



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

### Governors' Annual Report

2019/20

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Learning together we achieve great things.



## Welcome from the Chair

On behalf of the Governing Body, I am delighted to be able to share with you our annual report for 2019. Once again, we're able to look back on another busy year for the school and reflect on progress against our objectives.

This year has seen some changes to the group. The Rector of Chinnor, Rev'd Maggie Thorne, left the parish to take up a new post in South Wales and left the Governing Body (GB) at the same time. Governors Vineeth Purushothaman and Nancy Spagou stepped down, and we also said goodbye to our Clerk to the Governors, Kathy Smith who has retired to the South West. On behalf of the team, I would like to thank Maggie, Vineeth, Kathy and Nancy for their significant contributions to our school over a number of years.

In their place, I am delighted to welcome two new parent governors Rosie Butler and Amanda Malins who were successfully elected to the GB in February 2020. We also welcomed Vee Hartnett as our new clerk in September, and are also looking forward to continuing to work closely with Rev'd Jacky Barr as she takes on her new role as Rector of Chinnor later in the year.

We also want to thank the staff of St Andrew's, led by Mrs Mashru as head teacher. At a time when many schools struggle to fill teaching and governing vacancies, we are very very fortunate to have such a hardworking and talented team focused on improving the learning outcomes for all children. Together we are proud of the progress we have continued to make in 2019, in particular in setting the school on a strong footing for further growth.

We're also very grateful for the work of SASA, under the energetic leadership of Nykki Greaves and Caroline Crosby - another volunteer-led team making such a difference by providing such a wealth of activities for our children to enjoy.

Finally a special thank you to all our children, parents and carers for your support. It truly is the partnership between us all that creates the special community that is St Andrew's CE Primary School. If you feel that you would also like to help and support the school then please do get in contact via the school office.

I hope that you find this report of interest and I would welcome any comments or questions that you may have. On behalf of all the governors, we wish everyone connected with the school all the very best for another exciting and successful year.

Seb Hearmon  
Chair of Governors  
February 2020





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

The governing body supports the school's vision:

*At St Andrew's CE Primary School, we aim to bring children to a place where they can realise their full potential. Our Christian values are the foundation of all we do and each one is a facet of the central value, love, which 'always protects, always trusts, always hopes, always perseveres.' (1 Corinthians 13:7)*

And its mission 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 and carers, staff and governors*

Our primary role is to set the strategic direction and objectives of the school and to monitor how these are executed. Every governor partners with subject leads on the teaching staff to act as a critical friend looking at school curriculum issues and ideas. Our focus is on how the curriculum is taught across the school, looked at through a lens of **Intent** (what was the aim of the activity), **Implementation** (how was it delivered) and **Impact** (what effect did it have). Two high profile examples of the partnership between governors and staff were the visit in autumn 2019 by Fiona Ludlow and governor Laurretta Milligan to our partner school in South Africa, strengthening the connections between the two schools and fostering greater international understanding amongst our pupils, and the achievement of UNICEF Silver level for Rights Respecting Schools. This project was led by Zoe Atkins and governor Jacqui Williams.

We have four committees which support 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

Our four committees:-

**Full Governing Body (FGB)** - Led by Seb Hearmon, the FGB sets the strategic direction for the school and reviews the work of the two main sub-committees. All of the governors meet twice per term to 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 the sub-committees:

**Teaching and Learning Committee (T&L)** - Led by Laurretta Milligan, 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 Anna Edwards, 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.



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**Statutory Inspection of Anglican and Methodist Schools (SIAMS) Development Committee** - Led by Annette Mashru, this 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.

For more information on the members of the Governing Body, visit the school website.

### Key Achievements in 2019

Working in partnership the Governors, the School's Leadership Team and the staff have delivered another year of significant achievements. We ended the year having made progress on all of our objectives (*see later*) In particular, I would draw attention to the following headlines:

- 1. Increase in school roll, supported by increase to two form entry** - Recognising the rapid growth of Chinnor in recent years, the Governing Body lobbied Oxfordshire County Council for a number of years for support to grow the school to accommodate the increasing number of pupils seeking admission. Having secured funding for additional teaching staff in 2017/18, we welcomed their decision to increase entry to fully two form (2FE) from September 2019 (previously 1.5FE). Our pupil numbers continue to increase rapidly, and we ended 2019 with 370 pupils on roll, up from 293 at the start of the year. This rapid increase does place challenges on the school and staff, and governors work with school leadership to proactively tackle and pre-empt these.
- 2. Academic Performance** - In 2018 we set an objective with the school leadership team to focus on improving performance for 'pupil progress' measured across four assessment points during the year. In particular we focused on improving performance 'at greater depth' and stretching our more gifted pupils with a co-ordinated provision programme and appropriate targets.
- 3. 'Mocksted' Review** - As a reflection of our school's restless nature and commitment to continuous improvement, we asked advisors from the Oxford Diocese Board of Education to undertake a 'mock OFSTED inspection' of the school, to independently assess the school's performance. While there is no rating attached to such an exercise, the advisors gave the school a very positive review, agreed with our own analysis of our focus areas and priorities - reflected in our objectives below - and gave helpful advice on continuing to improve. We'd particularly like to thank all those involved in the exercise - there was nothing 'mock' about the effort that went into the preparations.
- 4. School buildings** - Allied to our increasing pupil numbers is a need for expanded premises, and after much lobbying of both OCC and the Department for Education, we are delighted to have secured funding for two new classrooms, which will be built next to the swimming pool and the vegetable garden. They will eventually be home to Year 6, but as at the time of writing we await news from OCC on a start date for the build. In the meantime, we have been grateful for OCC providing two high quality temporary classrooms, which you will no doubt have seen on the grass between Manser and Benton.

In addition, you will have seen the scaffolding around Manser building at the start of the Autumn term. This was the result of protracted working with OCC, led by governor Mark Oliver and Mrs Mashru, to secure £250,000 investment in repairs to the roof of Manser building. We are already seeing the improvement in both weatherproofing and heat-loss reduction.



## Academic Results 2018/19

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 pupils continue to rise. We graded our results as 'Outstanding' across the school, a finding that was validated following submission to the local authority.

**Key Stage 2 SATs (May 2019)** The children were tested in Maths, Reading, and Writing, results below. Attainment is well above the national data in all areas. There is little change in data from last year in reading, writing and maths. SPAG (Spelling, Punctuality and Grammar) is slightly lower and well above the national average.

Test Results / Teacher Assessment (TA)	% of pupils working at the Expected Standard + (inc at Greater Depth)				% of pupils working at Expected Standard (inc at Greater Depth) RWM Combined			
	2018	national	2019	national	2018	national	2019	national
English Reading (R)	95%	75%	90%	73%				
English Writing (W) (TA)	92%	78%	92%	78%	85%	64%	85%	65%
Mathematics (M)	89%	76%	91%	79%				
SPAG	94%	78%	85%	78%				

Greater depth is above the national data in writing, maths and SPAG. Reading is at national expectations. For the combined score in reading, writing and maths, data is up on last year and above the national average. This is a focus on our school development plan.

Test Results / Teacher Assessment (TA)	% of pupils working at Greater Depth				% of pupils working at Greater Depth in RWM Combined			
	2018	national	2019	national	2018	national	2019	national
English Reading	35%	28%	28%					
English Writing (TA)	32%	20%	37%		13%	10%	17%	
Mathematics	24%	24%	28%					
SPAG	47%	34%	35%					





	<b>Cohort Average Scaled Score</b>			
	<b>2018</b>	<b>nation al</b>	<b>2019</b>	<b>nation al</b>
<b>English Reading</b>	108	105	106	104
<b>Mathematics</b>	107	104.4	105	105
<b>SPAG</b>	109	106.2	107	106

**The scaled scores is above national average in reading and SPAG and in line for Maths.  
Key Stage 1**

The Year 1 cohort. St Andrew's unvalidated results are as follows :-

<b>Teacher Assessment</b>	<b>% of pupils reaching the Expected Standard and at Greater Depth</b>				<b>% of pupils reaching Greater Depth</b>			
	<b>2018</b>	Nat	<b>2019</b>	Nat	<b>2018</b>	Nat	<b>2019</b>	Nat
<b>English Reading</b>	91 %	75%	83 %		35%	26%	46%	
<b>English Writing</b>	89 %	70%	80%		24%	16%	18%	
<b>Mathematics</b>	93%	76%	83%		24%	22%	26%	

Attainment is well above the national data in all areas. There is change in data from last year in reading writing and maths. For greater depth all subjects are higher than the national average. Reading is significantly higher than the national average.

### Phonics Screening:

<b>Year 1 phonics</b>	<b>2017</b>	Nat	<b>2018</b>	Nat	<b>2019</b>	Nat
<b>% Pass</b>	91%	81%	90%	82%	84%	

<b>Year 2 phonics</b>	<b>2018</b>	Nat	<b>2019</b>	Nat
<b>% Pass</b>	60%	92%	100%	

Year 1 phonics is slightly lower than previous data. Data is above the national average. Year 2 data is significantly higher than last year and above the national data. This is a focus on our school development plan.



Year EYFS	2017	Nat	2018	Nat	2019	Nat
% GLD	90%	71%	87.5%	72%	79%	

**EYFS data is slightly lower than previous data. Data is above the national average.**

### Progress against 2018/19 Strategic Objectives

In September 2018 we set the following objectives for academic year 2018 / 2019.

#### Core objectives of the Governing Body

Our core objectives, and items which we all hold shared responsibility for are:-

- 1) **Pupil Achievement** - we will maintain a clear focus on supporting the school's staff as they continue to build on the current successes of pupil achievement and strive to raise standards further for all children.
- 2) **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.
- 3) **Governor training and development** - support all governors, and in particular our three new governors to access training to support them in the roles.
- 4) **Staff development** - Support the head teacher to maintain a rigorous plan for the professional development of members of staff, and to ensure that we maintain a full complement of staff, teaching and support, to maintain the smooth running of the school.

In addition to these, we will focus on the following topics in 2018/2019 academic year based on a strategic review of the school management and performance

	Positive	Negative
Internal	<b>Strengths</b> <ul style="list-style-type: none"><li>- Restless ethos of the staff, from leadership down through all levels</li><li>- OFSTED and SIAMs rating outstanding</li><li>- Strong budget management leaves us in a very healthy economic situation</li><li>- Contribution and partnership with SASA and WAC (Wrap Around Care)</li></ul>	<b>Weaknesses</b> <ul style="list-style-type: none"><li>- Ageing school site with significant needs for improvement in Manser Building and C&amp;IRB (Communication and Interaction Resource Base)</li><li>- Support for more able/greater depth pupils could be better especially in maths</li></ul>



<b>External</b>	<b>Opportunities</b> <ul style="list-style-type: none"><li>- Improved funding coming into the village due to CILs (Community Infrastructure Levy) money from development</li><li>- Excellent network across Thame Partnership, and with Lord Williams School</li><li>- Two new classrooms being built ready for 2020</li><li>- Agreement to refurbish Manser roofs from OCC</li></ul>	<b>Threats</b> <ul style="list-style-type: none"><li>- Lack of engagement of responsible stakeholders eg Oxfordshire County Council, Special Educational Needs, Chinnor Parish Council</li><li>- Rapidly increasing population in village, impact on primary and secondary school places</li><li>- Lack of ability to impact C&amp;IRB admissions policy and management</li><li>- New funding formulae</li></ul>
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## 1) SITE ASSESSMENT AND UPGRADES

- Continue to strengthen and nurture the improving relationship with OCC maintenance, with particular focus on the delivery of:
  - Repairs to the roof of Manser (Q1 2019)
  - Completion of the two new classrooms by September 2019
  - Delivery of temporary classrooms to support the roof repairs (and then seek to repurpose them long term at the school as a base for an expanded WAC)
- Conduct 6 monthly walk arounds - internal and external, to maintain an ongoing wish list to restore the school to a site to be proud of. Timeframe for completion - May and September each year
- Develop a proposal for a new school hall. Options to include completely new build and 'infilling' the current courtyard adjacent to the hall. Timeframe for completion Jan 2019
- In parallel to the building of the new classrooms, we will support the school in planning for a professional, cost effective fit out of the two classrooms, ensuring they are fit for purpose by September.

**December 2019 summary:** As outlined in our Highlights section, we have made substantial progress against this objective, albeit noting that not all timeframes were within our control. Manser roof repairs have been completed by OCC. Two temporary classrooms were installed in time for the start of the 2019 academic year, as an interim measure pending building of our permanent new Yr6 classrooms - for which planning approval was finally secured in summer 2019.

We also continued our 6 monthly walk arounds of the school grounds and buildings. These continue to help us keep track of the state of the school premises in a structured way. Our plans for new school hall remain in development, and at the end of 2019 we established a new dedicated working group to progress our proposals. It is clear that there will be no central funding available for such a development, so part of the remit for this group will be to develop a full business case and identify possible funding sources. This objective will continue in 2020, with a particular focus on ensuring the delivery of the new classrooms.

## 2) INVESTMENT PLAN

- Identify and engage all potential investors who the school could engage with to raise funds for vital school improvements. This will include all contractors currently building and / or planning to build in the village in the near future. Timeframe for completion Jan 2019





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- Organise an investor engagement event at the school, to demonstrate to potential investors what the needs and opportunities are at the school. Timeframe for completion June 2019
- Continue to submit bids for grants and funding on a case by case basis. Formalise, in a simple way, the process for monitoring bids and outcomes. Timeframe for completion Mar 2019
- Develop a business case for expansion of WAC in order to maximise the revenue from this valued service. Identify the sweet spot for expansion vs cost. Prepare to use the community room (from September 2019) or plan to use temporary classrooms if they can be retained and repurposed after roof repair. Timeframe for completion June 2019

**December 2019 summary** - Led by governor Jacqui Thomas, we continue to apply for grants and funding to support extra curricular activities at the school. Examples in 2019 include grants from both Chinnor Open Gardens and Chinnor Parish Council allowing the school garden to be upgraded and St Andrews Forest School to be expanded.

The Wrap Around Care club (WAC) continues to provide valuable and popular childcare on site before and after school. Capacity was expanded in 2019 in response to increasing demand, and the majority of sessions are now fully subscribed. In 2020 we will look afresh at the business case for further expansion to support parents and carers.

Our plans for engaging potential investors in the school continue to be aligned with plans for school improvements - notably the school hall project. As such, while we have not yet arranged an investor engagement event, this remains our intention.

### 3) MAINTAINING/IMPROVING STANDARDS WITHIN THE SCHOOL

- We will hold a review of our OFSTED readiness plan in January in partnership with our diocesan education advisor Karen Metcalfe, GB and School Leadership Team. The review will also focus on our 'School Data' from prior year. Karen will run a training workshop focusing on strategies to delivering school outcomes improvement.
- Explore and document how we take the framework model agreed for OFSTED and use it to create a SIAMs readiness plan to ensure that our focus remains on continuing to promote the school's Christian ethos with a readiness for inspection. Present at update to the annual GB and Staff meeting 3/19.
- Maintain and improve our current performance of a termly subject link visits and subsequent submission of feedback to link staff and Mrs Mashru within 1 week of the meeting (balanced feedback - positive and improvement)

**December 2019 summary** - As mentioned in the Highlights session, we asked our ODBE advisor and her colleagues to undertake an inspection of the school in line with OFSTED standards. The inspection was an incredibly useful exercise, affirming our own analysis of the focus areas for continued improvement and giving us useful critical feedback to reflect upon, which we have since done and implemented changes as a result.

### 4) ENSURE APPROPRIATE SUPPORT FOR SEN PUPILS IN CURRENT C&IRB

- Continue lobbying of OCC SENS team to recommend closure of the C&IRB due to inappropriate facility for the pupils on role
- Support the onboarding of the new lead teacher in January 2019, and look to support her in continuing the recent turnaround in performance within the base. Also continue to note the ongoing placement of children into the base for who the environment is not appropriate to the extent of their SEN requirements.
- Ensure suitable buildings and facilities for the pupils on role to improve experience and safety for all

**December 2019 summary** - 2019 was a year of significant progress in our relationship with OCC over the future of the C&IRB base. Under a strong new lead teacher, and supported by governors Rachel Reynolds, Laretta Milligan and Mrs Mashru, progress has continued in putting the base on a more secure footing, and this has been reflected in improved behaviour



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and performance. The school has successfully supported efforts to improve the Base building. We are also seeing better engagement from OCC over admissions to the Base, and are also pleased to note that these improvements mean the Base team is better able to support children in St Andrew's with SEN requirements. We will continue to positively engage with OCC and the Base team to sustain these improvements.

### 5) OPERATIONAL PARTNERSHIPS

- Invite our local councillors at all levels (CPC, SODC, OCC) to a briefing about the school and our priorities - to help them understand our focus and to identify areas of common interest where we can work together to improve the outcomes for our pupils.
- Maintain our relationship with county educational planning lead to share our modelling demographics, sharing local intelligence to drive for additional investment to support T&L and Resources.
- Continue to develop the relationship with the SASA committee - including a regular sharing of information and priorities at an FGB meeting (termly)

**December 2019 summary -** While we have more work to do in this objective, we have strengthened the relationship with our local MP, who visited the school in December and spent time understanding the challenges we face, and the progress we have made in addressing a number of them. Engaging with our local councillors will continue to be a focus for us as we develop our Hall expansion plans.

### 6) GOVERNING WITH EXCELLENCE

- Place a regular 'progress' update in the school's newsletter to help increase and improve our visibility to wider stakeholders.
- Forging a closer partnership with the school staff via attendance at team meetings, joint GB & Staff meetings and Prayer time during Inset Days.
- Supporting staff and helping to increase and improve our visibility to wider stakeholders at showcasing events such as open days and parents evenings
- Work towards seeking formal accreditation for the governing body

**December 2019 summary -** The school newsletters have featured updates on work led by the governors and we regularly hold governor clinics at parent evenings to provide parents with the opportunity to discuss matters of interest or concern to them. We also continue to strengthen the relationship with staff, holding joint meetings to understand in more depth the breadth of activity across the school and share our own governor priorities and progress.

## Strategic Priorities Academic Year 2019/2020

We're never content to rest on our laurels and so our priorities for the current academic year align with the School Development Plan and build on the achievements of last year:

### **Pupil Achievement** (*Led by Teaching and Learning*)

- Continue to raise performance and progress to improve higher levels in reading, writing and maths with a 5% increase at the end of KS2.
- Pupils with SEN/ Pupil Premium - sustain the progress made on closing the gap and by the end of KS2 many achieve the expected standard as well as higher levels.
- Growth in pupil numbers - track pupils to show integration as well as taking account of individual needs ie pupils with Education Health Care Plans
- Track attendance figures to meet national expectations
- Ofsted : School Development Plans/Action plans linked to intent, implementation and impact of a creative curriculum in all subjects.

### **Financial Planning** (*Led by Resources*)



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F. Ensure overall financial stability and health for the school to be able to invest to support progress of learning and development of all pupils

### **Buildings and maintenance** (*Led by Resources*)

G. Ensure school premises are all fit for purpose and furnished with equipment conducive to high school performance and inclusivity

### **Stakeholder Engagement** (*Led by Resources*)

H. Ensure partnerships with external stakeholders are managed for the benefit of the school

### **Staff Development** (*Led by Resources*)

I. Support school leadership team (SLT) in recruitment, retention and development of teaching and support staff.

### **C&IRB** (*Led by Resources*)

J. Ensure appropriate resourcing and stability of the on site C&IRB