

## **Governor Review 2015- 2016**

Following the many changes in 2014 – 2015 the academic year 2015 – 2016 saw a period of settling down for the Milford School community.

Mrs Fox started her first full academic year as Headteacher, having been appointed the previous January and Mrs Jones (then Miss Millhouse) began her post as Year1/2 teacher in Amber Class. Miss Derbyshire, who had just completed her first year at Milford was ready to welcome a new group to the Reception classroom in the undercroft of the school, which had been established at the start of the previous school year and proved to be an excellent resource. Unfortunately we said goodbye to Mrs Hemstock, one of our teaching assistants, at the end of the year but we have been extremely fortunate to have Mrs Collins and Miss Oates to step in and take over her hours.

The Year 5/6 classroom underwent a revamp and a new, light, modernised space has been created which is more conducive to learning. In the other classrooms dedicated reading areas have been created with new sofas to enable children to sit comfortably and really enjoy their reading time.

The afterschool club has been running for a number of years now and this year the governors decided upon the introduction of a breakfast club. This has been well attended and has provided additional childcare support for a number of our families.

Following a disappointing Ofsted inspection at the end of the Spring Term 2014 everyone involved in the school was aware of the impending inspection which was due to take place in the Spring term 2016. Enthusiasm was running high as everyone prepared to demonstrate just what a fantastic school we are.

### **The Governing Body**

Following some resignations last year in response to the increasing amount of responsibility being placed on governors and the time commitment involved in fulfilling the role the governing body now has an almost complete membership. We recruited an associate member this year in order to ensure we had appropriate health and safety experience amongst our complement. We now have an excellent range of skills and experience to enable us to carry out our duties and work with the headteacher, staff and the wider school and local community to provide the best possible learning environment and outcomes for our pupils. We have one vacancy at present for a co-opted governor and we are looking to recruit someone with experience in financial management.

Throughout the year we have continued to monitor, challenge, question and support the headteacher, who is responsible for the day to day management and running of the school, constantly striving to provide the best educational experience possible for the children and ensure they achieve their potential in a happy, caring and safe environment.

Having recognised the importance of sharing our work with the wider school community the governors have: held 'surgeries' throughout the year to enable dialogue between parents and parent governors; produced and distributed a booklet to inform parents about their role; and started to produce a termly newsletter informing stakeholders of the work of the governing body. We welcome feedback about the school from all members of the school community and are happy to answer any questions people may have about our role and our work in the school.

More information about the governing body, its composition, members and duties can be found at the end of this review.

## Revisioning

The governing body felt it was important following all the changes which had taken place to create a new vision statement to reflect the new ambition and direction for the school. This was a lengthy undertaking, the first stage of which was consultation with all the stakeholders in the school – pupils, parents, carers, staff etc. to obtain their views of the school and their vision for the future. Families were asked to express their views through a piece of homework about ‘Marvellous Milford’ and we were extremely pleased by the response to this. Many hours were spent considering the views put forward by everyone and discussing how best these could be reflected. The governors decided that opinions were best reflected in 3 ways:

1. A vision statement to reflect the ambition of the school
2. An ethos statement to express how we wish to achieve this vision, and
3. A charter which sets our expectations for everyone involved in the school.

Stakeholders were consulted at each phase until a final draft was created. The school now has a vision and ethos statement which truly reflects the shared ambitions of the whole school community.

## Pupils’ Progress and Attainment

This academic year saw a big change in the way the assessment of children’s work is presented. Previously a system using levels had been in force but this was replaced by a system of ‘Assessment without Levels’. The numbers we had all been used to were replaced by the terms ‘emerging’, ‘Age related expectations’ and ‘exceeding’ for each year group. The challenge for the management team and staff was to develop a suitably rigorous recording system for analysis on a regular basis in order to ensure each child is achieving their potential. After much hard work amongst the staff, with input from the governing body, an internal system has been developed which allows those involved to track the progress and attainment both of individual pupils and also groups of children e.g. boys and girls, those pupils with special educational needs, those pupils in receipt of pupil premium. By recording data in this way both the leadership team and the staff can be reassured that all children in the school are making good progress and are achieving to their full potential.

With a change in the system for assessment came a change in the SATs tests in May. Staff worked very hard in the months leading up to the SATs to prepare the pupils for the tests. They proved to be extremely challenging but the results were fantastic. 100% of pupils in year 6 achieved ‘age related expectations’ or above in all subject areas (with some achieving beyond this). These results far exceed the figures in all subject areas for both Derbyshire and nationally and places us in the top 10% of schools in the country for Maths and in the top 25% of schools in the country for English. The school is extremely proud of these pupils, not only because of their amazing results but also due to the maturity and positivity they demonstrated during this challenging time.

In other year groups pupils also worked extremely hard throughout the year and produced some excellent results.

In reception (the Early Years Foundation Stage) 84.6% of children achieved their early learning goals compared with 70.7% nationally.

	Children achieving at least Age Related Expectations in MATHS	Children achieving at least Age Related Expectations in ENGLISH	Children achieving at least Age Related Expectations in READING
YEAR 1	87	87	80
YEAR 2	100	90	80
YEAR 3	93	86	93
YEAR 4	100	83	92
YEAR 5	100	100	100

A huge well done to all our children, they should be very proud of themselves! We hope those moving on to secondary education will be very happy at their chosen schools.

### **Curriculum and Wider Offer**

The governors have continued to ensure the school provides a broad and balanced curriculum by visiting the school and speaking to subject co-ordinators. Visits to classrooms have also been undertaken to ensure children are engaged and focused and are being adequately challenged in their learning. Work scrutinies have also taken place between governors and subject co-ordinators to ensure the work given to the children is of sufficient quantity, that it is sufficiently challenging for each individual child, that it is marked in line with the Marking and Presentation Policy and that the work completed by the children is well presented.

Governors have also monitored the cultural development of the children by looking at the wider offer provided by the school in terms of extra-curricular learning and after school clubs. The children have had access to a wide variety of activities such as music lessons, sports clubs, craft clubs, and trips to the theatre to name but a few of the pursuits on offer.

### **Finance**

The financial year for schools does not run concurrent with the academic year. Financial years run from April to March and academic years from Sept to July. The school's allocated budget at the start of the 2015 financial year was £370,384 with a projected underspend of £8,915.

Throughout the year the governors constantly monitored the budget reacting to changes in circumstances and reallocating funds as appropriate. Governors worked hard to secure value for money and constantly looked for ways to reduce costs and overheads. One of the ways we have done this is by working collaboratively with other schools in our cluster and sharing expenses e.g. for travel to inter-school events and for staff training.

At the end of the financial year there was a surplus of £25,066 to add to the school's allocated budget of £408,078 for the financial year 2016 – 2017.

Governors on the resources committee constantly work with the headteacher, staff and school council to find ways to improve the school building and resources within it and they consistently discuss ways in which the budget can be managed in order to ensure there are sufficient funds for these changes to take place.

The school has a private fund through which payments to school are managed e.g. payments from parents for school trips etc. the Private School Fund Accounts are available to view upon request. Please speak to Mrs Lawday in the office.

## **Ofsted**

Ofsted visited the school in early June, slightly later than we had anticipated, to conduct a two day inspection as a follow up to their last visit two years ago when the school received a judgement of 'requires improvement'. The inspector rigorously examined all the work and processes taking place within the school as well as interviewing members of the school community. A group of governors were questioned in detail on the second day of the inspection to ensure we are fulfilling our statutory obligations, that we know the school well and that we are providing appropriate levels of support and challenge to the headteacher and staff. As a result of their findings, and thanks to all the hard work of the whole school community, the school secured a judgement of 'good' in all areas.

## **Summary**

This year has seen our school go from strength to strength. The school continues to develop and promote links with the wider community and as numbers are rising steadily Milford is securing its place in the future of education at the heart of the village. The children have made amazing achievements both academically and in other areas such as sport, creative activities and music to name but a few. We couldn't achieve all this without our excellent team of teachers and support staff and the governing body would like to thank all staff for their commitment and focus in providing the best possible learning environment for our children and encouraging them to achieve their full potential. We would also like to extend our thanks to all the parents and carers for their continued support and to the many volunteers who contribute to the success of the school.