

Brookside Primary School

Governing Body Annual Report and Impact Statement

2016 – 2017

Introduction

A great many changes have taken place within our education system over the last few years, with others still to come. This brings with it huge challenges to Governors and school staff alike. It is our job to embrace these in order to balance providing a seamless learning experience for our pupils, so that each and every child is supported to achieve their full potential, whilst also ensuring that standards remain high.

We are constantly working towards raising standards using our overarching ethos and vision as reference points, and by implementing the statutory directives we receive from the Department of Education.

This impact statement summarises our role in the development of our school and its pupils over the past year, and provides transparency about what we do.

General

The Role of the Governing Body

Our role as Governors, is vital in terms of the strategic running and leadership of Brookside Primary School. The functions that we are responsible for are embedded in the law, which states that the purpose of Governing Bodies is to *'conduct the school with a view to promoting high standards of educational achievement at the school'*.

The Department for Education requires us to place strong focus on three core strategic functions:

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

Constitution of the Governing Body

The constitution of Brookside's Governing Body is made up as follows:

- One Local Authority Governor

- Two staff Governors
- Two parent Governors
- Nine co-opted Governors

We also have one Associate Governor.

Governor Meetings

At the beginning of this academic year we changed our way of working and abolished our two Sub-Committees – Strategic Development and Pupils and Finance, General Purposes and Personnel – and the Full Governing Body now meets twice a term. One meeting focuses on Business, which relates to finance and personnel, and the other on Development, which relates to strategic direction, the curriculum and pupil welfare.

We have a Pay Committee and other Working Groups which convene on an adhoc basis in relation to matters such as school development and future planning.

Governor Training and Induction

Every Governor has access to comprehensive training opportunities, both when they first join the Governing Body and for more experienced Governors to continually develop their skills. This is provided by Governor Services, through external providers and via access to online courses.

Our Governor Training Co-ordinator manages this and runs an annual Skills Audit to ensure that we are working in line with local and national best practice and to ensure that we maintain the skill set necessary for meeting our responsibilities.

We have a Governor Induction Pack and a mentoring scheme for new Governors so that new Governors are given all the information they need about the school to gain a full understanding of their role, enabling them to fully participate as quickly as possible.

Link Governors and School Visits

As part of our monitoring role, each Governor takes responsibility for linking with a certain area within the school (e.g. Curriculum and Individual Subject Areas, as well as Safeguarding, Special Educational Needs and Disabilities, Attendance and Pupil Premium, Health and Safety, etc).

This involves visiting the school to meet with the staff member responsible for that particular area in order to gain a full understanding, to monitor progress and to discuss any related matters. Governor Visit Reports are submitted to the Full

Governing Body so that all we are kept informed about progress, and are made aware of any concerns that need to be addressed.

Ofsted Focus

The Governing Body consistently focuses on the key priorities that were identified by Ofsted during our last Inspection in November 2014. The areas identified are continually being scrutinised to enable improvements to be made and the pace of learning and challenging pupils remains key. See *Achievement of Pupils and Raising Attainment* in the Curriculum section below.

The Ofsted Readiness Working Group set up during the last academic year, is now well established. It consists of a core set of Governors who use the Ofsted Framework to work towards gathering and maintaining relevant information in preparation for our next Inspection.

School Improvement – Focus for 2016-2017

The Governing Body seeks to ensure that the School Improvement Plan is fully implemented and to monitor progress throughout the year. This year, the main areas for improvement have been:

- To continue to work within the requirements of the new National Curriculum
- To monitor and support staff in the full implementation of our newly designed assessment model
- To introduce and implement a new Singapore style mathematics scheme called 'Maths No Problem' across Years 1 to 5
- To teach aspirational writing and ensure that Spelling, Punctuation and Grammar is taught rigorously and embedded within every aspect of writing
- To continually improve Computing and Digital Learning by upskilling staff through the Apple Educator Programme, enhancing the use of iPad technology and establishing a new and more relevant scheme of work in computing by September 2017
- To improve the tracking of Sport and PE within school in order that we can more effectively demonstrate the impact of the Sports Premium funding, review and evaluate its spending and improve the consistency of the PE Curriculum Map

Other areas of focus for the Governing Body have included the following:

- To continue to improve the positive perception of a successful school in the local community

- To continue working with Nottingham County Council with regard to Brookside Development and the required extension to our school, in light of current and future housing expansion within the local area
- To introduce German as the main foreign language taught within our curriculum
- To continue to oversee and improve pupil attendance by introducing a new Governor Link Role
- To continue to be open to the possibility of converting to Academy Status, despite the change in Government policy and this no longer being required by 2022
- To continually promote e-safety across the school with pupils as well as parents and carers
- Consulting on the service and quality of school dinners with a view to making improvements
- To seek funding opportunities in order that we can improve and enhance children's experiences at Brookside

Impact of the Governing Body

Personnel and Finance

Each year, our budget is agreed based on funding that we receive from Nottingham County Council. The priorities in the School Development Plan determine much of our spending for the year.

Our Office Manager is assisted in managing the school budget and we are supported on financial matters by a qualified External Adviser. Each year, the Finance Governor and the Office Manager also carry out a full audit for writing off and disposing of surplus stock and equipment. This is approved by Governors and signed off by the Chair.

We use the termly Full Governing Body Business Meetings to review school spending against budget to focus on priorities and ensure financial sustainability. We receive and scrutinise data which benchmarks our spending against that of other schools.

Although the budget has been fairly healthy this year, we have been negatively impacted by the introduction of the Apprenticeship Levy and ever rising staffing costs. Budgets are being squeezed across all schools and it is hoped that the forthcoming new National Funding Formula will bring improvements for our school.

The decision taken last year by the Governing Body to change from the County Council to the City Council for buying in Financial Auditing, Governor Services, Clerking and Training has been a success in terms of reducing spending and

obtaining better value for money. Our meetings are clerked more efficiently and effectively.

A virement of £75,000.00 was received to fully fund the cost of two teachers who are providing behaviour support within the local family of schools under the School Behaviour Attendance Partnership. Our Headteacher partly manages this and the money is ring fenced and held by Brookside Primary School.

The Governing Body plans and monitors capital investments allocated to improving the infrastructure of the school and in 2016-17, we have given approval for the following:

- Improvements to IT and Wi-Fi across the school
- New interactive whiteboards have been installed in every classroom, funded through a loan from Nottingham County Council for £14,000.00
- A second set of Apple iPads was purchased to include a secure storage box at a cost of £5,000.00

Our policies, processes and systems are constantly under review in line with the Schools Financial Value Standard (SFVS).

Pupil Premium and Service Premium

The school is allocated Pupil Premium and Service Premium by the Government in order that we can support disadvantaged pupils to achieve to their full potential and to participate in every aspect of school life. This accounts for children on the free school meal register, children with parents in the armed forces and Children Looked After. We received £25,190 in Pupil Premium for the year 2016-17 to support 16 (7%) of pupils on roll.

It is for schools to decide on how to spend this money, however, its purpose is to 'Narrow the Gap' in progress and increase attainment for pupils in line with their peers. The Governing Body monitors spending and supports interventions which enhance learning by specifically targeting the acceleration of progress for Pupil Premium pupils in order that they can meet or exceed Age Related Expectations based on starting points.

The identified barriers to achievement for Pupil Premium children are:

- Self-esteem and confidence as learners
- Emotional needs / attachment difficulties
- Learning consolidation and mastery of core learning
- Technical language acquisition in maths and grammar

At Brookside, we use the funding in the following areas:

- Trips and residentials for eligible pupils
- School uniform
- The acquisition of individual learning resources
- One-to-one learning provision to narrow the attainment gap
- Supporting the integration and learning of Looked After Children
- Extracurricular and enrichment activities, including school clubs, music and foreign language tuition

The progress being made by our Pupil Premium children and accountability for the funding is tracked rigorously.

Sports Premium

The Government provides Sports Premium Funding to enable every child to be given equal opportunities in the participation of sport at school. £8,878 for Sports Premium was received for 2016-17.

Most of the funding that we receive is used to pay an external provider for sports coaching. This supports the delivery of PE classes, the purchase of equipment, training for staff and the ability to participate in the Rushcliffe Schools Sports Partnership and competitions with other local schools. Pupils also undergo fitness testing which allows for appropriate planning to aid in improving children's fitness.

The impact continues to be that all children experience their entitlement to quality sports and physical activity teaching, as well as having access to after schools clubs and competition. During the year, the school has had representation at football, Boccia (for SEN and pupils with disability), athletics and running competitions.

The School Games Mark is a Government led awards scheme launched in 2012 to reward schools for their commitment to the development of competition across their school and into the community. Participating in this process allows schools to evaluate their PE provision and assists them in developing an action plan for future progress. At the end of the academic year, we were proud as a school to have achieved the Silver Mark Award and will be working towards the Gold Sports Mark Award during 2017-18.

The Governing Body are given termly reports on the impact that the Sports Premium is having on pupils.

Leadership and Management

Raising Standards of Teaching

When reviewing the quality of teaching within the school, we look at anonymised data which includes feedback from classroom observations, the scrutiny of marking within children's work books and information relating to the progress of particular groups of pupils.

This enables us to track progress against our target that 100% of teaching is good or outstanding.

Headteacher's Appraisal

The annual appraisal of the Headteacher is undertaken by two Governors who are not staff members. They have been specifically trained for this role and are supported by an external School Improvement Consultant.

The appraisal process is set out to look closely at the Headteacher's performance, to discuss areas of strength and weakness and for the Governors to set new objectives and targets against which performance can be reviewed.

This process is key to our role in holding the Headteacher to account and for ensuring school improvement in terms of attainment, increasing standards in teaching and the overall leadership within the school.

Staffing

Performance related pay for teachers is recognised through the appraisal process. The Governing Body agreed the recommended incremental pay increase of 1% for all teaching staff in September 2016.

A Grade 5 Teaching Assistant Role was introduced to include leadership in respect of the school curriculum. The role was advertised during the summer term of 2016 and recruited successfully internally.

Aside from the on-going review of staff performance, we pay particular attention to the performance and integration of newly recruited members of staff. Those recruited for the beginning of this academic year have settled well and shown strong success.

Attendance

Attendance has remained consistent over the last three years since measures have been in place to improve it. Brookside's attendance figure for the year 2016-17 (96.7%) is favourable when compared to the national absence figure of 96.1% (2015-16).

Attendance at school is something we take very seriously as our own evidence shows that it has a direct link to pupil progression and attainment at an individual

level. Our newly appointed Attendance Link Governor works with the Headteacher to monitor this and reports to the Governing Body.

Effective controls are in place to identify potential issues where attendance is below 90%. We provide tailored support to parents, carers and pupils alike depending on the situation, to help them appreciate the impact on their child's learning and to encourage improvement. Those classed as 'persistently absent' are tracked daily to monitor the effectiveness of recent initiatives to encourage attendance. Likewise, high performers are identified and acknowledged to reward good attendance.

All of our Children Looked After have achieved at least good attendance at 95%+ and four of the six of these children are on our Special Educational Needs and Disabilities Register.

Partnership Working

- We continue to benefit from our membership of the Rushcliffe Learning Alliance in terms of sharing knowledge and expertise, professional development and procurement of services
- Support within the local family of schools including the sharing of best practice and resources and moderation
- Pupil representation on the Rushcliffe Pupil Parliament, this year resulting in a visit to the Houses of Parliament for two of our pupils

Behaviour and Safety

Pupil Discipline and Behaviour

Brookside Primary School prides itself on the reputation of its pupils having good manners and excellent behaviour. We have a strong Pupil Discipline and Behaviour Policy and believe in rewarding and reinforcing positive behaviour. Negative behaviour is dealt with rationally and sensitively in order that no child is prevented from learning by another and teaching is not disrupted.

Incidents of bullying, racism, homophobic and discriminative behaviour are recorded when reported and fed back to the Governing Body. Having received training last year, the school is a Stonewall Champion in this area. Anti-bullying and respectful behaviour are promoted across the school along with the principles of equality and diversity.

Pupils in Year 5 are given the opportunity to train to become Play Leaders and Year 6 pupils can become Peace Makers. This encourages enthusiasm, responsibility and positive attitudes in supporting other children across the playgrounds during school break times.

There have been no fixed term exclusions during the year 2016-17.

Safeguarding

Safeguarding our pupils and protecting them from harm is our utmost priority across the whole school. Our Safeguarding and Child Protection Policies and procedures are reviewed annually and there is a Designated Governor for Child Protection, as well as two designated staff roles.

The Chair of Governors is responsible for signing Nottingham County Council's Safeguarding Governors' Compliance Checklist each year and ensuring that policies and procedures are adhered to.

Training for both staff and Governors is kept up to date and we have all undertaken training pertaining to the Prevent Duty in Schools.

Nottinghamshire County Council has repeatedly identified poor record keeping by schools as a problem in recent serious case reviews. It is the responsibility of Governors to be confident that careful records are kept and an annual audit of a sample of pupil records by the Designated Governor for Child Protection has been introduced. The aim of the audit is to look at the effectiveness of school record keeping in relation to children of concern, often the most vulnerable in the school. This was carried out with the Headteacher in July 2017 and the Auditing of Pupil Records Checklist was completed. Any gaps were identified and rectified immediately.

The Rushcliffe Learning Alliance Pupil Perception Survey was carried out in the summer of 2016 and compared with the previous year, in every single category, Brookside children were significantly more positive in their perceptions of school life, in areas such as being healthy, staying safe, enjoying and achieving, making a positive contribution, achieving economic well-being and pupil voice, when set against the 31 other Rushcliffe schools.

This was further reinforced by a questionnaire being sent to parents and of the response from 48 parents, 98% were positive, informing us that their child was happy at school, the teaching was good, behaviour was good and that the school was led and managed well.

Pupils awareness of the safety of the internet has improved and engagement with parents and carers on this issue continues to take place.

Health and Safety

The Health and Safety Governor Link has worked closely with the Headteacher and the Operations Manager this year in order to improve procedures. The Health and Safety Policy and the School Emergency Plan have been fully reviewed and updated and now meet the requirements of Nottingham County Council.

Following previous concerns regarding risk assessments and competency training and awareness, formal training was undertaken by the Operations Manager and the Headteacher. An external Health and Safety Audit showed that all previously recommended actions had been fully addressed.

The Headteacher completed training on Asbestos Safety which was very useful as this is an issue within the school building.

The school continues to work towards Nottingham County Council's Safety Smart Award.

Fire Testing and PAT Testing takes place regularly and a new contractor is now being used for the latter. The Emergency Certificate has been updated during the year and the school has moved from a Grade D to Grade C.

Curriculum

Monitoring the Curriculum

Our Curriculum Link Governor has seen evidence that since the implementation of the new curriculum, data so far shows that the current planning is working well and that all areas of the National Curriculum are being covered.

Both Key Stage 1 and 2 have been through a transitional stage with staff changes (one teacher new to Key Stage 1 and another having just completed their NQT year – two new teachers in Key Stage 2, including an NQT). Despite this, however, progress towards post-Ofsted improvements and development points have continued to strengthen.

Teaching observations are led by a partnership from the school's Senior Leadership Team. This ensures that the observations can be calibrated and that the most beneficial guidance can be shared with teaching staff. Alongside the scrutiny of the children's workbooks, a programme of pupil discussions has also been initiated. This has the impact of informing subject leaders and the school's leadership of how the children are engaging with and understanding their learning.

Through our Governor Visits, half-termly meetings, termly Headteacher reports and on-going review of the quantitative data regarding school performance available to us, we know how our pupils are performing.

The school's academic performance is measured against annual targets and longer-term trends, and is benchmarked against national data and local schools as well as that of similar schools. This information is used challenge the Headteacher and other school leaders in order to hold them to account and ensure that any potential issues are addressed in a timely manner and we also make sure to celebrate our successes.

Raising Attainment

Our focus in 2016-17 has been on continuing to improve performance in relation to the requirements in our 2014 Ofsted Report:

- Make certain that work in Key Stage 1 consistently engages pupils' attention and builds upon what the pupils already know, understand and can do
- Ensure teachers in Key Stage 2 always set suitably challenging tasks for pupils in writing

'Maths No Problem' has been implemented across Years 1 to 5 with huge success and has had a very positive impact. Teaching and learning has been greatly enhanced, in terms of children obtaining deeper understanding and developing greater verbal reasoning skills.

Working with Nottingham University on the Unlocking Talent maths intervention with the 'Onebillion' iPad app has also been hugely successful with younger pupils and is used higher up the school with children who struggle with accessing books or with grasping basic number concepts. 'Daily 10' has also been introduced across all classes to reinforce constant focus on the four number operations.

Levels for assessment have changed significantly and the Senior Leadership Team has devised Brookside's system. A huge amount of work has been gone into this and Governors have closely monitored the implementation.

The levels that Brookside are now working to are:

- A: Working above the expected level
- B: Working at the expected level, on track
- C: Working just below the expected level
- D: Working below the expected level

Assessment takes place half termly in order to give an accurate representation of children's progress. Children in Years 2 and 6 use past SATS papers for these assessments, whilst children in other year groups use PIRA / PUMA assessment papers as well as SATS where appropriate. Governor monitoring evidenced the fact that children were making good progress and were on track to achieve the forecast levels by the end of the summer term.

We have further expanded our iPads and Apple computers in order to enhance our use of technology within the school .

Last year, we were selected to receive expert training from Apple Educators and remain the only school in the country to benefit from this. It has been co-ordinated by one of our staff members, who is a Co-opted Governor. All of our teaching staff and teaching assistants have been working their way through the Apple Teacher programme and are expected to have completed this area of professional development by December 2017.

German has been successfully incorporated as the main foreign language within our curriculum, to replace French. As well as support from one of our Governors who is from Germany, we have received funding and resources from the Goethe Institut in London. The school hosted two German teacher training students during the autumn term who provided invaluable insight and we have also networked with the only two other primary schools that teach German for the sharing of experiences and resources, particularly in relation to technology. The Headteacher and another teacher were invited to the German Ambassador's Residence on Belgrave Square in London. A celebration of the teaching of the German language had been organised.

An investment of £350.00 was made in a literacy volunteer programme which covers the recruitment and training of volunteers, reading materials and literacy volunteers being allocated to the school as reading partners. Pupil progress is monitored and this will impact on improving reading for those children who receive the support.

A possible subject to focus on improvement in the future is Music, specifically in areas such as teaching notation.

Achievement of Pupils

Outcomes for all pupils were very successful within the 2016-17 cohort of Early Years pupils. The percentage attaining a Good Level of Development (GLD) was 83.9%. This compares very favourably to the 2016 national average of 69.3%. Similar successes were experienced across the range of Early Learning Goals, such as physical development, literacy, mathematics and personal, social and emotional development.

Attainment at KS1 was above, or significantly above, national averages and continues the trend experienced by the school in this age phase. The measures include phonics at Year 1 and reading, writing and maths at Year 2.

Both attainment and progress scores at the end of Key Stage 2 are well above national averages. These figures include the percentage of pupils that achieved the expected standard (in reading, writing and maths) and the percentage that achieve the higher standard. For example, the percentage of pupils achieving the expected standard in writing was 96.3% (compared to 76.3% nationally and 24.2% / 19.4% higher than the average for good / outstanding schools respectively), while the percentage working at greater depth was 29.6% (compared to 17.7% nationally and 13% / 8.2% higher than the average for good / outstanding schools respectively).

Disadvantaged pupils made good or very good progress across the key areas of learning. Progress scores were always above the average for non-disadvantaged pupils nationally and, within reading and maths, above Brookside's own non-disadvantaged pupils. The percentage of disadvantaged pupils achieving the expected standard across all core subjects was above the

national average for all pupils (66.7% against 61%). It does, however, lag behind the school average of 92.6%.

Collectively, the series of results from across the school offer a great deal to celebrate and are testament to the effectiveness of teaching and learning within the school.

Special Educational Needs and Disability (SEND)

SEND pupils include those who have learning difficulties or disabilities encompassing problems in thinking and understanding, physical and / or sensory difficulties and problems with speech and language. It also includes emotional and behavioural difficulties.

Challenges have arisen for SEND pupils with the removal of national levels for assessment, however, the progress targets for SEND are that at least 80% of children on the SEND register should make 2+ jumps progress on the A-D scale in reading, writing and maths.

Targeted support is put in place to help pupils to achieve to the best of their ability. The use of booster groups has proved to be more successful than some of the 'off the shelf' intervention packs which are available. Interventions away from the classroom is to be trialled to also compare the value of this, whilst also being mindful that older children can feel self-conscious and different from their peers when they are taken out of class.

Recordkeeping is standardised across the school to ensure that interventions for SEND pupils are tracked efficiently and effectively. The Special Educational Needs Co-ordinator (SENCo) meets regularly with parents and carers of SEND pupils and works closely the Local Authority and other support agencies. The SEND Link Governor monitors the work of the SENCo and reports back to the Governing Body.

Quality Assurance and Accreditation

Key Stage 2 SATs Monitoring

A monitoring visit took place for the KS2 SATs, carried out by a practicing Ofsted Inspector. We do not receive any notification of this and the purpose is to check the procedures for keeping the test materials secure. The Inspector was fully satisfied that procedures were adhered to.

In the spring term, Brookside Primary School was identified as a test bed for future SATs with Year 6 pupils. The school were pleased to participate as it was seen as an opportunity for extra preparation for upcoming official testing.

Writing

KS2 writing was externally moderated during June 2017. The judgements made by the school were agreed to be correct and a fair indication of accuracy of the school's attainment and progress scores. The following points were recognised as strengths of the teaching and assessment:

- Strong teacher subject knowledge
- Fair judgements
- Good understanding of pupils' abilities
- Strong writing evidence

The Real Schools Guide

In January 2017, Brookside Primary School was awarded a very pleasing 5* Rating, according to The Real Schools Guide. 4* and 5* scores were secured in all sub-categories, including attainment, progress and attendance.

Brookside Development

School Expansion

Continued extensive discussions have taken place between Nottingham County Council, the Headteacher and our Brookside Development Working Party with regard to the expansion of our school to accommodate the increase in local housing.

The council, having considered several options, eventually settled on a phased expansion, increasing our pupil numbers to 315 gradually by refurbishing and expanding the Foundation Unit by September 2017, with a view to installing three new classrooms on the school site by September 2018.

Several proposals had been put forward to accommodate the expansion and, in an attempt to maintain our school Nursery, one suggestion was to convert the old caretaker's bungalow, however, there were many disadvantages to this option. The Nursery would no longer be practically or financially viable due to the time constraints being imposed, staffing issues, our inability to offer the new requirement of thirty hour places and a severe lack of funding. This led the Governors to have to take the incredibly difficult decision to close our Nursery in order to ensure that we can offer the very best standards of education to children of statutory school age, within the means we have available to us.

The first tranche of the work took place during the summer holidays and the school received £27,932 of Pupil Growth Fund (PGF) to support the expansion of the Early Years F2 class from 30 to 45 pupils. The school will expect to receive a second tranche of PGF in two years' time. The school has access to £28,000

of expansion fund to be spent on furniture and equipment as it continues to expand during the coming years. So far, £4,000 of this fund has been spent on the new F2 classrooms.

Inspiring Pupils and Overall Impact

Brookside Primary School prides itself on affording our pupils with plenty of opportunities to grow by providing a creative curriculum. Our Governors strive to play an active role in this and have done so in a variety of ways over the last year:

- A German Club run by one of our Governors whose first language is German has continued
The Goethe Institut has provided funding for German resources and a day trip to London for some of our pupils
- An Awards for All Lottery Grant of £10,000 was secured to extend the amount of soft surface / all-weather play area on the school's playground
- The School Choir, run by two of our Teaching Assistants (one of whom is a Co-opted Governor), continues to grow from strength to strength with performances at the national Young Voices event in Birmingham, East Leake Academy's Winter Wonderland and other opportunities within the local community.
- The Chair and another Governor attended Nottingham City Council's Governor Conference in March 2017 – an interesting and informative day which was fed back to the Governing Body
- A termly Governor Newsletter has been introduced to be shared with our parents and carers and published on the website – the aim is to improve communication and inform on the role of the Governing Body and the impact we have on the school
- Initiated by a Governor, a survey was carried out during the summer term with parents and carers to gain their views on the quality of school dinners – the results were informative and will be used to help shape improvements over the coming year