



## St Andrew's C.E. Primary School Chinnor

### Governors' Annual Report

### Academic Year 2016 - 2017

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Learning together we achieve great things.



## Welcome from the Chair

The Governors and I are delighted to be able to share with you our annual report for the last academic year, 2016 / 2017. The report not only summarises the huge success and achievements from another very busy year for the school but also outlines the governing team's strategic objectives for the next academic year.

Last year was the first year as a governing team we formally reported back via an annual report. One of my personal objectives, which is shared by my team is that we are accessible to all of our stakeholders. Being vocal about the amazing work which takes place to ensure that the school continues to make huge progress is so important! Pulling together this report to showcase our school is so valuable and rewarding.

Before digging into the detail of this report, it would be remiss of me not to mention a very significant change at the school which took place during the summer. That was the change in headship at the school with Wendy Heritage retiring from her role and Annette Mashru being appointed as her successor. I'm sure I speak for everyone on congratulating Wendy on the most amazing success achieved during her time as head. She left us with everyone's blessings and wishes for a long and very happy retirement! It's a great testament to Wendy and Annette, that the change in leadership has been so seamless. Thank you to both of them! The future under Annette's leadership I believe is massively exciting and she has outlined a clear vision for how together we can develop further as a school. We all wish her the very best in what is a strategically critical role within the school.

I would as part of my welcome like to pay tribute to all of our amazing staff. In 2016 / 2017 they delivered another set of outstanding academic results and supported the leadership transition brilliantly. We are very very fortunate to have such a hardworking and dedicated team whose drive is to improve the learning outcomes for all children, thank you!

I am also enormously proud of my team of governors. Without this team we would not be able to support the School's vision, Christian ethos and promote improvements which benefit all of our children, parents, carers, staff and community. It is worth reminding ourselves that these are voluntary positions and the team provide hours and hours of dedicated and professional support. If you feel that you would also like to help and support the school then please do get in contact via the governors email address.

Finally and by no means last, a special thank you must go out to all our children, parents and carers for your support. Without everyone working in partnership and helping to create the special environment that sets St Andrew's CE Primary School apart, we would not be able to deliver the outstanding outcomes we have once again achieved this year, thank you!

In closing, I hope that you find this report of interest and I would welcome any comments or questions that you may have. I am very interested to learn how we and the school can improve further. I wish everyone connected with the school all the very best for another exciting and I hope successful academic year!

Simon Pollard  
Chair of Governors





## School's Aims

The governing body fully supports St Andrew's C.E. Primary School's vision to:

- *provide an environment where all are equally valued as members of our community within the Christian ethos of a Church of England school*
- *set the highest standards and provide a quality education for all our pupils*
- *encourage all our pupils, whatever their ability level, to achieve their full potential in every aspect of school life*
- *maintain a caring, safe and nurturing environment where children can flourish*
- *create an effective partnership between children, parents, staff and governors*

As a team we also subscribe to this vision. Our aim is to strive to ensure that the Christian ethos permeates all that we do to provide every pupil with the opportunity to improve their outcomes and life chances at St Andrew's.

## How does the Governing Team promote excellence and improvement at school?

The governing team's primary role is to set the strategic direction and objectives of the school and to monitor how these are executed.

We achieve this aim by supporting and empowering the Leadership Team and staff to achieve challenging targets across two key areas :-

- Teaching and Learning - delivery of the academic curriculum
- Resources - management of resources and budget

To be effective in our role as a governing team and to ensure that we achieve our objectives set, we are structured into the following four committees. Each committee takes ownership for distinct tasks. Committees as follows :-

**Full Governing Body** - this committee is led by Simon Pollard with its primary role to raise standards by bringing all elements relating to the strategic direction of the school together into one place. All of the governors meet twice per academic term. We review the School's Development Plan which tracks how the school is delivering against its strategic objectives and priorities. The objectives captured in this plan are defined and agreed by each of the following committees.

**Teaching and Learning Committee** - This committee is led by Mrs Laretta Milligan, with its primary role being to support best practice in the area of teaching and learning when setting and delivering the academic curriculum. Advising the staff on emerging learning and teaching issues is essential as we strive for ongoing improvement in academic achievements for each pupil.

**Resources Committee** - Led by Mr Seb Hearmon, this committee oversees the budget and capital expenditure, personnel issues and all matters relating to the buildings and site of the school. As government resources and support reduces rapidly, we are faced with the challenge of ensuring we deliver a budget and infrastructure which supports and facilitates the school to deliver its vision.



**SIAMS Development Committee** – this committee is chaired by Mrs Annette Mashru. SIAMS (Statutory Inspection of Anglican and Methodist Schools) Development Committee comprises of Foundation Governors, the Oxford Diocesan Advisor, the Leadership Team, the School's Collective Worship and RE Leaders. Our focus is on continuing to promote the school's Christian ethos.

## Key Achievements 2016/17

Working in partnership the Governors, the School's Leadership Team and the staff have delivered another year of significant achievements in 2016 / 17. The fantastic school newsletters brilliantly capture these, including the extra-curricular activities on a regular basis throughout the year. Having to identify which of these should be included in this report has been an incredibly challenging task.

Below are three examples which I believe indicate that the school has moved forwards and which are helping to deliver the continuous improvement and progression which is expected by all associated with St Andrew's.

- 1. Academic Achievement and Performance** - once again, the school has produced another successful set of academic results. The continued improvement is all the more remarkable as the teachers are still onboarding National Curriculum changes and bespokeing their own effective assessment framework to track the performance of the pupils. The outstanding results are detailed on pages 6 and 7 and are a huge credit to everyone involved. They demonstrate the dedication and attention to detail of our staff and governors which is required in delivering sector leading results.
- 2. St Andrew's Teaching Alliance** - the governing team has supported the vision of the school leadership team to establish St Andrew's as a lead Teaching School in partnership with Oxford Brookes University. An agreement was signed in September 2016 which provides support for high quality trainee teachers to come and work as part of their teacher training courses at our school. The benefits are huge for the school with additional quality teachers on site to actively support the children and staff in delivering the curriculum and improving outcomes for our pupils.
- 3. Budget Management** - financially there were two key objectives for the school this year :-
  - to prepare and deliver the 2016 / 17 budget on plan which successfully passes the LA's SFVS financial framework audit
  - lobby OCC for improvement to our income which can be directed to supporting the infrastructure on our estate and the rapidly growing numbers on the school's roll

The school's careful and professional financial management meant that both targets were achieved despite rapidly rising operating costs. The school can report a full staff contingent, with 7 new members joining the teaching staff throughout the year.

The school received a successful SFVS (Schools Financial Value Standard) assessment in June. This audit by OCC focused on the school's budget and internal controls and rated our management of both. Huge thanks and congratulations to Jo Wootton (School Bursar) and Seb Hearmon (Chair of Resources) for delivering here.

The team have continued to lobby OCC to improve our financial income. This has partially been achieved by providing intelligence including demographic forecasting to support our view that increased funding is required to support the school in being able to cope with the rapid expansion in new dwellings being built in Chinnor currently. OCC have historically not recognised the expansion in Chinnor's population and the direct link this has on pupil numbers and our budget.



We are delighted to report that following a business case which we prepared followed by effective dialogue with OCC that in additional resources were secured which supports the school's expansion. Therefore two new classrooms are in the pipeline for 2018 which can be used to house our expected increase in pupil numbers.

## Academic Results 2016/17

How we track, monitor and improve performance throughout the academic year is critical. A huge emphasis is placed on our data but not simply the end of year results. Performance data from EYFS to Year 6 is tracked and analysed four times annually. This focus and attention to detail from staff and governors has we firmly believe ensured academic outcomes for all students continue to rise. At the time of writing this report, we are sharing our unvalidated results which we have graded as 'Outstanding' across the school. These are the results we have submitted to the LA and we do not expect our final results to significantly change. The data below is therefore an indication of our success and we will inform all stakeholders once validated results have been published. Academic results as below :-

**Key Stage 2 SATs (May 2017)** - the cohort contained 48 students (not including students in C and IRB). The children were tested in Maths, Reading, and Writing. At the time of writing validated SATs results were not available. Unvalidated results are shown below.

	%below National Expectation	% at or above National Expectation	% above National Expectation
	Emerging	Expected	Exceeding
Maths	2%	98%	50%
Reading	2%	98%	58%
Writing	4%	96%	56%

## End of Key Stage 1

The Year 2 cohort contained 40 students (not including students in C and IRB). St Andrew's unvalidated results are as follows :-

	%below National Expectation	% at or above National Expectation	% above National Expectation
	Emerging	Expected	Exceeding
Maths	3%	97%	10%
Reading	3%	97%	33%
Writing	3%	97%	25%



## Year One Phonics Screening Test

It was the fifth year of the Year 1 Phonics Screening Test. With improved tracking, additional teaching support and greater parental engagement across Year 1, we saw a further increase in the percentage of pupils meeting the expected standard which at 92% was 11% above the national average. St Andrew's unvalidated results (not including C and IRB) are as follows :-

	2014	2015	2016
School	88%	81%	92%
National	74%	77%	81%
Oxon	73%	76%	80%

## Year Two Phonics Screening Test re-takes

All those pupils who re-sat the Year 1 test in Year 2 passed and met the expected standard which was 9% above national.

### EYFS

The cohort was 49 students (not including students from C and IRB). The assessment results for academic year 2016 / 2017 have further improved on the previous year where 85% achieved expecting. St Andrew's unvalidated results are as follows :-

	%below National Expectation	% at or above National Expectation	% above National Expectation
	Emerging	Expected	Exceeding
Maths	8%	92%	10%
Reading	6%	94%	22%
Writing	6%	94%	2%

Once again, the school has delivered 'Outstanding' results. St Andrew's results are significantly higher than the national average and demonstrate the school's continuing drive for improvement. A huge amount of credit should go to the children and our brilliant teaching team, thank you and well done!

We also want to thank all of our parents and carers as your support including the hours spent reading, testing tables and spelling and encouraging fun learning has a huge positive impact on improving learning outcomes.



## **Progress against 2016 / 2017 Strategic Objectives.**

In September 2016 we set the following objectives for academic year 2016 / 2017.

### **Pupil Achievement**

We will maintain a clear focus on supporting the school's staff to continue to raise pupil achievement and improve teaching and learning to raise standards further. Each member of the governing team will be a link governor for at least one aspect of the school's life.

**September 2017 Review** - Objective achieved. Section 5 outlines our effectiveness here with a self-rated achievement on academic results achieved being 'Outstanding'.

### **Financial Planning**

We will continue to build a strong financial and resourcing foundation for the school so it can continue the on-going success in delivering improved outcomes for our children.

**September 2017 Review** - Objective achieved. Section 4 'budget management' outlines our effectiveness here in delivering a budget which secured the criteria for sign off under the SFVS framework.

### **Academy Update**

We will continue to investigate and resolve the question of academy status for the school.

**September 2017 Review** - Government legislation forcing all schools to become academies by 2020 was dropped in 2016. Our conversation in 2016 / 17 reverted to understanding what type of governance model best suits the school to help effectively deliver outstanding academic results.

### **Buildings and maintenance**

We will continue to press OCC for adequate funding and completion of maintenance work at the school to ensure that the buildings match the quality of the teaching conducted inside.

**September 2017 Review** - Objective partially achieved. Section 4 'budget management' outlines our effectiveness here. We secured funding for classroom expansion and teaching resources. However, changes to the LA funding formula limited our ability to fully support all required improvements to our estate infrastructure in 2016 / 2017.

### **Improved Stakeholder Engagement**

We want to ensure that the School Governing team is viewed as an integral / helpful part of our school. We aim to improve our visibility and support the school and its community in 2016 / 2017 by listening to the needs and requirements of all stakeholders.

**September 2017 Review** - Objective partially achieved. The production of the first annual report helped set the tone for greater visibility and insight into what role the governing team at St Andrew's play and the impact we have. Much of our school improvement work which started in 2016 / 2017 including the construction of a new school website. This work will impact in academic year 2017 / 2018 and therefore we will be reporting back on this work in next year's annual report.



## Key challenges in 2016/17 & actions for improvement in 2017/18

### Managing the rapidly increasing demand for pupil places at St Andrew's

**Context** - This continues to be a challenge for the school. The rapid growth and development taking place in Chinnor is placing significant pressure on our school budget and infrastructure. We are delighted to welcome more pupils and aim to accommodate as many as we possibly can each year. The great news is that our school will move from 1.5 form entry to 2 form entry in 2018 / 19. However, with rapid expansion comes significant challenges which requires diligent management.

**Impact** - with more children we need more classrooms and teaching staff which has to be in our opinion funded by OCC rather than paid for from our budget. We believe the funding formula to be completely unfair however as it is a rigid model with no flexibility for any school despite the impact local trends have e.g. village expansion. If we don't change this model then the impact will be that our income remains at the current level and is simply divided across more children as the school expands. This means that the real £ to pupil level falls as the governing team has a responsibility to submit a balanced budget each year.

**Action Taken** - the governing and school teams created a business case and then lobbied OCC for improvements to our local income. We targeted increases to the level of funding for teaching staff and funds for two new classrooms which are required to support our expansion to a 2 form entry school. We are delighted to say that we have secured funding for one additional teacher and written commitment from OCC to fund and to start building our new classrooms in 2018. The funding formula reported on last year also now more fairly reflects the number of children on our roll which is good news.

**Action required in 2017 / 18** - until funds have been received and buildings are completed, we have to be cautious. Models employed by OCC and commitments made do and have been subject to change. We will continue to engage effectively with OCC and other key stakeholders by developing further our business case. Our business case articulates the challenges faced locally and why we require additional funding to overcome. Our goal is to ensure that we continue to drive for improvements to funding formulas to help to provide the very best environment for learning to take place and to continue the delivery of outstanding teaching.

### Managing the school's ageing infrastructure

**Context** - the school buildings date back to the 1960's and naturally require ongoing investment to ensure they remain fit for purpose. Management of the upkeep of the school is being transitioned rapidly from OCC to the school. Almost exclusively the school is now responsible for repairs and maintenance which has historically been funded by OCC.

**Impact** - no additional funding is being provided to the school by OCC to support the transition of responsibility for the estate. We are anticipating even more responsibility to be devolved from OCC onto the school in the coming year. This change in funding places a real pressure on our resources with repairs required having to be financed from our budget. In real terms this means less spend on teaching and learning as resources have to be redirected to supporting our estate. This is something we fundamentally disagree with.

**Action Taken** - we believe the transition of responsibility to be completely unfair. The team worked hard to fully understand the commercial model OCC are now employing and to carefully manage our resources to limit exposure and impact on budget.





The team fought hard to ensure that a significant capital project in September 2016 which required changes to heating pipework in Manser was funded by OCC.

**Action required in 2017 / 18** - we will continue extensive lobbying for funding on capital projects which are required and which we believe OCC should be directly responsible for funding. This will permit effective budget management going forwards without any impact our pupils' academic performance and results.

## **Managing the recruitment process and induction of a new head teacher at St Andrew's CE Primary School**

**Context** - the governing body accepted Wendy Heritage's request to retire from her role as head teacher after played an immense role as Head over the course of the previous seven years. She delivered year on year academic success and an Ofsted 'Outstanding' accreditation in 2013.

**Impact** - the governing team formed a selection panel to lead on the recruitment for Wendy's successor. The key focus was to ensure that we did everything possible to attract and recruit the highest possible calibre head teacher and to build on the strong platform that they would inherit from Wendy. We also had to manage the impact that change has for all stakeholders so it remained business as usual at school with no impact on teaching and learning.

**Action Taken** - we have deliberately kept this section brief as regular and documented communication was shared with all stakeholders through the recruitment process. As outlined above the governing team formed a selection panel to oversee the appointment. As a team we decided that we wished to recruit a headteacher with a successful track record in teaching and who carried similar values to those currently held. We then defined 5 stages for our process as below :-

- **Stage 1 - Define the School's Needs.** This stage confirmed what we require the role of headteacher to be and what type of person we require to do it successfully.
- **Stage 2 - Make the Opportunity Attractive.** This stage focused on generating a field of high-quality candidates so it was crucial we sold the role and the school. An 'Application Pack' was created and targeted advertising executed.
- **Stage 3 - The Selection Process.** A well-planned approach ensured the essential needs were met and enabled us to justify our appointment.
- **Stage 4 - Appointing the New Head.** Once we were confident that we had identified an outstanding candidate and completed all the relevant checks, we made an offer.
- **Stage 5 - Induction Planning.** The new head must be fully supported by the governors, pupils and staff to enable an effective transition into the role. It's a great testament to Wendy Heritage and Annette, that the change in leadership has been so seamless. Huge thanks to both of them.

On the 20th March 2017 following a fantastic performance at the selection day, we were delighted to appoint Mrs Annette Mashru to the role of head teacher for Saint Andrew's school in Chinnor.

Annette also led on a wonderful week of celebration and send off for Wendy. Many of Wendy's friends and pupils who she had worked with over the years returned at various points through the week to wish her a long and a very very happy retirement.



**Action required in 2017 / 2018** - the onboarding for Annette into her new role is a key requirement as stage 5 above indicates. The support and partnership with all stakeholders including governors for transition carries through into 2017 /2018. The support here will also extend to the new deputy head, Miss Bex Stott who was recruited and is a wonderful addition to our teaching and senior leadership staff.

## **Strategic Priorities Academic Year 2017/2018**

The governing team along with Annette Mashru and her leadership team confirmed the following strategic priorities for St Andrew's Chinnor for academic year 2017 / 18.

**Pupil Achievement** - we will maintain a clear focus on supporting the school's staff to continue to raise pupil achievement and improve teaching and learning to raise standards further. Each member of the governing team will in 2017 / 2018 have personal shared responsibility along with the school's subject representatives to set the strategic direction of a subject and deliver the expected improvements to outcomes.

**Financial Planning** - we will continue to build a strong financial and resourcing foundation for the school which adapts to the changing funding formulas imposed on the school by the LA. This will be so we can continue the on-going success in delivering improved outcomes for our children.

**School Type** - we will continue to investigate what governance models exist and are best fit for our school to permit us to grow and deliver greater success for our pupils going forwards.

**Buildings and maintenance** – as responsibility for buildings and maintenance transitions from OCC to the school, we will audit the current condition of our school infrastructure and the roll OCC play in supporting improvements and repairs moving forwards. Our objective is for increased engagement with OCC which delivers adequate funding to complete all outstanding capital projects without impacting on teaching and learning.

**Stakeholder Engagement** - we aim to improve visibility and accessibility for internal and external partners in 2017 / 2018. This will be achieved by defining and executing clear bespoke strategic engagement plans by stakeholder which are aimed at improving outcomes for the school. Focus areas include delivering a new school website, closer alignment to SASA, increasing dialogue with OCC, regular governor updates via parent's evenings and school's newsletters.

**Head Teacher Induction** - a key objective for the governing team is to ensure that Annette Mashru transitions successfully into her new role. A structured induction plan including effective handover from Wendy Heritage was created and is being executed throughout the course of the academic year.

In closing, we expect in 2017 / 18 to deliver a more visible and transparent style of governance with full reporting against our objectives and closer links across all school stakeholders. This we believe will ensure that we continue to deliver excellence in education, for current pupils and the future families of Chinnor.