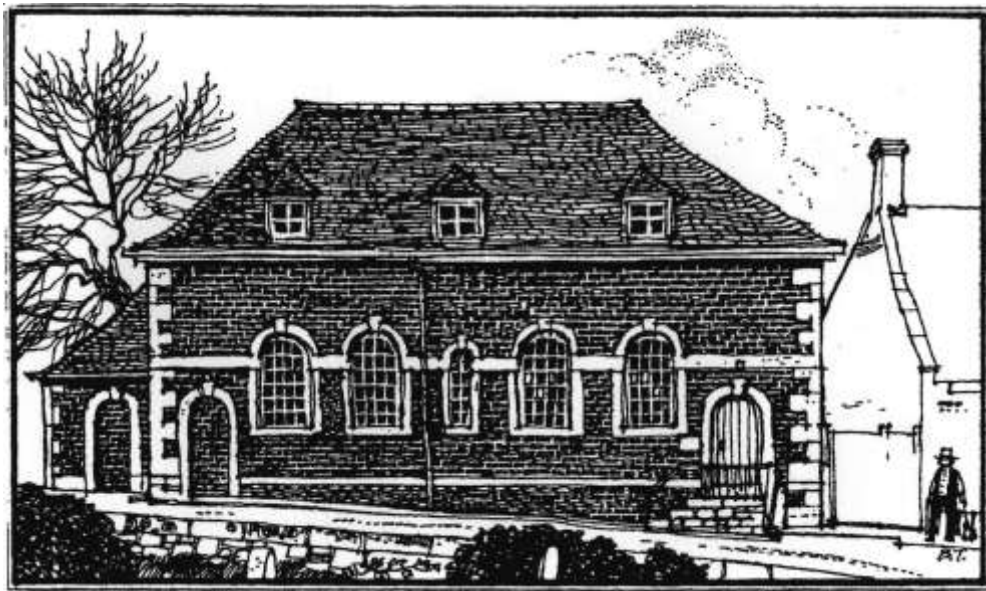


Great Wishford C E (V A) Primary School



Annual Report to Parents
November 2010

School Governors

Yvonne Allen Foundation Governor

I was invited by our Vicar to join the Governing Body as a Foundation Governor in 2004. Many years ago, I taught French and German at secondary school level, and my interest in both education and languages remains strong. After teaching, I became a civil servant, managing staff and projects. This provided experience which I have found useful in my Staffing Committee role. I have also, over the past two years, been supporting teachers and pupils in French.

Maike Barnett Foundation Governor

Instead of being the critical parent at the school gates I have decided to become a 'critical friend' of the school instead. I thereby hope to take an active role in improving the academic standards as well as ensuring that the school maintains its nurturing environment and strong Christian values.

Sue Bartlett Foundation Governor

I have lived in Stapleford since 1993 and over the years all of my 3 children have attended Great Wishford School. I am passionate about improving the education system to ensure that all children have the best possible opportunities to maximize their potential. For me a good education is about far more than just the results obtained in examinations. It's about nurturing and valuing a child, developing their confidence, encouraging curiosity and fully engaging them in the learning process so that they in turn develop a passion for enquiry and a life long love of learning. As a governor I hope that my small contribution to our community is valuable.

Carey Blackburn Foundation Governor

I became a Foundation Governor at Great Wishford Primary - where my own 3 boys attended school and pre-school for a number of years - in 2007 because I have always loved being involved with children and I believed that my experience of working with young people of all ages throughout the world (e.g. as a Court Appointed Special Advocate representing the best interests of American Indian children whilst living in Oklahoma and as a Director of Annandale Pre-School whilst living in Virginia, USA) would be of benefit to the school. I also felt that my legal qualifications and experience and recent (business) MBA would be of use and I very much wanted to give something back to this wonderful community. As well as being a Foundation Governor I have special responsibility for the Early Years Foundation Stage - keeping close links with the reception teacher, visiting and helping out in the reception class and liaising with the head teacher on issues relating to the Foundation stage. I am also on the Staffing Committee.

Hugh Bonsey Foundation - Chair of Governors

Parish clergy are always ex-officio Governors of all Church Schools within their parishes, and I am delighted that Great Wishford Primary School is in a parish where I am Vicar. Many of our pupils live in the five parishes within our Group and so the School has a special place in the life of our five Churches. I have been a School Governor in various schools for over thirty years and have a keen interest in the education of young people. I am now in my second year as Chair of Governors and also a member of the Staffing Committee and Strategic Committee.

Clodagh Glaisyer-Sidibe Parent Governor

I currently work at Pembroke Park Primary School in Salisbury as a Higher Level Teaching Assistant responsible for whole class teaching. I trained and qualified as a teacher in London and now have experience of various primary schools. As both a parent and an ex member of staff I have strong and informed connections with the school.

I am hoping that I can use my knowledge and experience of the school and the education system to make a positive contribution to the governing body. I look forward to seeing the school grow from strength to strength.

Mandy Hewes Non-teaching Governor

I have worked at Great Wishford School for 18 years starting as the clerical assistant on a part time basis and am now the school business manager and part of the Senior Leadership Team. I have been elected by the non-teaching staff of the school as the non-teaching staff governor. I enjoy the challenges and variety of roles and responsibilities that arise from this position.

Pamela Moore Foundation Governor

I am the wife of a local farmer and have four grandchildren, the youngest two attend Wishford School. I am also a member of the Stapleford Parochial Church Council. As a retired teacher I felt that I could give something back to the community and becoming a Governor seemed to be a natural progression. I am the Link Governor for Child Protection, Literacy and S.E.N.

Tim Purchase Foundation Governor

I am fifty-one years of age and I am currently employed by the Health Protection Agency at Porton Down in the role of Procurement Manager. My wife, Jo is a Spinal Injuries Nurse at Salisbury District Hospital and I have a son of sixteen who has recently received his GCSE results and moved on to a new college course. I am also a Lay Pastoral Assistant in the Wylde Valley Parishes, having been a committed Christian for most of my life. Having been approached to fill a vacancy, I am pleased to take on this new role of School Governor, and I will bring my commercial experience to bear as well as my various pastoral activities carried out in a variety of Parish settings.

Sue Sykes Clerk to the Governors

The governing body has a new clerk. Sue Sykes joined us in September, having moved up to Hampshire from West Devon where she has been Clerk to the Governors in her local village primary school for the last ten years, during which time she was also working as an education officer for the Devon Wildlife Trust. Sue's husband is a recently retired parish priest, but she is looking forward to an active semi-retirement with lots of involvement in education. When not clerking she might be working for the examination board Edexcel - promoting Fairtrade in her new home village of Damerham, just over the border in Hampshire - or be out and about bird watching with the dog, Sam. As an ex-teacher who has lived and worked in Wiltshire in the past Sue says that she is delighted to be back.

John Veck Local Authority Governor

I am currently a Governor of Pitton Primary where I have served for 18 years. Following Great Wishford being placed in Special Measures, I was asked by the Local Authority to act as an Additional Governor {to add some financial experience} for a period of 4 years. After that the Governing Body asked me to continue as an Associate Governor {Non-voting with the emphasis on finance }. More recently, the Governing Body has asked me to act temporarily as the Local Authority Governor.

Lucy Waller Teacher Governor

I am the teacher representative for the Governors and was elected by my colleagues. I teach Yellow class (year 1 and 2) and have done so for the last 9 years. I am the Numeracy and RE Subject leader and have TLR2 (Teaching and Learning responsibility) status.

The School's Successes

- National Health School Status
- Active Mark
- Blakeshield Award
- International School Award (Level 1) and established link with French Primary School
- Yanomano Playhouse Performance for Key Stage 2 Cluster Project
- Increased peripatetic music tuition for individual instruments
- Successful introduction of fundamental P.E. and Hockey into the P.E. Curriculum
- School Website created

The last two years

What OFSTED identified as issues in December 2008 and how have we dealt with them

‘Governors play a satisfactory role’

Governors have increased their role in monitoring the school’s work, driving improvement throughout the school and have become more self critical in their own effectiveness in providing strategic leadership. They are using their individual talents and skills to further increase the school’s provision. The Governing Body generally has a greater understanding of school issues through better staff/Governor Liaison.

‘Academic guidance is satisfactory’

Subject Specialist Leaders have provided training, policies and guidelines and access to increased resources to support subject teaching. This has given increased confidence to all staff to plan more challenging lessons and engage in a more creative curriculum.

‘New national frameworks for English and Mathematics are developing satisfactorily but are not yet fully embedded..... Standards remain below average in science but the school is now ready to focus on the weakness in Science.’

The new Frameworks for English and Mathematics are now fully embedded and links made to the creative curriculum to enhance the learning context. The continued professional development of Subject Specialist Leaders and the increase in resources and ICT have all contributed to improved standards in the core subjects. The additional curriculum time given to science and the knowledge and creativity of the science Subject Specialist Leader has greatly improved the science teaching and learning.

‘Pupils are not consistently challenged and in some lessons the most able pupils could achieve more if expectations of their work were higher. ...Some teachers provide clear guidance on what they need to do in order to be successful in their work, but this good practice is not consistently applied. Targets for the next stage in their learning are not generally shared with pupils and this slows their improvement.... Teachers encourage pupils to evaluate their own work but strategies used to help pupils understand how to improve are not consistently effective.’

Assessment training has continued to focus on more whole school learning strategies and as pupils move through the school they are able to build on these. Lesson plans are more detailed and include pupil targets and success criteria for pupils to work from. Lesson observations are focused on new OFSTED Standards. There has been a whole school focus on more rigorous assessment, target setting and assessment for learning which has given greater ownership to the pupils on how to learn and strategies to help them further improve their learning.

‘Leadership of other staff is still developing and so leadership and management are satisfactory overall.’

Leadership has been a focus of the School Improvement Plan. By providing leadership opportunities for all teachers, TAs and administrative staff, we have significantly increased the capacity and efficiency of the school.

Special Educational Needs End of Year Report 2009-10

Within our working practices we track and monitor each year group continually and evaluate their progress which enables us to offer additional intervention provision where there is not sufficient development in their learning.

Overall the rate of progress appears very good for the large majority of pupils with SEN within our school. Their attainment is close to or within the national expectations at the end of each key stage.

What has been particularly successful?

- ICT Nesy spelling programme, WESFORD dyslexia screening and the introduction of the Support for Spelling programme which builds on the EYFS Letters & Sounds spelling programme.
- 1v1 Year 6 intervention grant.
- TISM funding (Pre-school to school transition funding)
- TA training programme run over the year.
- Bridge Project
- Behaviour Support

And finally, new initiatives for 2010-11

To introduce a new structured reading programme for vulnerable readers at the early KS 2 phase. (School Improvement Target J Literacy)

To set up a whole school super spellers system involving daily spelling sessions of 20mins in streamed groups. (School Improvement Target J Literacy)

To introduce a catch up calculation maths programme for pupils from Year 2 upwards. (School Improvement Target G Numeracy)

To set up a central SEN base for withdrawn pupils to access structured intervention programmes. (School Improvement Target B Assessment)

A huge thank you to our team of TAs. Their continued enthusiasm and commitment to the school's drive to raise standards has played a significant part in the school's improved SAT results at both KS 1 & 2.

Report from the Staffing Committee for 2009-10

Members

Yvonne Allen (Chair), Hugh Bonsey (Chair of Governors), Ali Jenkins (HT), Carey Blackburn, Pamela Moore, Maika Barnett.

Key areas of responsibility

All matters relating to school staff, both teaching and non-teaching:

- ensuring that the recruitment process is followed and selecting the most appropriate person for the post
- monitoring staff training and development to meet the school's needs
- checking that staff are effectively deployed.

Overview of the year

In September, the school and Governors welcomed Deana Fieldhouse as Blue Class teacher, making the staffing complement complete:

Bonnie Gillingham - Red Class

Lucy Waller - Yellow Class

Deana Fieldhouse - Blue Class

Sarah Bament/Jules Bellingall - Green Class
Rachel Moss - Gold Class

The year began with a school roll of 115 pupils, 4 fewer than anticipated, meaning a shortfall in the school budget and a need to review the staffing complement. It was agreed that both teachers and pupils would benefit from remaining in smaller classes, so the aim was to retain the 5 classes. The school had up until this year been fortunate enough to be able to afford substantial Teaching Assistant support in all classes. It was agreed that cuts would need to be made to that support function and a potential redundancy process was begun in January 2010. TA resignations and a changing budget picture during that process meant that the redundancy process could be stopped and no redundancies had to be made. The school has worked well with the remaining 3 TAs.

Sarah Bament became ill during the year and continues to be on sick leave. For the rest of the year, her teaching in Green Class was taken on by a supply teacher, Chris Lock, well known to both the school and the pupils. For the current term, her teaching is being taken by her job-share partner, Jules Bellingall, thereby minimising disruption to the class.

The future

This current year, 2010-11, started with a roll of 118 pupils, an increase that has helped to justify the maintenance of 5 classes. The budget position remains tight as a result of Government cut-backs and we will need to keep the staffing complement under constant review.

It is with deep sorrow that we had to inform parents of the death of Sarah Bament in October. She will be sadly missed, but we are very glad that Jules Bellingall has been able to take on the class full-time.

Yvonne Allen 6 October 2010

Finance and Premises Committee

Members: Ali Jenkins, Mandy Hewes, Rod Crossley and John Veck {Chair}

The committee is responsible for all matters relating to finance and general maintenance/premises development of the school. Governors must adhere to the terms of the Education Act and Local Authority regulations.

General funding comes from the Government via the Local Authority and is mainly based on an amount per pupil plus a standard sum for a Primary School. The additional Annual Capital allocation is based on pupil numbers and the size of the school and can only be spent on the buildings and computer equipment.

Pupil numbers for the past academic year were 115 which meant limited funding thus creating pressure in maintaining the 5 class system. Permission was granted the Local Authority to carry a Budget deficit of £16,855 on the understanding that it is cleared by the end of March 2012. As a consequence, close control and monitoring of the finance will be paramount.

During the year the school was awarded the required standard for its financial control.

The Governors are always very grateful to the Friends of the School for their financial gifts. Their generous contributions have funded the Trim Trail, school trips, P.E. and music resources, books and science resources.

As regards premises, during the year we were able to provide additional funds for the Trim Trail Adventure area, the installation of a new window in Red Class, the all weather surface outside and the completion of the refurbishment of the toilets for the benefit of the children. We put forward a scheme to replace the conservatory with a new building to incorporate a library, Headteacher's office coupled with improvements to the office but sadly, grants were not forthcoming. We will still keep trying!

Prospects for the coming two years are somewhat unknown because of the possible pending Government cuts and the Local Authority's inability to forecast funding levels.

As Rod Crossley has now retired from the Governing Body, Clodagh Glaisyer and Tim Purchase will be joining the committee.

Health and Safety Report

Health and Safety is an important item in the School and is constantly under review by all of the Staff and Governors.

The Headteacher is the trained Educational Visits Co-ordinator and approves all risk assessments in respect of all off-premises activities, educational outings and sports activities in which the children participate.

The School Fire Risk assessment was recently carried out by an Independent Assessor who considered that all appropriate measures have been taken and has given the School a clean bill.

Each term the Staff carry out a Risk Assessment of the whole School buildings and premises and regularly complete the required Local Authority records. The School Senior Leadership Team make the overall assessment and supervise the relevant procedures.

The Staff and Governors always have the children's best interests in mind at all times to maintain a safe learning environment for the children.

FINANCIAL REPORT FOR THE FINANCIAL YEAR 1st APRIL 2010
to 31st MARCH 2011

INCOME		
DELEGATED FUNDS		386512
DEVOLVED FUNDS		26578
OTHER SCHOOL FUNDS		2358
		415448
EXPENDITURE		
EMPLOYEE COSTS		
TEACHING	258873	
NON-TEACHING	100756	
OTHER PAYROLL	7521	367150
PREMISES COSTS		19814
SUPPLIES & SERVICES COSTS		
EDUCATIONAL	14656	
OTHER	17844	32500
		419464
DEFICIT		4016
DEFICIT CARRIED FORWARD		12839
TOTAL DEFICIT		16855

Report from the Curriculum Committee for 2009-10

Members

Stefan Madzarevic (Chair), Ali Jenkins (HT), Carey Blackburn, Pamela Moore, Naomi Pinner

Key areas of responsibility

All matters relating to the school curriculum:

- monitoring the schools implementation of the National Curriculum.
- monitoring and reviewing information on pupil performance.
- monitoring progress with the School Improvement Plan in those areas with relevance to the Curriculum Committee.
- identifying a member of the Governing Body to have specific responsibility for SEN, Child Protection and Early Years.

Overview of the year

One of the key areas focussed on by the Curriculum Committee was Science. There were national changes within this subject during the year, including the abolition of Science SATS. Governors supported the continuation of the increased amount of science time within the curriculum. Areas of success have included strong and proactive subject leadership from our Science Specialist, class swaps to ensure best use is made of specialist staff, the internal use of past SATS papers to measure standards against last years bench mark (which showed that results at the end of 2010 had further improved on 2009), and the use of the Science Enquiry skills ladder to ensure planning is robust and pupils learning was more specifically tracked. Budget has been allocated during the year to buying additional Science resources.

Our French Link Governor Yvonne Allen took a very proactive role during the year, working closely with the Subject Leader and all teachers. Yvonne also played a key role in TD days and Staff meetings that were scheduled to further develop areas of staff expertise within the school. Two members of staff were supported to go on a French exchange week and we were delighted when the school made a link with the French Primary School Tour.

Our Assessment & Data Link Governor, Naomi Pinner worked in conjunction with the Head to monitor the implementation of the Wiltshire Tracker Assessment material. A

vigorous calendar of Assessment has now been embedded in school procedures and accuracy and consistency in analysis of assessment data is confidently used to inform planning and teaching. One area of success has been the introduction of a transition week at the end of the academic year where the programme has been extended to include internal transition as well as Reception and Year 6. Naomi gave an excellent presentation to all Governors on Target setting enabling the team to have the vital information necessary to approve targets set, which is a statutory requirement for the Governing Body.

Our SEN governor Liz Acworth continued to work with the SENCO and report back to the Governing Body. Details of achievements in this area are to be found under a separate heading in this report.

Our Early Years Governor Carey Blackburn worked closely during the year with staff on the schools Self Evaluation Form and monitoring progress on the implementation of the New Early Years Foundation Stage curriculum, which is now fully embedded. Children's progress in the Foundation Stage is evaluated on a daily basis. Data analysis indicated that baseline attainment scores for pupils' entering Reception in 2009-10 fell below local authority expectations and many children subsequently identified as having SEN had not been highlighted on entry by the pre-schools. As a result of this a target for EYFS is to continue to work on current good practice to improve transition procedures. Governors were delighted to learn that by the end of Term 6 the e-profiles, which are updated half termly (after assessments have been moderated both internally and externally), showed that children had made outstanding progress.

Our Child Protection Governor Pamela Moore has worked closely with the Senior Leadership Team throughout the year. Pamela is also part of the team who completes the School Safeguarding Audit Form. She has been on specialist externally provided training for this role and informs the Governing Body on the school's implementation of procedures related to Child Protection.

One of the great successes of the school during the past academic year has been the positive impact of the raised profile of Senior Subject Leaders on teaching and learning. This growth of the Subject Leader role and a demand for reporting has ensured that there is effective delegation of responsibility and all curricular areas have been enhanced as a result.

The future

In June 2010 the Governing Body held an internal training session to develop its scheme of delegation. The roles, responsibilities and workload of Governors were examined and new procedures were implemented as a result. In anticipation of the retirement of several experienced Governors (many of who played key roles as Link

Governors) it was agreed that the Curriculum Committee would play a larger role in monitoring the provision of the National Curriculum and progress with areas relevant to the curriculum within the School Improvement Plan (SIP). Less emphasis would be put on Link Governors, other than those roles with Statutory Responsibility. As the school had implemented an annual SIP calendar where the focus was one of hard-hitting improvement targets in a single SIP area each month, it was agreed that Curriculum Committee monitoring would follow this pattern and it would monitor priority areas after the school had addressed them.

In September 2010 a new Curriculum Committee was established whose members are: Sue Bartlett (Chair), Lucy Waller (SLT), Clodagh Glaisyer (Clerk), Pamela Moore (SEN/CP Gov), Carey Blackburn (EYFS Gov).

Sue Bartlett 3 November 2010

SATS RESULTS

Key Stage 1

There is an overall upward trend in all subjects. All pupils reached age related level 2B in Reading and Maths. A significantly high percentage of pupils reach Level 3c (64%) in both Reading and Maths.

Writing also improved especially at Level 3 and this indicates that this is well able the Wiltshire and National averages.

Key Stage 2

Overall the average point score has improved and attainment is just above the Wiltshire and National averages in Maths and well above in English. There is a significant improvement in the percentage in reading and writing.

100 % achieved Level 4

67% achieved Level 5 reading

42% achieved Level 5 writing

The continued improvements to the Science teaching and curriculum provision have secured a significant improvement and rise in standards since the last OFSTED Inspection and this has been sustained over the second year.

Key Stage 2 Targets for 2010

100% was achieved for English and 83% in Maths (this was 3 pupils who narrowly missed the targets from a very small cohort of 12 children).

In English we are now achieving and reaching challenging targets. The school recognises that there is still work to be done in Maths which is why this is a continued focus on the School Improvement Plan.

School Improvement Plan

Target B Assessment - To embed assessment for learning to support effective teaching and accurate tracking of pupil progress.

Target G Numeracy - To further develop teaching strategies and resources to support the development of calculation skills in vulnerable and SEN pupils in particular boys.

Target J Literacy - To develop a consistent approach to the teaching of sentence structure which is progressive throughout the school.

Target I Leadership - To empower all leaders to be proactive in tackling weaknesses identified from rigorous monitoring within the school.

Target N ICT - To explore how technologies can be further developed to engage parents and families.