

# Central Park Primary School Governing Body Annual Report 2016– 2017



## Central Park Primary School's Vision

*At Central Park Primary School the whole school community is involved in raising the achievement and attainment of all children. We aim to instil a life-long love of learning within a secure and stimulating environment, and through our innovative teaching we will provide the children with a personalised, challenging curriculum. We believe that every child really does matter and that we have a duty to empower each child to become a successful, responsible citizen of the future.*

## Introduction

This is a short report on the work of the Governing Body for the year 2016-2017. It aims to show how the Governing Body works with the school to ensure that the school's vision is achieved.

## Background

### What is the purpose of the Governing Body?

All school governing bodies are responsible for three areas:

- **Vision** - we need to ensure that the school has long term aims and a vision.
- **Accountability** - we need to hold our senior leaders to account for the performance of the school.
- **Finances** - we need to ensure that the school's budget is robust and the money is well spent.

### How to contact a Governor

If you want to raise a concern with a parent governor please speak to either Darren Williams (Headteacher), Paul Taylor or Rachel Speed (Deputy Headteachers). If we cannot help you we will refer your concern to a parent governor to contact you. If you would like to go straight to a parent governor then please go to the school office and leave your contact details, or a written query, and it will be passed onto a parent governor. The Chair of Governors can also be contacted in the same way.

### How do we structure our work?

#### 1. Meetings

The **Full Governing Body** meets five times a year in the evening, each of these meetings lasts around 2.5 hours. At these meetings we receive reports from committees, we scrutinise the Head teacher's report; receive the reports from link governors and discuss any other items that need our attention.

We have two main committees and each governor is expected to attend at least one of these:

**Finance, Staffing & Premises (FSP) Committee** – this committee covers the school budget, premises, health and safety and staffing. In the spring, we set the budget and each term we monitor the spending against it. In addition, we receive reports on benchmarking (spend per category at Central Park Primary School compared to other similar schools in Newham and nationally) and

pupil premium spending. We also discuss the following policies: Finance; Pay; Staff Recruitment; building maintenance; staffing structure.

**Learning, Teaching & Curriculum (LTS) Committee** – this is where we receive and scrutinise reports on Behaviour, Safeguarding, Attendance, SEND provision, Admissions. Here we also discuss the progress of children in each year group. When required, we discuss school policies such as Equality, subject policies or healthy schools agenda.

### Link Governors

In addition to main and committee membership, some governors take on an additional role of link governor. Link governors become experts in their particular area. They meet with the relevant subject/area manager at Central Park Primary School once a term to discuss development, main challenges and to assume the role of critical friend.

All governors make visits to school either in the form of a learning walk or visiting a specific lesson. This is an important part of getting to know the school and acquiring well informed opinions on how the school functions. This in turn enables us to ask focused questions in meetings.

The table below illustrates the individual governor roles and responsibilities:

Type of Governor	Name	Leadership role	Committee role	Link governor role
Co-opted	<b>Ashuk Hussain MBE JP</b>	Chair of Governors	FSP Committee	Families and Communities
Co-opted	<b>Ghazala Raja</b>	Vice-Chair of Governors Chair FSP Committee	FSP Committee	Buildings and Learning Environment
Co-opted	<b>David Bond</b>	Chair of LTS Committee	FSP Committee	Safeguarding / LAC / Pupil Premium Quality of Teaching
Co-opted	<b>Victoria Gray</b>		FSP Committee	Training / Staff Wellbeing
Authority	<b>Anita Waring</b>		FSP Committee	Curriculum Development
Co-opted	<b>Gemma Hunt</b>		FSP Committee	Quality of Teaching
Co-opted	<b>Nazima Kassam</b>		LTS Committee	Inclusion Buildings and Learning Environment
Co-opted	<b>Dean Benoit</b>		LTS Committee	Raising Pupil Attainment and Achievement
Staff	<b>Leena Prabhakumar</b>		LTS Committee	RE
Parent	<b>Sashna Uddin</b>		LTS Committee	
Parent	<b>Fiona Shaik Umar</b>		FSP Committee	
Head teacher	<b>Darren Williams</b>	Head teacher	Head teacher	

In addition we hold a “**Governors in School Day**” each year in March when we spend the whole day at school. At the “**Governors in School Day**” in 2017 we did the following:

- We looked at *Raiseonline* which is a detailed document summarising the achievement of Central Park Primary School pupils at the end of Reception, Year 2 (KS1) and Year 6 (KS2). This is an important element of getting to know the school.
- We also looked at the Statement of Internal Control to validate our financial controls to ensure we are fulfilling our duty to spend the money well. It is also an opportunity to ensure that we are following all the regulations related to public finances; including getting best value for money and preventing irregular expenditure.
- We discussed the role of link governors to ensure that we are as effective as possible. It was great to hear how all governors have been involved with the school, carrying out their link governor roles.
- During the morning we met with parents (including the PTA) to discuss our plans and hear their views. Following this we split up into groups. The first group completed book reviews of the pupil's learning to understand their progress and the impact of teachers' feedback. The second group visited classrooms to see the learning environments provided and see evidence of how our school plan is implemented in the classrooms.
- An insightful part of the "**Governors in School Day**" is the lunch in the dining hall. This provides an invaluable opportunity to speak to some of the pupils, to see how the lunch is organised and to get an overview into the playground dynamics.
- Talking to the School Council gave us an insider view into the day to day running of the school. We were very impressed with their confidence and delighted to hear them support the school and be very proud of their achievements.
- We finished the day by holding the full Governing Body meeting.

Overall, this is always a full day that provides the opportunity for training, getting to know the school and governor development.

### **Governor Engagement**

Besides the Governor in School Day, and the link roles Governors have, there are a number of other ways Governors engage with the school.

There is a **Curriculum in Action Week**. This is when Governors come into the school and visit classrooms to see the practice, focussing on the School Plan Priorities. This helps us evaluate the School Plan and make sure that what we said we want to focus on has taken place.

Our **Away Day** occurs late in the summer term. During this day we conducted a critical analysis of the Governors contribution to the school and how we could provide greater impact through use of our skills. The school plan for 2017 to 2018 was discussed at length to set the short-term strategic direction of the school. The day also provided a critical opportunity to discuss with the senior leadership team of the school the challenges they and the school face, the impact the school is having, and how the Governing Body can align its activities and use the professional skills of the Governors for the benefit of the school and its pupils.

## **Standards**

### **1. Curriculum**

During the year additional resources and time were allocated to ensure we deliver a broad and balanced curriculum to link with the National Curriculum. Staff have received more non-core subject training and resources to support an approach which is both innovative and inspirational without losing the rigour required to ensure that the children learn the basic skills of reading, writing and mathematics.

### **2. Pupil Performance**

Pupils are set individual targets and their progress towards meeting those targets is measured every term. At the end of Key Stage 2 (Year 6), in the 2017 SATs:

64% achieved the expected level or above in Reading Writing and Maths. This has increased from 56% in 2016.

15% achieved the higher standard or above in Reading Writing and Maths, another increase from 11% in 2016.

The national average for expected level attainment is 61% and for higher standard is 9%. Central Park is performing above the national average for both measures.

### **3. Narrowing the Gap**

The performance of groups of children is monitored carefully to ensure that their progress is in line with expectations for all pupils. Where gaps exist, different approaches to teaching and learning are explored, and in the case of children classed as disadvantaged (those who are looked after or who are eligible for free school meals) the pupil premium is used to secure additional resources to support their learning.

Some examples of these additional resources are Easter School, booster classes and interventions with senior teachers.

### **4. Reporting to Parents and Carers**

The school operates an open door policy and encourages parents and carers to communicate with teachers, if possible at the end of the day so as not to delay learning at the start of the day. In addition, parents and carers are invited to meet staff at points during the year, specifically at the start of the year and around Easter for Parents Evenings. Finally, there is dedicated time to meet with teachers each Tuesday after school.

Full reports are issued at the end of the spring term. These include information on pupils' attainment and progress, as well as specific references to achievement and general information on attitudes to learning.

### **5. Further Information**

The school is very happy to provide further information on how pupils are taught and how attainment and progress is measured. The Department for Education performance information for the school can be found on the school website, [www.centralpark.newham.sch.uk](http://www.centralpark.newham.sch.uk).

## **Behaviour**

Behaviour at the school is very good and continues to improve, with the behaviour policy introduced in 2013 now embedded in school life with rewards and sanctions well established and resourced. Specific incidents are reported to the Governing Body in order to spot trends and to reassure that issues are being dealt with appropriately.

### **1. Mobility**

There is considerable pupil mobility in the locality, with more than the average number of children leaving and joining the school at regular intervals. Our mobility at Central Park is 23% compared with 14% nationally. Many of those joining the school have English as an Additional Language (84%) and so the induction and settling in process is critical to ensure that expected behaviour is understood and that easy to follow routines are made clear so that learning can start immediately.

### **2. Bullying**

The school has a pro-active approach towards dealing with bullying with a clear anti-bullying policy. Bullying behaviour is reported to the Governing Body termly and last year there were 5 incidents dealt with by the school, including cyberbullying, and for 2 of these incidents we involved the parents.

### **3. Racist Incidents**

The school takes all racist incidents seriously and reports termly to the Governing Body. Last year there was 0 reported incidents.

### **4. Exclusions**

No child is excluded from the school without a great deal of thought. Exclusions are reported to the Governing Body and the Governing Body reviews all fixed term and permanent exclusion decisions. Last year no pupils were excluded.

## **Attendance**

Attendance at school, and arriving on time, is a key issue for the school. Attendance has risen this year to 94.7% by the end of the year. As a result of Eid not falling on allocated days 0.4% attendance was lost. Arriving on time is still an issue for some families, therefore work will continue to promote a culture of being in school and ready to learn at 8.50 every morning. Particular areas for focus are Nursery and Reception

## **Special Educational Needs (SEN)**

Children with special needs are identified by the school and the appropriate support provided. Last year there were 164 children on the special needs register (16%). The SEN budget is spent on providing additional support for children both in and out of class; this support is small group work or programmes with individual pupils. This is to help them achieve and break down barriers to learning. The school has a comprehensive package of support available. In addition to this, the school uses the budget to have specialists from health and education to ensure that assessments are frequent and support and advice is available for the children. Assessments are regularly carried out for all SEN groups and the progress of the children measured against their National Curriculum Levels and their individual targets.

At Central Park, we continue to ensure there is no discernable gap in progression for these pupils.

## **Complaints**

The school has a policy for dealing with complaints, and it follows the recommended procedure for formal complaints. In summary the 3 stage process is 1) speak to the staff member concerned; 2) speak to a senior leader if not resolved at stage 1 and 3) meet with Governors if not resolved at stage 2. During the year no 'complaints' have been heard by Governors, they have been dealt with by Senior Leaders.

## **Staffing**

### **1. Recruitment**

Considerable time and resources have been allocated to ensuring that the best possible staff appointments are made. New staff receive a full programme of induction with newly qualified teachers being given additional time and support.

### **2. Appraisal and Performance Management**

All staff are appraised and performance managed in line with government guidelines. If performance falls below expected levels despite support and professional development, the issues are addressed using agreed policies and procedures.

### **3. Staff Training**

Continual professional development (CPD) is provided for all staff to ensure that they are properly equipped to teach their pupils so that they learn effectively. Like all maintained schools, the school has five 'in service training' (INSET) days. This year these days have focused on training for the new curriculum, safeguarding, feedback on learning and transition activities.

## **Financial Management**

### **1. Budget**

The school receives its funding from the local authority. Using the information known at the start of each financial year, the budget for April 2016 to April 2017 amounted to £6.2m. The budget for 2017-2018 is £5.5m. The difference in budget is due to a previous carry forward of £0.5m for building work that has now been completed and is not a material reduction in budget. The Governing Body continues to maintain a 0.5% contingency fund.

### **2. Value for Money**

The school benchmarks against other similar schools and has established links and contacts which enable the sharing of good practice and effective strategies.

### **3. Pupil Premium**

The school received additional funds for pupils considered to be disadvantaged (either looked after or eligible for free school meals) amounting to £274,400. This has been used to ensure that disadvantaged pupils make expected progress by helping to fund:

- KS Leaders for Teaching and Learning
- Extra-curricular activities and clubs
- Subsidising educational visits
- Easter school
- Booster classes
- SATs refreshments
- Attendance and behaviour rewards
- Staff training

- Resources (e.g. book bags)
- Intervention teacher

Impact is measured by using the data available on pupil attainment and progress. To date the most effective strategies are the most costly, for example, reducing class size and one to one tuition. As the quality of teaching improves, the targeting of resources to the most needy will become more precise and should show more impact on narrowing gaps between specific groups of children.

A full report of Pupil Premium spending and impact can be located on the school website.

#### **4. Charging**

The school's charging policy is unchanged and is on the school's website. The policy outlines when and how we charge for school activities e.g. educational visits, clubs and curriculum activities. ([www.centralpark.newham.sch.uk](http://www.centralpark.newham.sch.uk))

### **Health and Safety, Child Protection and Safeguarding**

The safety and well being of all children is of paramount importance to all at Central Park Primary School. Children need to feel safe and well cared for so that they are able to learn. The school's policies and procedures on health and safety, child protection and safeguarding comply with local authority guidelines, and training for all staff is up to date and on going. This is reported to the local authority each year. In addition the Chair of Governors is trained in safer recruitment. The school's Designated Lead for Child Protection is the Inclusion Leader, Paul Taylor.

### **Views of Parents and Carers, Pupils and Staff**

The views of the parents and carers, pupils and staff help to shape the philosophy and the direction of the school. The Senior Leadership team are visible and approachable at the beginning of every day to ensure that concerns or queries can be dealt with quickly and efficiently and this helps to know how parents are feeling. The Head holds half termly meetings to discuss current school development issues and the parents are invited to see our practice throughout the year. Staff are regularly involved in discussions about school improvement and pupils are spoken to regularly as part of the monitoring cycle as well as through school council and questionnaires.

### **School Improvement Strategy**

The school's self evaluation process is ongoing. After all the end of year attainment and progress data is gathered, the key measures are re-visited and judgements either confirmed or adjusted. This will inform the target setting process for the school which takes place in November.

### **Conclusion**

The Governing Body is pleased to report that the school improvement strategy is proving to be effective as standards continue to be generally above the national average. All improvement measures are underpinned by a budget which is clearly aligned to the key priorities for improvement. The views of parents and carers, pupils and staff support the Governing Body's assessment that the school is making good progress towards achieving its vision and this is to be commended.

I want to thank my fellow governors for all their hard work. It is an honour and privilege to lead the multi-talented, diverse and committed governing body of Central Park Primary School.

I would like to take this opportunity to thank our Headteacher, all the staff at Central Park Primary School, the parents and carers, PTA and most importantly the pupils for their commitment, dedication and hard work.

**Ashuk Hussain MBE JP**  
**Chair of Governors**  
**Central Park Primary School**