



Governors' Annual Report to Parents for 2018 to 2019 **'Caring, sharing, preparing for life.'**

We are fortunate to have a Governing Body with a wide range of skills and experience, who supports our school community. As a team we carry out varied responsibilities for the benefit of our children.

In March 2019 the Ofsted inspection judged our school to be **outstanding in all areas**. The report stated that:

- *Governors both challenge and support leaders because they take the time to get to know all aspects of the school's work. They hold leaders to account well.*
- *Members of the governing body are extremely knowledgeable and capable. They have a broad skill set that enables them to give both appropriate challenge as well as support to leaders. They carry out their statutory responsibilities effectively. Governors know the school very well and share with leaders and staff the vision for the school. Governors are highly reflective and can identify the improvements to the school that have made a difference to pupils' overall outcomes.* The report is on the school's website, if you wish to read it in full.

Who are we?

To find out more about the role of the Governors and who we are, please visit our school website. There is a governors' page where you will find a short pen portrait for each member of the Governing Body.

What has been the impact of our work with all stakeholders this year?

We have supported the school in their self-evaluation processes, which has included seeking external monitoring and validation for the work that the school does. In 2018/19 we:

- Received a silver award for our rights respecting work
- Attained Platinum Sports Mark for our PE provision
- Ofsted inspection in March 19- the school was graded outstanding in all areas.
- We are working towards platinum Artsmark.
- We developed our Wellbeing garden supported by Lottery funding and Friends of Meadows
- We attained a Silver Rights Resecting Award.
- We attained our 6th Green Flag Award.
- We work in close collaboration with other local first schools as part of Bromsgrove Learning Alliance. As a cluster, we have taken part in reviews of each other's schools. Our peer to peer review (conducted by 4 visiting heads) was in February 19.

This year, the school has worked hard to ensure standards have been maintained, whilst developing the curriculum to be broad and balanced. The impact of the School Improvement Plan has been:

- July 2019 – the number of children attaining a 'Good Level of Development' by the end of Foundation stage is 79% (*national data in 2018 was 71%*).
- 92% of pupils (2019) in Y1 achieved the expected level in the phonics screening test which is above national expectation (*National data 2018- 83%*). Year 2 phonics is 97% including retakes (*National 92%*)
- SATs for year 2, the percentage attaining a secure level of attainment in reading has risen to 85%, in writing 82% and in maths 85%. *We are above 2018 National data in all 3 areas; National data for reading was 75%, writing was 70% and maths 76% (2019 national data has not yet been published).*

Our teachers are supporting other schools in the county;

- Mrs Hewitt has become a Safeguarding Champion for Worcestershire, and is supporting other schools when needed with their safeguarding procedures.
- Mrs Ness has continued her work as a county moderator for year 2 and Mrs Dwyer is a county moderator for Early Years; both have supported schools this year across the county.
- The head teacher has continued to be on the Teaching School Alliance Steering Panel, and develops professional development opportunities for schools/teachers in the area. She is also on the county's head teacher partnership group.

How did the Governors help the school to achieve this?

At Meadows First School and Nursery there is a clear vision statement. The children's safety, welfare and learning are at the forefront of all our decision-making. You can find our school vision statement in the School Prospectus and on the school website. We, as governors are there to support and challenge the decisions made about your child's education. We monitor school improvement through regular visits into school to meet with school leaders, we attend training, review whole school policies, check appraisal systems, observe children's attitude to learning, and seek the views of parents, staff and children through interviews and questionnaires. We feel that there is a "team" ethos that is the key to the successful learning for all our

children. We held a governors' morning where everyone was given an area to focus upon, so that we had a clear understanding of how the school functions on a day-to-day basis, what is effective and any areas that need developing.

Governors contribute to the development of an exciting and rich curriculum that engages and motivates the children, both inside the classroom and outdoors, during and after the school day and through visits and inviting external visitors /artists in residence to the school.

The 4 main roles for Governors to ensure continued development are:

1) Ensure that all the statutory duties of the school are in place

We, as governors, regularly check that all statutory policies are in place and on the school website so that they are accessible for parents/carers, external agencies and other stakeholders. A clear action plan for governors to fulfil this role is in place and is reviewed on an annual basis and all governors receive safeguarding training.

A member of the GB completed a Health and Safety audit. Governors check that all risk assessments are in place. Governors check that all adults, including volunteers, coaches and governors have an up to date enhanced DBS check. A member of the GB conducted an audit of the SCR (a data base where all DBS checks are recorded for adults working in school) and audited procedures in school. Governors regularly review key policies in school. The impact of these reviews was to update these policies (these can be found on our school website). These reviews have included such policies as: Admissions, safeguarding, Behaviour and E-Safety.

2) Setting the vision for the school and strategic development

We as governors have supported the professional development of key members of staff to ensure that improvement is sustainable. We have also have continued to support the development of the Thrive (well-being) programme across the school. All staff have attended attachment training and Mrs Dwyer has attended training so that we can become a 'trauma informed school.' We have also supported projects which will support pupil progress, such as Speech and Language development and the well-being garden.

We also have two well-being first aiders in school – Mrs Hewitt and Mrs Dwyer. Mrs Dodman and Mrs Date have also attended Well-being champion training for children.

3) Holding the head teacher to account for the educational performance of the school and its pupils

School leadership continues to be strong as verified by Ofsted in March. The report recognises that governors know what the school does well and identifies the next areas for development. We as a group request data relating to children's progress and will question the impact of any actions taken.

Actions completed :

- We have reviewed the school monitoring cycle. This is in place to improve outcomes for children. Governors use data and feedback from monitoring to monitor strengths and areas for development.
- The work of link governors. Each governor has a specific area of responsibility and monitors the progress made in their specific area.

Here are 2 examples of how we have done this in 2018/19;

- I, Andi Lynch (Chair) - monitored the school's data and checked against the government's published data to check that the school was providing a strong education to enable pupils to reach and exceed National Expectations.
- Caroline Tilsley (vice chair) and I completed the head teacher's appraisal with an external School Improvement Advisor, to verify that last year's targets had been met and to set targets for this year.

4) Overseeing the financial performance of the school and making sure its money is well spent.

We as governors ensure that the budget reflects the priorities of the School Development Plan for the year ahead. We check the impact of specific funding on children's achievements. We have also supported and monitored spending for key areas of school improvement, which this year has included:

- The well-being garden
- Speech and Language team working in school with specific groups and children.
- Purchasing more books for the library areas and classrooms. Creating reading areas around school.
- A new IT server.
- Pupil Premium Grant – monitoring the impact that this spending has had on the children's progress; Ofsted validated that we are using this money effectively.
- Monitored the use of the Sports Grant and the impact that this spending has had on the children's participation in sporting activities (see the school's website for detailed information). Ofsted validated that we are using this money effectively too.
- Working with the Head to check that the school premises are safe and offer an exciting, vibrant environment. They monitor the service provided by BAM, the PFI company responsible for maintaining the school premises.

On behalf of the governing body I would like to say a huge thank you to the staff at Meadows First School for their continued hard work in making sure that our children receive an "Outstanding education".

Andi Lynch - Chair of Governors