

Hanging Heaton CE (VC) J&I School

Governors' Report to parents

2018-2019

The governors would like to begin this report by thanking the staff of the school (teaching and non-teaching) for all their hard work on behalf of the pupils of Hangin Heaton J&I school.

They would also like to congratulate everyone (staff, pupils and parents) on another successful year.

The vision and role of the Governing Body

The Governing Body is committed to supporting the school in continuing to provide the best possible education for all its pupils. We want all our children to reach their full potential. We aim to develop our children socially, morally, culturally and spiritually to help them to be valued and responsible citizens.

- School governing bodies have responsibility for raising school standards through their three key roles: setting strategic direction, ensuring accountability and acting as a critical friend. School governors are volunteers all of whom seek to promote the highest standards of education and welfare for the children by: monitoring the school's progress, setting annual performance targets, monitoring school finance and a host of other roles.
- Hanging Heaton J&I schools governing body is a group of 10 people, comprising parents, members of the community, church members, Local Authority elected members and school staff. The full Governing body meets once per term, as do the two main committees; Resources, where the school budget is discussed, and Standards and Effectiveness, where attainment and progress of pupils is discussed.
- The Governing Body and the Headteacher share responsibility for the strategic management of the school, acting within the framework set by national legislation and by policies of the Local Authority.
- While the Local Authority is the employer of staff, the Governing Body and Headteacher have separate and particular responsibilities for the selection and management of staff.
- The internal management and day to day running of the school is the responsibility of the Headteacher.
- Copies of agendas and minutes of meetings are available for inspection at the school

Who are our Governors?



Chair of Governors - Mrs Rebecca Beaumont

Vice Chair of Governors - Reverend Mark Umpleby

- Ex-Officio Foundation Governor

Reverend Mark Umpleby

- Foundation Governors

Mrs W Lister

- Local Authority Governor

Mrs R Beaumont

- Parent Governors

Ms S Hesling

Mr C Bardy

- Staff Governors

Mrs S Brooke-Mawson

Mrs J Potter (Headteacher Ex-officio)

- Co-opted Governors

Mrs F Binks

Mrs E Exley

Mrs A Walshaw

Mrs D Halstead

Highlights in the last academic year

- Improvements at all key assessment areas for higher ability pupils
- Moderation in EYFS and KS2 writing showing our assessment is accurate
- Improvements in teaching, provision and outcomes for EYFS pupils demonstrated by outcomes in line with National averages
- Continued Outstanding behaviour, personal development and welfare provision
- Positive feedback from parents and children in surveys
- High attendance at after school and extra curricular activities
- Involvement in a range of community events and positive relationships with parents and the local community

Standards at end of Key stages 2018

- EYFS

School GLD	National GLD 2018
71%	71%

- KS1

End of KS1	School 2018	Kirklees 2018	National 2018
Reading – achieved expected standard	76%	72.1	75.5
Writing – achieved expected standard	71%	22.9	25.7
Maths – achieved expected standard	81%	66.7	70
Science – achieved expected standard	90%	12.9	15.9
Reading, Writing, Maths expected	71%	73.2	76.1
Reading, Writing, Maths GDS	14%	19	21.8

- KS2

End of KS2	School 2018	Kirklees 2018	National 2018
Reading – achieved standard	75	71.9	75%
Reading – average scaled score	106	104	105
Writing – achieved standard	80	75.8	78%
SPAG – achieved standard	90	75.5	78%
SPAG – average scaled score	108	105.7	106
Maths – achieved standard	80	73	76%
Maths – average scaled score	105	103.7	104
Reading, writing, maths – expected	70	61.1	64%

Key Priorities and Progress towards these

EYFS

- Writing opportunities have increased
- 1:1 reading takes place regularly and complements the wider reading curriculum
- There are increased opportunities for children to develop their speech and language skills and to enhance their Personal, Social and Emotional development.
- There are increased opportunities for outdoor learning. This is linked to the curriculum.
- Observational evidence is being used more widely to assess children and support their ongoing progress
- Moderation shows that our tracking is accurate
- Despite unexpected changes of staffing 2017-18, leadership and management worked effectively to ensure teaching, learning and assessment continued to be at least good.
- Children made good progress.
- Results for EYFS were above national results in terms of average points scored
- Children have access to a lively and enriching curriculum.

Key Priorities and Progress towards these

Reading

- Each classroom has an attractive reading area with a wide range of age appropriate books.
- Children are encouraged to talk about books they have read and encourage others.
- Half termly reading challenges have been introduced, involving artistic creativity with certificates and prizes awarded.
- Children are encouraged to read at home with a wide range of books available for them with reader of the week certificates awarded in each class and class reward weekly.
- New teaching methods and techniques have proved successful with two year groups so have now been introduced to all classes.

Key Priorities and Progress towards these

Maths

- Given the sensitivity of data due to small cohort sizes, maths remains a key focus for the year.
- End of Key Stage 1 2017-18 maths results are once again strong with an average score of 105, with 81% achieving standard and 19% at greater depth. There was also good added value from end of EYFS.
- End of Key Stage 2 2017-18 maths results are once again strong with an average score of 104.7 with 80% achieving standard and 25% at greater depth. There was also good added value from end of Key Stage 1.
- Initiatives continue to be introduced and assessed as new materials and techniques are made available. These include staff training, materials for use in class and Fun Maths days where we work entirely on maths for the whole day.
- Interventions continue to be held before school, at lunchtime and in small groups within year groups to maximise the achievement of mathematical

Our Outstanding Church School

Foundation Governors ensure the Church school ethos through:-

- Taking part in collective worship and submitting evaluations
- Reviewing the R.E. and collective worship policy with Mrs Brooke-Mawson as well as attending full governor meetings and sub-committees.
- Evaluating, discussing and agreeing the curriculum, Christian values, resources available and how staff and pupils apply them in the everyday life of the school.
- Supporting collective worship in school and in church as well as providing a link between St Paul's Parochial Church Council and the school.

Finance Committee – responsibility

The Resources committee meets three times a year its purpose is to ensure that the school complies with the finance, premises, health and safety and staffing committee regulations:

For example:

1. Ensure a staffing structure is in place which meets the needs and priorities of the school and that requirements in relation to safer recruitment practices are met.
2. Ensure that a system is in place for staff appraisals and related CPD provision.
3. Make decisions on pay awards for staff following recommendations from the headteacher/review governors based on the outcome of the appraisal process (This could be the separate Pay committee).
4. Ensure a robust system is in place to monitor the quality of teaching and address underperformance.
5. Ensure that responsibilities in relation to NQTs are met and to support new school leaders as relevant.
6. Ensure matters of school security, school premises and health and safety are addressed.
7. Monitor and review on a scheduled basis relevant statutory policies including:
 - Health and safety
 - Staff appraisal
 - Staff pay and conditions
 - Accessibility plan
 - Data protection
8. Ensure that School Fund Audited accounts are presented to the full Governing Body.sent to Internal Audit for review.

Financial Performance in the last academic year

This year we have:-

- Approved the school budget
- Approved the 3 year plan, which itemises capital spending
- Approved a variety of statutory policies including Health and Safety
- Monitored and authorised school fund spending for the direct benefits of pupils' learning.
- Received an 'Outstanding' grade at audit
- Monitored pupil premium and sports premium expenditure
- Completed an annual benchmarking exercise which compares schools income and expenditure against similar schools
- Agreed the SFVS (Schools financial value standard) which provides assurance to the Local Authority that we have secure financial management in place.

Parents as Partners



The Governing Body values the relationship the school has with parents in order to support one another in achieving the best for our children:

- Governors regularly attended school events.
- Governors are present at Parents information evenings.
- Governors do an annual parental survey, to establish the views and opinions of parents.
- Governors attend the coffee mornings held in school after Class assemblies.
- We actively encourage the organising of parental workshops to help parents help their children learn at home.
- We ensure all key information is available on the school website.

Our Priorities for this academic year

Leadership and Management

- L1. Increase abilities of staff to reflect on and debate the way they teach so they feel deeply involved in their own professional development.
- L2. To develop middle leaders to review the broad and balanced curriculum and ensure it inspires pupils to learn and that the range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.
- L3. To self-review and upskill the work of the Governing Body

The Quality of Teaching, Learning and Assessment

- T1. Teachers reflecting on and debating the way they teach so they feel deeply involved in their own professional development and are motivated to take risks and innovate in ways that are right for their pupils.
- T2. To develop a reading school whereby children recognise the importance of reading to support learning across all areas.
- T3. To use tried and tested methods from moderation to ensure improvement of writing

Personal Development, Behaviour and Welfare

- P1. Working with families of new starters to ensure that children are prepared for starting Reception year
- P2. Updating the Positive behavior and anti-bullying policy so that it meets the needs of our present school community

Outcomes for children

- Analysing previous year's outcomes and identifying key areas
- Focused actions for English and Maths as identified in individual action plans
- Setting challenging targets across school and monitoring progress towards these

EYFS

- E1. Increasing opportunities for children to develop their creative and critical thinking
- E2. Developing successful strategies to engage parents, including those from different groups, in their children's learning in school and at home
- E3. Developing more effective assessment and monitoring systems in line with the rest of school