

Annual Governance statement

Our vision at Lockwood Primary is to

- Create an atmosphere where children are happy, secure and ready to learn.
- Value each individual child and encourage them to reach their fullest academic, aesthetic, physical, social and spiritual potential.
- Provide a relevant, broad and balanced curriculum which allows each child to work towards achieving appropriate attainment targets required at their national curriculum age.
- Have a common policy for behaviour throughout the school emphasising a positive approach and also educating the children as to what is acceptable or unacceptable behaviour.
- Build up relationships of trust, respect and support between staff, governors, parents, advisory colleagues and friends in the local community for the good of the children within our school.

Our governing body is currently made up of volunteers from school, our Lockwood parents and the local community. Staff members include our Head Teacher Mrs Lawson, senior leaders Mrs Walker and Mrs Dickinson. Chair Mrs Kerry Reed, Mr Michael Glasper, this year we have welcomed Mr Paul Reed, Dr Ursula Earl and newly appointed Vice Chair Mrs Katie Boffey.

We meet once a term and going forward twice a term within our committee structures of SEND, Finance, curriculum, standards and Policy Review. The chair meets with the head teacher regularly to determine agendas for the committees and ensure governors are abreast of what is happening within the school.

We come from a wide range of backgrounds bringing different skills and knowledge to support the headteacher, staff and children;

- Ensuring clarity of vision, ethos and strategic direction;
- Holding executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff; and
- Overseeing the financial performance of the organisation and making sure money is well spent.

Our school improvement Plan(SIP) developed by the Head Teacher in collaboration with staff identified the challenges for the school to concentrate on at the beginning of the academic year September 2021. The school's key aims were;

- To encourage and inspire all pupils to achieve their true potential academically, socially, emotionally and physically through effective, inclusive practice and the implementation of a coherent, broad and balanced curriculum.
- To continue to strive to raise attainment, progress and love of reading across key stages.
- To reduce identified gaps between groups through Quality First Teaching and speedy well resourced intervention when appropriate.

The SIP identified nine area of specific improvement for the year 2021/22, with each improvement it set key task, date, key personnel, cost/resources, who would monitor and finally its impact over three terms from summer 21 to spring 22.

Within that first half term however, OFSTED visited the school and we had to put in place changes to reflect this.

Reading was considered a 'significant strength of the school... Taught with consistency and enthusiasm' across the school. Maths was also identified as a strength. Children are supported well in the class room and our safeguarding is 'effective'.

Teaching and learning in Foundation subjects was deemed weak, and children had common misconceptions;

- Mixing up different historical time periods
- Confusing days of the week and counting 1-10 in French
- Incorrectly describing the established rules of cricket or football
- Assessment of the children's written work was not always subject specific

Training for leaders, staff and governors was described as infrequent.

- Training for leaders, staff and governors is infrequent. This is resulting in gaps in their understanding and/or inconsistent application of school policies that relate to the curriculum, special educational needs and/or disabilities (SEND), safeguarding and accountability. Governors, senior and subject leaders do not monitor and hold others to account as well as they should.

So, what have we done about it over the year what became our plan?

First and foremost the staff and subject-leaders got together began to produce a new foundation curriculum subject using the best resources they could find from other local schools, nationally accredited schemes and national associations such as the Geography Association and the DT Association.

Curriculum development

English-

- Introduced Literary Curriculum pre – OFSTED on a trial basis. Now adopted, planned for the year and with class sets of texts continuing to be built up for each year group.
- Lexia- Reading programme (pilot with Year 5 and Year 4 Summer term 2022).
- School to school support with Wolviston through peer review with a focus on phonics and reading.
- Supporting Whale Hill and Pennyman with Early Reading.
- Books purchased to support new curriculum for History and Geography.
- Pupil book scrutiny, learning walks, moderation of writing, pupil progress meetings.
- LA moderation of KS2 writing.

Personal, Health and Social Education (PHSE), Relationships and Sex Education (RSE), Social, Emotional and Mental Health (SEMH)

- Introduction of Jigsaw scheme of work, policy and materials. Staff CPD.
- SRE consultation afternoon and evening offered to parents.
- SRE scheme introduced.
- LL – SEMH, British values – assembly plan introduced to embed learning from the scheme of work.
- Online Pantomime for all children at Christmas to develop a sense of theatre.
- Online author visits.

- YGAM delivered to children from Y4 to Y6 – to educate about the dangers of online gaming.
- Give Racism the red Card delivered to Year 6.
- Headstart area developed for lunchtimes where children can be allowed to be quiet.
- Year 6 worked with mini medics to learn basic life-saving skills.
- Year 6 residential to Carlton to develop resilience
- Visits from the local PCSOs to reinforce safety – online and within the community and vaping.
- Visit from Earthbeat (Adults with Learning Disabilities) for current Year 6 to reinforce British Values.

Mental Health

- Headstart programme – Smart Movers Y6 transition programme and whole school Headstart Hub established, supported by Headstarter Champions in Summer term 2022.
- Successful bid for the ‘Wellbeings’ funded programme. All staff and chair received training on 24th May.

PE

- Complete PE curriculum introduced.
- Part of the Schools sports partnership, events, CPD, PE Lead Network meetings termly.
- Sports leader training – Year 5
- Assessment in September – new assessment procedures introduced.
- Common Wealth Bike Ride GEL Cluster.
- Leadership reflecting on use of sports coaches such as MFC for September 2022

Maths

- Working with Carmel Maths Hub.
- TT Rockstars rollout.
- Pupil book scrutiny, learning walks, moderation of writing, pupil progress meetings.
- Year 4 support with new Multiplication Tables Check . Signed up for and now completed Mock Test with TT Rockstars.

History & Geography

- Worked with Whale Hill primary (Lesley Lawson, Cheryl Walker visited the Senior Leadership Team), shared process of review of history and geography curriculum.
- Subject leaders developed progression grids and curriculum overviews from Whale Hill and are in the process of making amendments to personalise this to the school context.
- Class teachers annotating and reviewing plans as ongoing.
- Subject leaders held discussions with teachers, pupils and scrutinised books.

Music

- Charanga Music Scheme embedded with Continuing Professional Development for teachers.
- Resources purchased to support and allow best use of this scheme.
- Accredited CPD delivered in September from TVMS
- Y4-Y6 have specialist teaching of the recorder and clarinet, this is to move to Year 3 also.
- Rocksteady musical tuition available to all children – bursary place available and use by a child attracting Pupil Premium.

French

- Subject Lead working with Whale Hill French lead to review and re-write Scheme of Work (SOW) for French, including resources to ensure progression.

Art & Design

- Investigated SOW from a range of schools and adopted the 'KAPOW' SOW for KS1 to KS2 and Access Art to support the EYFS new Curriculum.
- 3 X CPD events held focussing on the SOW, Skills focus and terminology, pupil assessment of Art.
- Resources audited
- Evaluated the scheme of work and ordered all relevant materials and equipment to deliver the SOW.
- Staff currently implementing the SOW – 100% of staff are enjoying and committed to the SOW and have seen successful outcomes.
- Assessment to be trialled in Autumn term.
- SKY Arts week June 6th- lead has applied to be part of this on behalf of the whole school.
- Investigating going for the Artsmark, supported by Kapow scheme and online support.

Design Technology (DT)

- DT Association 'Projects on a page' purchased and given to staff to start using as guidance.
- CPD delivered by DT lead using resources from the DT Association
- Resources purchased to enable the delivery of the DT curriculum.
- Subject leader released to monitor implementation and impact.

Religious Education

Adopted the agreed syllabus to ensure an understanding of the cultural diversity around us globally.

Safeguarding-

- Review of policy and procedures carried out- shared at Full Governing Body meeting.
- Adopted Pam Gartland consultancy support and resources. Training for all staff and Gobs with regards to Safeguarding.
- Designated governor safeguarding lead Dr Ursula Earl completed Core Level 3 Safeguarding Children course in September 2022.
- Alison MacKenzie- Safer Recruitment Training- Attended by the Head Teacher, Deputy Head, Chair of Governors and the School Business Manager.
- Online safety Training CPD.

Continuing Professional Development

- CPD files for staff created- to be shared and used (see LL).
- National College online training timetabled over the year and CPD planner introduced for the year ahead.
- Staff meeting planner.

SEND

- EYFS (Early Years Foundation Stage) lead has delivered NELI (Nuffield Early Language Intervention) to reception
- Our SENDCO (Special Education NeedsCo Ordinator) attended SEND in a Nutshell training and completed the analysis of school data.

- Data has been shared with staff and governors.

Governors

- New governors offered induction training with the required safeguarding training built in.
- Governing body also had opportunity to attend the Pam Gartland Safeguarding training when it was delivered in November.
- Governors are working in smaller groups in designated areas to achieve a greater understanding of how the school works and be able to challenge and engage effectively across the curriculum.
- New DSL has had Core level 3 training.
- Safeguarding posters and website reflect this.

Going forward to next year and creating the School Improvement Plan, OFSTED suggested our areas of focus should be History, Geography, Design and Technology and PE.

Through strategic planning together as a governing body and good knowledge of our financial position the governors and staff are able to continue to deliver high quality teaching with effective resources, thus allowing each individual child to reach their full potential.

By implementing a committee structure our intention is to strengthen individual governors thorough understanding of what is happening within our school and it requires governors to have a more visual presence within school. Findings and actions from those smaller committee meetings and visits will be fed back to the full governing body and contribute towards our schools success.

Kerry Reed
Chair of Governors
July 2022