,<br>Premises |  |  |
|--|--|--|--|--|--|--|---|---|--|--|

### Attendance at Full termly meeting 2018

| Name                  | Category       | Terms of Office | Committees (if associate member has voting rights) | Official responsibility - link  | Attendance at Full Termly meetings 2018-19 |        |        |
|-----------------------|----------------|-----------------|--|---|--|--------|--------|
|                       |                |                 |  |   | Autumn                                     | Spring | Summer |
| Mrs Janice Addison    | Co-opted       | 4 years         | FGB Standards and Business elements<br>Pay         | Leadership & Governance,<br>Appraisal,<br>Inclusion, SEND,<br>LAC,<br>Pupil Premium | ✓  |        |        |
| Mr John Wilson OBE    | Co-opted       | 4 years         | FGB Standards and Business elements<br>PAY         | Finance<br>EYFS<br>Appraisal  | ✓  |        |        |
| Mrs Diane Bathgate    | LA             | 4 years         | FGB Standards and Business elements<br>Pay         | Complaints/SAT<br>S QA/Appraisal<br>QA/Attendance                                   | ✓  |        |        |
| Mrs Ruby Grey         | Headteacher    |                 | FGB Standards and Business elements                |   | ✓  |        |        |
| Mrs Jane Mansell      | Co-opted       | 4 years         | FGB Standards and Business elements                | Training  | ✓  |        |        |
| Mr Alan Hughes        | Co-opted       | 4 years         | FGB Standards and Business elements<br>PAY         | Health and safety/website/GPDR<br>Appraisal   | ✓  |        |        |
| Mrs Joanne Cockerill  | Staff governor | 4 years         | FGB Standards and Business elements                | Engaging Parents  | ✓  |        |        |
| Mrs Natalie Fiddimore | Staff governor | 4 years         | FGB Standards and Business elements                |   | ✓  |        |        |

## REGISTER OF GOVERNOR INTERESTS

### WOODLAND VIEW PRIMARY SCHOOL - Current

| Name                  | Position              | Nature of Interest | Date Interest Registered | Date Interest Ceased | Notes |
|-----------------------|-----------------------|--------------------|--------------------------|----------------------|-------|
| Mrs Janice Addison    | Governor (Chair)      | None               |                          |                      |       |
| Mr John Wilson OBE    | Governor (Vice Chair) | None               |                          |                      |       |
| Mrs Diane Bathgate    | Governor              | None               |                          |                      |       |
| Mrs Ruby Grey         | Headteacher           | None               |                          |                      |       |
| Mrs Jane Mansell      | Governor              | None               |                          |                      |       |
| Mr Alan Hughes        | Governor              | None               |                          |                      |       |
| Mrs Jo Cockerill      | Staff governor        | None               |                          |                      |       |
| Mrs Natalie Fiddimore | Staff governor        | None               |                          |                      |       |