



## Annual Statement of the Governing Body 2021 22

The major focus of the governors is to ensure that our pupils progress appropriately in their social, emotional and academic learning. The Governing Body appreciates that for this to happen the pupils must be supported by a well led, enthusiastic, professionally competent, and motivated staff all working together within a safe, supportive, stimulating environment. Governors appreciate too the requirements of our children's parents and carers and their need to be satisfied about the overall leadership and management of the school and how it affects safety, learning and enjoyment of their children.

To achieve their objectives governors too must continually evaluate the role they have played within the life of the school, and publish relevant information to all interested parties. This statement is part of that evaluation and publication process.

The Governing Body consist of 11 members:

Type of Governor	Number	Term of office	Name
Head Teacher	1	May 2060	Rebecca Ford
Parent	At least 2	4.11.16 to 3.11.24 29.1.18 to 28.1.26	Donna Kellett (chair) Neil Shackleton
Staff	1	1.2.15 to 1.2.23	Jenny Pashley
Local Authority	1	19.10.08 to 18.10.24	Ann Blackburn
Co opted	No more than third to be staff inc HT & 1staff	10.6.19 to 10.6.23 10.6.19 to 10.6.23 10.6.19 to 10.6.23 24.5.18 to 23.5.26 11.9.17 to 10.9.25 16.5.16 to 16.5.24 11.10.21 to 11.10.25	Satpal Ghatrora Gillian Trow Matt Gibson Jillian Ellis Darren Porritt Mark Curran (deputy) Saj Shah
Associate			
	TOTAL 12		



The Governing Body has three core strategic functions which are:

### **Ensuring clarity of vision, ethos and strategic direction**

Governors are responsible for setting the school's strategic framework, identifying priorities for school improvement and monitoring progress towards these goals. We are also responsible for setting a school ethos of high expectations of behaviour, progress and attainment of all pupils and of conduct of staff and governors.

### **Holding the Headteacher to account for the educational performance of the school and its pupils, and the performance management of staff**

Governors must provide challenge to the school and hold the headteacher and senior leaders to account for improving the quality of teaching and learning and school performance. We do this through questioning and through regular monitoring and analysis of data on children's performance and progress. Governors hold the headteacher to account for the performance management of teachers. (The headteacher's performance management is conducted by governors.)

### **Overseeing the financial performance of the school and making sure its money is well spent**

Governors look at financial statements and ask questions to ensure that the school makes efficient use of its budget and provides best value for money.

### **Each year the Governing Body considers:**

- Standards of attainment and progress of all year groups and groups of children across the school
- Attendance and punctuality
- Pupil wellbeing
- Staffing
- Finance
- Health and Safety
- Regular review of the School Improvement Plan and the School's Self Evaluation

**During the 2021 22 school year, the Governors have in particular focused on:**



Plans for 2021 22 were unique as they were responsive to the Covid 19 pandemic, two lockdowns and the impact that this had & continued to have on the lives of our children and their families, especially in the Spring Term of 2022.

The main focus was ensuring that gaps in academic, social and emotional learning were identified & addressed swiftly. Plans and impact of the recovery process were set out in a Covid Recovery Plan.

In line with the SIP, the focus for the strategic development of the school involved the following areas for development:

#### **4 Main Targets for 2021 22**

**A. OFSTED – Improve assessment procedures & clarity of expectation for EXS & GD in all subjects on the rolling programme so that teachers check pupils' understanding systematically to improve pupils' learning across the curriculum.**

- High quality CPD for focus subjects (DT & IT) to ensure high QFT
- Establish Lawns Park expectations for EXS & GD in History, Geography, Science, Art, DT & Music for each year group/milestone
- Establish key vocabulary (progressive) for focus subjects
- Improve quality & quantity of teacher planning resources to drive down teacher workload
- Develop clear systems for assessment formative & summative

**B. To improve quality of writing across the curriculum through rigorous & consistent approach to accuracy of spelling & punctuation which pupils sustain in their writing.**

- Daily handwriting across school discrete & connected to spelling/reading etc
- Set out spelling, punctuation & grammar non negotiables per cohort, per week & integrate into weekly write stuff structure to embed & master.
- Review Write Stuff model to incorporate progressive approach to independent writing.
- Review LTP to streamline text types with prescriptive features.
- Training for staff to implementing slimmed down structure for writing
- Training on what GD writing looks like inc moderation
- Consistent & rigorous assessments in spelling & grammar, recorded, analysed, responded to.

**C. To improve reading fluency & pace, stamina & precision of comprehension so that percentage EXS and GD increase to match national (improves on previous years) and reading matches writing and maths to increase RWM percentage.**



### **Reading fluency**

- Plot termly bookband expectation per year group
- Quality CPD for TAs, volunteer Reading Buddies & Adult Readers using Guide to Reading at LPPS

### **Comprehension**

- Establish non negotiable HUW lists per class for mastery each week.
- Embed structure & sequence of reading lessons across FS, KS1 & KS2

### **Phonics**

- Improve automaticity, rigour and consistency of effective phonics & spelling teaching in Early Years, KS1 & KS2
- Adapt Spelling Shed structure & sequence & incorporate sequence into LTP
- Introduce & implement Word Aware across school

### **D. To increase numbers of GD pupils in each class to match or exceed national (27%KS2 22%KS1 17%EYFS).**

- Set structure & non negotiable content for **daily arithmetic** in each cohort with emphasis on number bonds
- Expectation that pupils will show all their working out to practice written methods
- Improve accuracy & consistency of **mathematical vocabulary** across school
- Training on how to explore key concepts through the concrete, pictorial & abstract
- Review Calculation Policy (adding procedural vocabulary & CPA variations for each concept
- Close the gap between boys & girls in maths by developing an “everyone can” culture.

**The following are some of the ways in which the Governing Body impact on the strategic management of the school:**

### **School Improvement Plan (SIP)**

Governors work co-operatively with the head teacher and senior management in the writing and monitoring the School Improvement Plan. The School Improvement Plan sets aims for the school. The current SIP is based on priorities identified from data, school self-evaluation and Ofsted priorities. The SIP is set out with clear aims, the key tasks which will be completed in order to achieve these aims and the success criteria in order to measure outcomes. The SIP is monitored and reviewed termly, with an evaluation overview being completed and presented to governors within the HT report.



### **Governor visits**

The governors are expected to visit the school as part of their monitoring of the SIP and of specific issues, as a rigorous, sequenced line of inquiry. Guidance in terms of the roles and responsibilities of statutory link governors are provided to relevant governors and regular training is available in order to up skill our team.

Given the restrictions around contact at the beginning of the school year, monitoring visits to school utilised a variety of methods to monitor the progress of the school. Visits to school were restored as the year progressed.

### **Data analysis**

Data is made available to governors through termly meetings with verbal and written presentations followed by question and answer sessions with the head teacher and members of the senior management team thus the governors are able to benchmark their data against similar schools, the Local Authority and schools nationally to ensure the schools standards and expectations are high and are able to be closely scrutinised. Particular scrutiny is placed on pupil progress across all ability groups including vulnerable groups and on the effective use of the Pupil Premium.

### **Policies**

Governors review all relevant policies on a programmed basis to ensure that all guidance is current and up to date. Specific attention is paid to ensure that the school complies with the Department of Education mandatory policy list and the Local Authority recommended list.

### **Financial management**

Members of the governing body have been trained in Finance management. The impact of the governors' role in the school ensures that the budget is managed effectively and improvements are effective and continuous.

### **Governor expertise**

The governors bring a wide variety of expertise to the school, as evidenced in the governor skills audit in the Autumn Term 2021, and this helps to ensure the school is moving forward.

### **Governor Meeting Attendance**

Governor attendance has been of a very good level, with any absences having been fully explained and accepted and approved by the governing body. There are no causes for concern at the level of commitment shown by any member of the governing body.

Meetings are now a hybrid of face to face and remote.

### **Review**

The governing body, the head teacher and all members of staff are constantly striving to improve and develop the school. The OFSTED in March 2020 highlighted the ongoing support, challenge and focus from the governors and leaders in school has improved



standards, “The strong leadership team has improved the quality of education since the last inspection”.

Leaders, including governors, are honest in their self-evaluation. They know what needs to be done for the school to be good and are determined to do so.

This determination and focus have borne fruits over the last three years with the SATs and FSP data showing a closing of the gap to a match or be broadly in line with national. The governors continue to support the objective to improve progress for every child regardless of their starting points.

## **Future Plans for 2022 23 and beyond**

### **5 Main Targets for 2022 23**

**A.To increase proportion of pupils in KS1 consistently matching expectation & GD so that they start KS2 as independent readers on white band.**

#### **Phonics**

- Improve quality & rigour of phonics provision in KS1 & FS by implementing Little Wandle.
- Plug phonics gaps in KS2 using Little Wandle
- Increase PST percentage to move towards 90%
- Quality CPD & coaching for teachers, TAs, volunteer Reading Buddies & Adult Readers

#### **Comprehension**

- Review assessment processes & recording in reading
- Adopt Little Wandle approach to reading (eg Reading Squad & three elements of reading) across school.

**B.To shift all cohorts to a progressive trajectory towards matching national at EXS & GD through rigorous & consistent approach to accuracy of spelling, handwriting & punctuation which pupils sustain in their independent writing.**

- Daily handwriting across school discrete & connected to spelling/reading etc
- Consistent & rigorous assessments in spelling & grammar, recorded, analysed, responded to.
- Adoption of Little Wandle pedagogy to review spelling within the lesson & across lessons in KS2
- Mastery approach to writing through targets
- Use of writing assessment grid

**C.To improve the depth of understanding & fluency in maths in KS1 to consistently match expectation & GD so that they start KS2 ready to master problem solving & reasoning.**

#### **KS1**



- Implement Mastery programme in F2 to Year 2  
**KS2 Reasoning & Problem Solving**
- Develop resources for R&PS questions
- Insistence on consistency of pupils showing their methods
- Selective fluency questions in KS2 leading to R&PS in every lesson
- Maximize potential of interventions

**D. To ensure consistently good teaching & learning across school so all staff follow LPPS procedures, routines and high expectations for ALL learners in their class.**

**ECTs** (third of teachers ECTs)

- Planned induction support
- Paired coaching from milestone partner
- Align QF monitoring with ECT programme
- Shared monitoring evidence

**SEND**

- SEND Audit
- Review monitoring process, support plans, assessment
- Implement Graduated Response Toolkit

**E. OFSTED – Improve assessment procedures & clarity of expectation for SEND, EXS & GD in all subjects on the rolling programme so that teachers check pupils' understanding systematically to improve ALL pupils' learning across the curriculum.**

- High quality CPD for focus subjects (Music & IT) to ensure high QFT
- Establish Lawns Park expectations for SEND, EXS & GD in History, Geography, Science, Art, DT & Music for each year group/milestone
- Establish key vocabulary (progressive) for focus subjects
- Improve quality & quantity of teacher planning resources to drive down teacher workload
- Develop clear systems for assessment formative & summative
- Arts Mark (second year) & beginning History Quality Mark
- Inclusive SEND provision

Leaders including governors have clear aspirations for Lawns Park which they have set out in a long term plan for the next three years. For the Lawns park community this means....

**“No limits, no boundaries, no excuses”.**

**This three year plan will lead us to a school where the consistently high quality teaching in every class moves our pupils to make accelerated progress and attain at and beyond the national standard. This will be achieved through an enriched curriculum underpinned by our 6 key intentions. Parents and carers will play an instrumental part in this in**



partnership with the school to instil a strong sense of community, aspiration and self motivation for all our children.