



GOVERNING BODY

ANNUAL REPORT

NOVEMBER 2016

INTRODUCTION FROM CHAIR OF GOVERNORS

Dear Parents/Carers

We hope that this annual report from the governing body provides you with an interesting and helpful picture of our work over the last academic year and our priorities for the 2016/17 year.

One of the key events of the last year was the long-awaited OFSTED inspection. We were very pleased that in awarding a GOOD rating, the inspectors recognised the improvements that the school has made thanks to the huge amount of work put in by everyone at the school. I would like to take this opportunity to say a huge thank you to our previous Chair of governors, Hannah D'Aguiar, who expertly led the governing body in the lead up to and through the inspection.

This report includes a summary of the key findings of the OFSTED report. It also sets out and analyses the school's results from 2015/2016 for early years, phonics, KS1 and KS2.

Finally we have summarised the work that the governing body carried out over the last year and our plans for the coming year. Our work last year included reviewing the implementation of the new curriculum and way of assessing pupils at KS1 and KS2, managing a reducing budget and supervising the setting up of the new nursery.

In the coming year our primary focus will be on the recruitment of a new headteacher following the departure of Ms Shaw at Christmas. We will also be working on the development of a new Vision Statement and development plan for school, which will need to focus on key challenges for the school including improving the delivery of a creative curriculum and the prospect of significant cuts to our budget as a result of the Government's new national funding formula.

Hugh Merritt

Chair of Governors

ABOUT THE GOVERNING BODY

Introduction to the Governing Body

The governing body are a group of volunteers who work alongside the headteacher to support in the strategic leadership of the school. A governing body has three core functions:

1. Ensuring the clarity of vision, ethos and strategic direction of the school;
2. Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff; and
3. Overseeing the financial performance of the school and making sure its money is well spent.

As such, much of the work of the governing body is around the strategic leadership of the school which means we support the school leadership team in making both financial decisions and decisions about the children's' education. We track the progress of the school which means we look at how well our children are performing in their education. We also look at how well our teachers are teaching and support school leaders in helping them to get better.

Much of our work is divided across three committees which meet once every half term.

Governors

The list of our governors is set out below.

Name	Type of governor	Committee membership	Other roles
Hugh Merritt	Parent Governor	WCC, F&C	Chair & Chair of WCC
Kaley Foran	Co-Opted	Standards	Vice-Chair & Chair of Standards
Chris Jenkinson	LEA	F&P	STEM & Chair of F&P

Ian McDonald	Co-Opted	F&P	Pupil Premium& Data
Esin Cakmak	Co-Opted	WCC	
Anselm Marshall	Co-Opted	F&P	
Jo-Anne Rampling	Parent	Standards	Safeguarding
Bethany Marchant	Parent	WCC	Staff Wellbeing & Early Years
Hannah D'Aguiar	Parent	F&C	Inclusion
Ali Thoborn	Trust	Standards	Chair of the Green Lanes Co-Operative Trust and Pupil Voice
Cal Shaw	Staff	All	Headteacher
Adrien Schellingerhound	Staff	Standards	
Dave Stewart	Parent	WCC	Reading
Richard Pierce	Parent		

Governing Body meetings 2016/17

All our meetings are open meetings and any parents or members of the wider community can attend to observe. The meeting schedule for the full governing body is set out below:

8 December
 2 February
 16 March
 18 May
 6 July

Meetings start at 6.30pm and take place at the school.

Meeting schedules for our committee meetings are set out on the school website (in the "Meet the Governors" section).

Contacting the Governors

The governing body can be contacted via email - Governors@chestnutsprimary.com.

OFSTED REPORT FEBRUARY 2016

OFSTED is the government body responsible for inspecting all schools in the UK. They do this by way of a 1 or 2 day inspection of a school which takes place every 3-5 years. Schools can be graded OUTSTANDING, GOOD, REQUIRES IMPROVEMENT or INADEQUATE.

At the inspection held in February 2016, Chestnuts school was upgraded from its previous overall rating of REQUIRES IMPROVEMENT to a GOOD overall rating.

OFSTED identified a number of areas where the school performed well:

- Good leadership and management who are clear as to where the school needs to improve.
- Good teaching and learning because teachers have good knowledge of the subjects they teach and motivate the pupils with interesting activities.
- Attainment is rising; pupils of differing abilities all make good progress and do well over time.
- The school has a nurturing ethos where every child, parent and member of staff is valued and their needs are considered carefully.
- Pupils feel very safe at school and behave well. Their attendance is high, demonstrating that they are enthusiastic about coming to school.
- The school has an exceptionally close partnership with parents and they are overwhelmingly pleased with the provision.
- Pupils' spiritual, moral, social and cultural development is very well supported. Pupils learn to become considerate and well-rounded individuals and are prepared well for life in modern Britain.

The inspectors also identified two key areas where the school could improve:

- Strengthen activities in the early years provision so that they are consistently purposeful and fully extend the children's learning.

- Ensure that teachers always have the same high expectations for pupils’ learning in other subjects as they have in English and mathematics.

The full report can be found on the school’s website and the OFSTED website.

2016 RESULTS – EARLY YEARS, YR 1 PHONICS, KS1 AND KS2

Early years attainment

Our reception children are assessed by teachers in the classroom against a number of learning goals. A number of these goals are also combined to assess whether children are achieving an overall “good level of development”. The table below shows the percentage of children at Chestnuts who achieved a good level of development over the last three years as against the national average.

Year	2014	2015	2016
Chestnuts	61%	73%	73%
National	60%	60%	68%

These results show that we continue to perform above the national average at reception and maintained our performance from 2015 in 2016.

Yr 1 Phonics

Our year 1 pupils take a 1 to 1 test to assess their ability to read phonetically. The table below shows the percentage of children at Chestnuts who met the required standard over the last three years as against the national average.

Year	2014	2015	2016
Chestnuts	85%	81%	76%
National	74%	74%	77%

As you can see, our results have slipped slightly over the last couple of years, with last year's results very slightly below national average.

KS1 and KS2 attainment

The 2015/16 year saw a major overhaul of the national curriculum for KS1 (yrs 1-2) and KS2 (yrs 3-6), including the way that pupils are assessed. The two major changes were that:

- The content and expectations of the curriculum were made significantly more challenging.
- The previous way of assessing children against "levels" was replaced by an assessment as to whether children meet an expected standard. The published results now look at whether a child is "Working towards the expected standard", "Working at the expected standard" (EXS) or "Working at greater depth within the expected standard" (GDS).

The changes mean that it is impossible to compare the 2016 KS1 and KS2 results against previous years. As such, we have only presented below the 2016 results as against the national averages.

Children are assessed in reading, writing and maths. We also report a combined score, which shows the percentage of children who have met the standard across all three subjects.

KS1 attainment (year 2)

	Reading	Writing	Maths	Combined
EXS Chestnuts	80%	77%	83%	70%
EXS National	74%	66%	73%	60%
GDS Chestnuts	22%	23%	23%	15%
GDS National	24%	18%	13%	9%

KS2 attainment (year 6)

	Reading	Writing	Maths	Combined
EXS Chestnuts	61%	84%	77%	61%
EXS National	66%	74%	70%	53%
GDS Chestnuts	29%	21%	29%	16%
GDS National	19%	15%	17%	5%

Overall, both the KS1 and KS2 results are significantly above the national averages, particularly in writing, maths and combined. This is particularly pleasing given the challenge presented to both teachers and children in adapting to the new curriculum.

KS2 progress

The government also measure children's progress between KS1 and KS2. This is a key measure to use in conjunction with the attainment measure because it demonstrates how well the school performs for all pupils.

For progress scores, 0 is the expected progress. A positive score means that children on average make more progress between KS1 and KS2 than expected. Our progress scores this year were:

Reading	Writing	Maths
1.1	3.4	3.0

This means that across all subjects, but particularly in writing and maths, Chestnuts children made better than expected progress.

REPORTS FROM THE COMMITTEES

Standards and achievement committee

This committee challenges attainment levels in the school. We receive reports from school leaders about how well children are doing and ask questions about how we can continually make this better. We also oversee any changing to the curriculum or introduction of new teaching styles.

This year on the Standards and Achievement committee, we have been focused on the school's assessment changes: the move to 'assessment without levels' and the new SATs. We have also focused on the achievement of pupils with SEN, and more able pupils. We were particularly pleased with the success of the school's Inclusion Week, and wish to express our heartfelt congratulations and gratitude to the teachers who helped pupils to achieve such strong SATs results this year, especially given the challenges of the new tests.

In the year to come, we will be challenging and supporting the school to improve the delivery of the creative curriculum. We will also be monitoring the continued development of assessment without levels, the school's results in national assessments, and the continued growth and development of the school's new nursery provision. As in previous years, we will continue to work to ensure that pupils with SEN, pupils in vulnerable groups, and our more able pupils receive the best support and provision the school can offer.

Finance and personnel committee

This committee oversees the financial management of the school. We work closely with the headteacher and school business manager to ensure we spend our budget wisely and with the most impact on children's learning.

After a number of years of stable budgets, last year saw a tightening of our budget as a result of increased national insurance and pension costs for our staff. This meant that in order to stay within our budget we needed to cut

our costs. This unfortunately meant the loss of two members of staff and a reduction of hours for our learning support assistants (LSAs).

In the year to come, we will need to continue to focus on coping with a reducing budget. The next financial year will see a basically flat income combined with some increasing costs. However, the big concern on the horizon is the Government's implementation of a new "National Funding Formula", which will result in significant reductions in the budgets of most London schools, probably starting in 2018. We will have a clearer idea of the level of cuts following a Government consultation paper to due be published by the end of this year.

Welfare, community and communication committee

This committee focuses on the welfare of pupils and staff, the school's role in the community (including the Green Lanes Co-Operative Trust) and the school's communication with parents/carers. The committee also oversees the wraparound care offered by the school.

In the last year, the committee spent a great deal of time on the new nursery which opened in January. This included developing an Admissions Policy and monitoring its implementation, ensuring the appropriate policies and procedures were in place and reviewing the staffing structure for the nursery.

We reviewed the updated safeguarding policy and conducted safeguarding and health and safety audits. In relation to staff welfare, the committee monitored and supported various welfare initiatives and conducted a staff workload survey. We also discussed various aspects of how the school communicated with parents.

In the year to come, we will continue to focus on all the above topics. In addition, the governing body is keen to develop and grow the Green Lanes Co-Operative Trust by adding new schools and ensuring the networks the trust creates are better utilised, so this is likely to become a key area of work for the committee.