

Hanging Heaton CE (VC) J&I School

Governors' Report to parents

2019-2020

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 Hanging 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 Governor

Mrs Wendy Lister

- Local Authority Governor

Mrs Rebecca Beaumont

- Parent Governors

Ms Sally Hesling

Mr Craig Bardy

- Staff Governors

Mrs Susan Brooke-Mawson

Mrs Janet Potter (Headteacher Ex-officio)

- Co-opted Governors

Mrs Liz Exley

Mrs Ann Walshaw

Mrs Lindsay Towler

Mr Paul Ockwell

Highlights in the last academic year

- Closer correlation between KS1 assessment and testing
- Improved Reading, writing, maths combined result at KS2 when not including mobile pupils
- Moderation in KS1 shows our assessment is accurate
- Improvements in teaching, provision and outcomes for EYFS pupils demonstrated by outcomes in line with National averages
- Continued Outstanding behaviour
- 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 2019

- EYFS

School GLD	National GLD 2019
75%	71.7%

- KS1

End of KS1	School 2019	Kirklees 2019	National 2019
Reading – achieved expected standard	83.3	72.7	75
Reading – GDS (greater depth standard)	27.8	22.4	25
Writing – achieved expected standard	77.8	67.4	69.3
Writing – GDS	11.1	13	14.7
Maths – achieved expected standard	83.3	73.9	75.7
Maths – GDS	27.8	20.2	21.7
Science – achieved expected standard	94	80.8 (2018)	82.8 (2018)
Reading, Writing, Maths expected	78	62 (2018)	65.4 (2018)
Reading, Writing, Maths GDS	11	9.2 (2018)	11.7 (2018)

- KS2

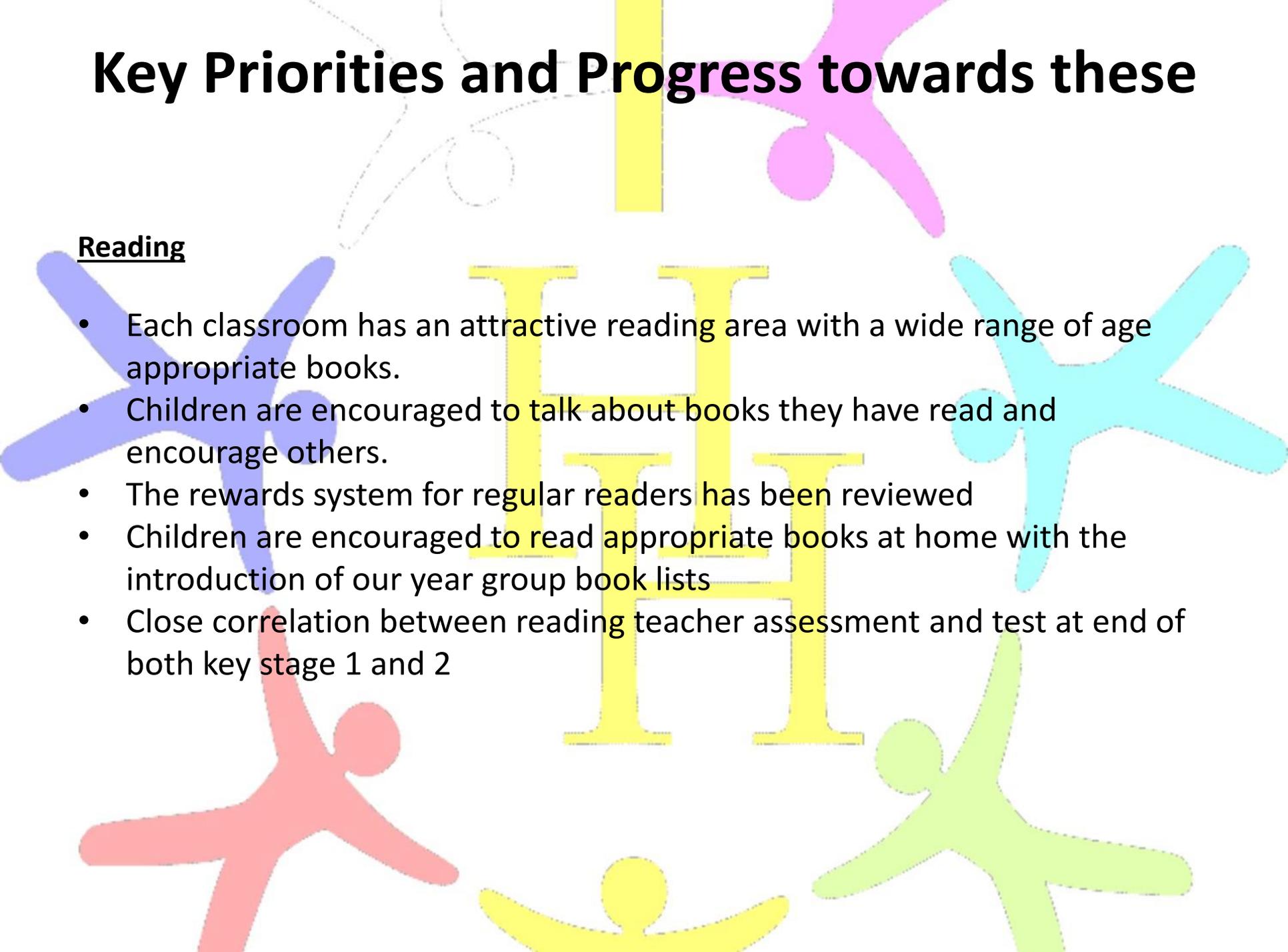
End of KS2	School 2019	Kirklees 2018	National 2019
Reading – achieved standard	76%	69.5	73
Reading – average scaled score	103.5	104	104
Writing – achieved standard	81%	77	78
SPAG – achieved standard	81	75.5	78%
SPAG – average scaled score	103.9	105.7	106
Maths – achieved standard	81%	77.8	79
Maths – average scaled score	104.6	105	105
Reading, writing, maths – expected	76%	61.7	65

Key Priorities and Progress towards these

EYFS

- Phonics and reading has been developed and children are reading more widely at home and in school
- The Personal, Social and Emotional curriculum has improved and more children by the end of EYFS are displaying good learning behaviours
- There are increased opportunities for outdoor learning linked to the curriculum.
- Observational evidence is being used widely to assess children and support their ongoing progress
- Results for Knowledge and understanding of the world and Technology were excellent
- Children made good progress.
- Results for EYFS were above national results
- 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.
- The rewards system for regular readers has been reviewed
- Children are encouraged to read appropriate books at home with the introduction of our year group book lists
- Close correlation between reading teacher assessment and test at end of both key stage 1 and 2

Key Priorities and Progress towards these

Maths

- Maths as always remains a key focus for the year, given the sensitivity of data due to small cohort sizes.
- End of Key Stage 1 2018-19 maths results are once again strong with an average score of 107.8, with 83% achieving standard and 28% at greater depth. There was also good added value from end of EYFS.
- End of Key Stage 2 2018-19 maths results are once again strong with an average score of 104.6 with 81% achieving standard and 29% at greater depth, which was a slight increase on last year.
- Initiatives continue to be introduced and assessed as new materials and techniques are made available. These include staff training, materials for use in class, cross curricular maths activities and fun days where we work entirely on maths for the whole day.
- Some of our children once again took part in the UK Maths Challenge, aimed at secondary students, with very pleasing results.
- Interventions continue to be held before school, at lunchtime and in small groups within year groups to maximise the achievement of mathematical fluency.
- ICT continues to be used as a homework tool and to deepen understanding and mastery, e.g. Times Tables Rockstars and Mathletics.

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 McGee 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:

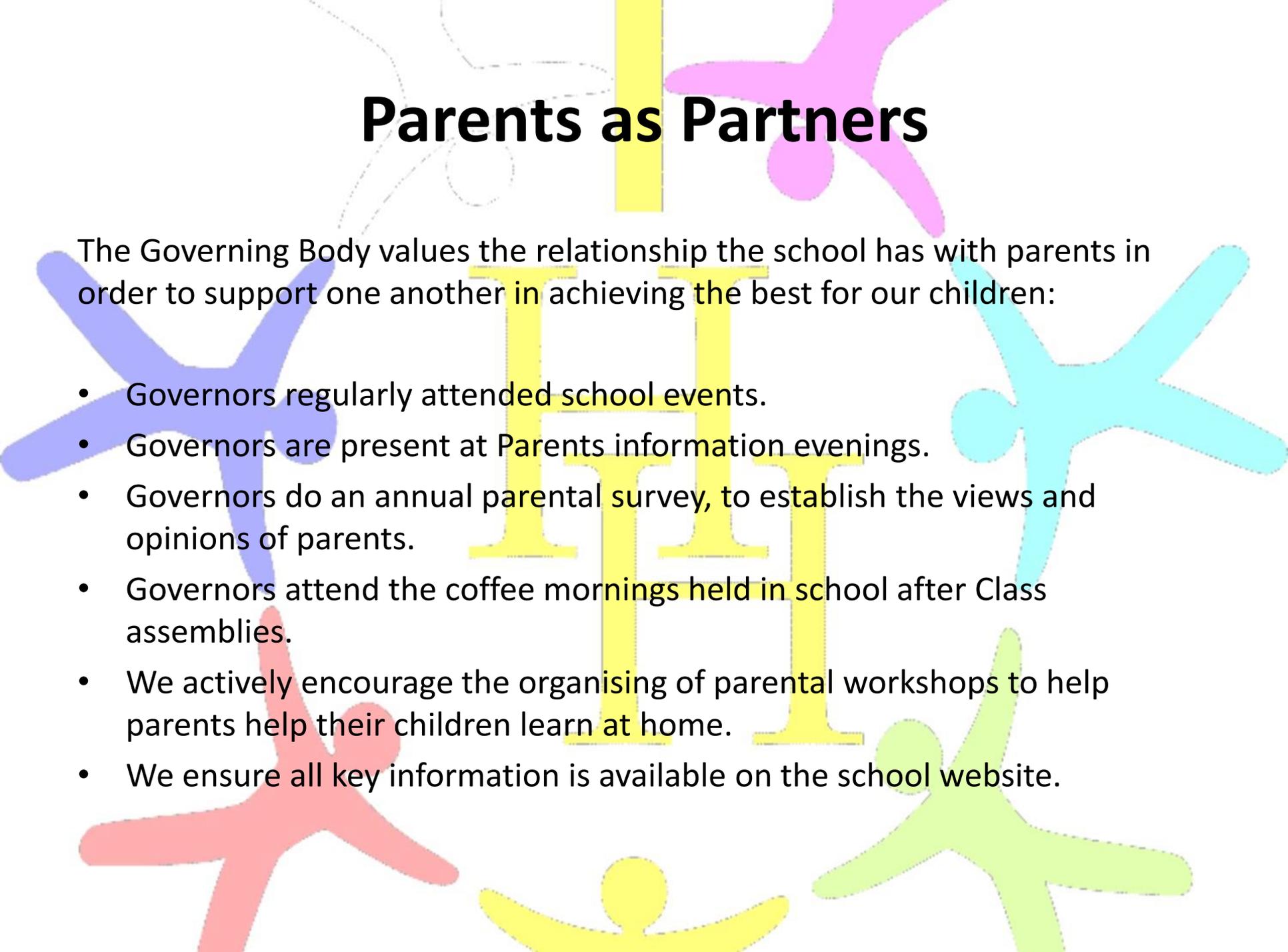
1. Ensure a staffing structure is in place which meets the needs and priorities of the school and that requirements in relation to safer recruitment practices are met.
2. Ensure that a system is in place for staff appraisals and related CPD provision.
3. Make decisions on pay awards for staff following 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.
- 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.
- This year the Resources committee have had to make difficult decisions in order to make the budget work including reducing staffing hours, reducing curriculum support and reducing Governing body support.

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

	Objectives
(T) The Quality of Education	<p><u>Strengthen and improve the Quality of Education through:-</u></p> <ul style="list-style-type: none"> • T1 - Improving the teaching and learning of writing throughout school in order that it is more accurate as well as creative • T2 - Continuing to embed reading strategies to increase the amount and quality of reading taking place by children and promote higher order reading skills • T3 – To continue to develop the curriculum so that it is pertinent to our School vision, Church school ethos and Curriculum aims
(P) Personal Development	<p><u>To improve Personal Development across school by:</u></p> <ul style="list-style-type: none"> • P1 - Evaluating current personal development opportunities and gaps in provision • P2 - Developing a Character curriculum and Skills for Living curriculum across school • P3 - Creating a programme across school to incorporate experiences which actively further promote personal development - Planning for enhanced opportunities within the curriculum supported by funds raised from our local community • P4 - Involvement with the Trailblazer pilot project for Kirklees and audit of Mental health education and support in school
(L) Leadership and management	<p><u>To strengthen Leadership and Management by:</u></p> <ul style="list-style-type: none"> • L1 - Consolidating actions that have addressed the issues raised in our school Ofsted inspection Feb 2016 • L2 - Working to ensure the changes in foci of the new Ofsted 2019 are incorporated into the work already taking place in school. • L3 - Subject leaders are reviewing the broad and balanced curriculum to ensure personal development is at the heart of our curriculum
(E) Early Years Foundation Stage	<p><u>To improve provision in EYFS by:</u></p> <ul style="list-style-type: none"> • E1 - Increasing opportunities for children to develop their creative and critical thinking • E2 - Embedding successful strategies to engage parents, including those from different groups, in their children’s learning in school and at home • E3 - Implementing baselining pilot and using this to prepare, plan, teach and assess efficient learning activities to maximise progress in the EYFS