



Twineham CofE School

Nurture Togetheress Resilience Creativity



Governors' Report for 2018-19

The full governors' board met twice each term. In addition, there were termly meetings of the Quality and Standards, Resource and Faith committees.

The Governors use the School Development Plan to identify areas that need follow-up. Initiatives identified during the year were:

- The introduction of Maths Mastery to improve the ability of children in applying maths to problems;
- How to use Growth Mindset to approach problems in general and give children confidence in learning;
- Concentration on Phonics in the Early Years Foundation Stage (EYFS) and Year 1 to give younger children greater ability in communication through reading and writing;
- Reassessment of the ethos and values of the school.

These initiatives were followed through by governors' visits on the specific topics, reporting in detail on their findings and covering these reports at the Full Governing board meetings. These visits included two on Literacy, two on Growth Mindset, one with the Special Educational Needs Coordinator (SENCO), two on Science and one on Maths. (These reports were prepared in a format devised this year by the Governors to communicate precisely their findings.)

Clearly the Year 6 SATS results are important, and several governors volunteered to sit in as they were taken. We are happy that the results were as predicted or slightly better than that, as they demonstrate very good attainment of Year 6. With a small cohort each year, the results can be quite distorted by the fact that the attainment of one child can alter the overall result by 7 to 9%, so we look deeper than the headline results for evidence of attainment.

The full governing body (FGB) receive termly reports from the Headteacher covering staffing, pupil numbers, class sizes, assessments of pupil attainment, targets for achievement, attendance, staff development and training, SEN, Looked After and Pupil Premium children, relationships with parents and the community, safeguarding and health and safety. These reports are discussed in detail and recommendations made by governors as necessary. In addition, the FGB receive updates on the School Development Plan (SDP) which is set out including milestones which are approved and then checked through with the governors.

The Self Evaluation Form (SEF) is prepared by the Headteacher and reviewed in stages throughout the year by the FGB. Self-assessments of 'Good' for all categories were accepted by the governors as realistic, with 'Outstanding' for personal development, behaviour and welfare. The report is underpinned by specific actions for continued improvement, and the governors are confident that the findings are fully supportable and can form the basis for the next Ofsted inspection expected in 2019-20.

Annually the FGB receive and consider a statement on Pupil Premium children and the SENCO reports on SEN covering in detail the intervention programmes planned and in action, assessments carried out, and how interventions are monitored together with future developments planned.

West Sussex County Council have been carrying out a review of the status of smaller primary schools, which includes Twineham. The governors therefore reviewed the status of the school in its current standalone form. An investigation of the potentials for formal federation with another school or schools was made. This line of development was rejected for the medium future as no particularly strong benefits could be identified. We therefore adopted a policy of positive outward collaboration with other NEARS schools and further schools in both the public and private sectors to give both children and staff the benefits of different outlooks and facilities.

Governors and staff met to reconsider the vision and ethos of the school and adopted the tenets illustrated in the heading of this report. These tenets were subsequently adopted by the school council. Next year we will develop these further and ask the Headteacher to include a section in his termly report to illustrate how these values are being incorporated into school life.

The principle of all governors' meetings is to allow questioning of recommendations put forward and open discussion of ways forward. The governors come from a good cross section of backgrounds and each brings a useful contribution to the discussions. Currently there is only one (foundation) governor post unfilled, due to the resignation of the local rector. All governors received updated safeguarding training at one meeting during the year.

The Resources committee is responsible for budget making and control, the buildings, staff and their performance management, health and safety and benchmarking. In line with all smaller schools our budget is particularly threatened by the reduction in the block grant, as this forms a significant portion of the allocated budget. However, due to the diligence of our bursar, we were able to carry forward a reasonable surplus into Year 2019-20, and we are actively looking at steps to control future expenditure as the lump sum is further decreased. Benchmarking revealed that, even with the overhead of very experienced staff earning towards the upper end of the pay scales, we compare favourably with similar sized schools for budgetary control. Health and safety walkthroughs are carried out termly and actions followed up as appropriate. No major building works were carried out, except for the replacement of the heating boilers.

The Quality and Standards committee is concerned with the attainment of pupils, SEN care and the maintenance of standards. Other factors include monitoring the attendance levels. The committee considers the more detailed statistics of pupil progress and considers them in line with expectations. It organises walks to consider the work of the SENCO, literacy, growth mindset, phonics, maths and science. Throughout all these walks it was very evident that there was an excellent relationship between governors, staff and children.

The Faith committee is concerned to ensure a Christian distinctiveness for the school, and that the school's ethos and values are understood and incorporate into school life. School assemblies, together with occasional services in the church next door emphasise the Christian ethos; in addition, each classroom has symbols of Christian distinctiveness, as appropriate. A faith

walkthrough demonstrated that the children appreciated the positive affirmation of Christian values and were supportive of the vision of togetherness as delineated in the school's vision headings. We also completed two RE/ethos training learning walks in the year.

The governors would like to thank the Headteacher and all his staff for their kindness, dedication and cooperation throughout the year. More particularly they would like to thank the children for their hard work, enthusiasm and behaviour, and the support of their parents in attaining these standards.