



Tutshill School Governors' Annual Report to Parents 2015/16

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As Chair of Governors, on behalf of the Tutshill School Governing Body, I am delighted to report on another busy and very successful year for the school.

This Annual Report covers the School's achievements and financial health for the 2015/16 year.

Here are some highlights.

Progress on attainment levels against the new curriculum:

- **Early Years Foundation Stage** - The school has outperformed the national average for achieving a good level of development by 5 percentage points
- **Key Stage 1: Reading** - Working at or above the expected standard (13% above national score)
- **Key Stage 1: Writing** - (9% below national score)
- **Key Stage 1: Maths** - (14% above national score)
- **Key Stage 2: Reading** - (6% above national score)
- **Key Stage 2: Writing** - (2% below national score)
- **Key Stage 2: Maths** - (16% above national score).

These achievements are very encouraging and actions are in place to improve the Key Stage1 and 2 writing achievement of working at or above the expected standard.

The school has been successful in securing a bid from Gloucestershire County Council and we now have a redesigned library, a new cooking/ practical space demonstration area, a kitchen in the Busy Bee Hive, and direct access from the Busy Bee Hive to the outdoor area.

The Diocese SIAMS team inspected the school and we achieved an outstanding rating!

SIAMS inspections focus on the effect that the Christian ethos of the church school has on the children and young people who attend it. Church schools will employ a variety of strategies and styles, which reflect their particular local context or church tradition in order to be distinctive and effective.

The development of our vision and values, the approach we take toward collective worship, the delivery of Religious Education and of course the support we have from our school community means we are an 'outstanding' school. The children fully understand the impact the values have upon them in school but also their lives outside of school.

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We remain in good financial health.

Our school continues to be a model for developing our young people in the local community and we hope that your experience reflects this. As a Tutshill School parent for 20 years, I am proud to continue to serve as the Chair of Governors.

We trust you find the report of interest and welcome any comments or questions you may have. We are also currently looking for additional Governors to join our team, so if you are interested in becoming a Governor, please contact the school office.

Best wishes.

Robin Riordan

Chair of Governors



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1.a) Our school ethos

The Governing Body has focused on aligning its ethos statement with its vision.

“The school strives to achieve the highest level of academic, social and spiritual development in a safe, caring and inclusive environment. We encourage respect and tolerance for each other, supported by our Christian values.”

1.b) Our strategic goals

The Governing Body has a strategic direction which enables the vision of “*Love One Another, Know Ourselves, Believe and Grow*” to become a reality within the school.

The Governing Body set strategic goals in eight areas that combine to ensure a broad and holistic approach to education at Tutshill rather than a purely academic focus.

These areas are:

Academic achievement: Academic achievement is simply defined as “*being the best you can be*” with regard to breadth and quality of academic learning.

Social development: Social development encompasses all aspects of establishing, nurturing and maintaining healthy and rewarding relationships; personal aspects such as managing feelings, emotions and behaviour; interpersonal aspects such as conflict resolution, compassion and responsibility; cultural aspects such as respect for others and embracing diversity.

Vocational development: Vocational development describes a person’s journey of discovery of their place in the world; how they find their identity and uncover their uniqueness; how they apply their learning and develop their talents; how they choose and pursue their direction in life. It applies equally to children and staff.

Health and wellbeing: Health and wellbeing summarises the happiness, security and health of a person. It applies equally to children and staff.

Spiritual development: Spiritual development is a vital dimension of human life. It has a bearing on the discovery of who we are and the formation of who we might become. It is essential to wholeness and contributes to the formation of the faith and beliefs, morals, values and ethics that we have and the decisions that we make.

Community cohesion: Community cohesion describes how the children in the school interact with relevant communities. It is about acting out our school values in ways that serve and strengthen our relationships with our neighbours everywhere, whether they are in our school, our local community or globally.

Learning environment: The learning environment includes all material aspects of the school and any other locations where learning takes place such as on visits.

Financial value: Financial value is determined by the effectiveness of the allocation of resources in meeting the School's operational and development goals.

1.c) School Development

As the school strives 'to be the best we can be', we have a development plan in place to ensure the school is always advancing. The Headteacher and her team are constantly reviewing the way they deliver the curriculum, the opportunities they provide for our children, the attainment of our children and the happiness and wellbeing of our children. This in turn enables staff to be reflective and ensure the school's resources are deployed effectively and that the Headteacher and Governing Body are able to identify areas for development.

Following the OFSTED, 2014, recommendations and using the school's self-evaluation the focus areas are:

Teaching and learning

- Reading has continued to be a focus across the school. We have embedded questioning in our guided reading sessions. Teachers are now using complex levels of questioning to illicit children's understanding when reading. In addition, children are also required to ask questions that feature in Blooms Taxonomy.
- Our most able children receive opportunities to stretch and challenge them through practical and investigative work.
- The Maths curriculum has continued to develop and children are reporting much enjoyment completing many more practical activities in Maths. Children understand that they do not need to complete work at speed to show understanding. The shift in mind-set means that children are grappling with subject matter to ensure they understand the underlying mathematical concepts.
- Throughout the school we use Talk for Writing in English lessons. Talk for Writing enables children to imitate the key language they need for a particular topic orally before they try reading and analysing it. Through fun activities that help them rehearse the tune of the language they need, followed by shared writing to show them how to craft their writing, children are helped to write in the same style.

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- High quality texts are used across the school to ensure all children are motivated by the text and are engaged in lessons.
- The School Council has gone from strength to strength with regular meetings being held between school council members, teachers and the Headteacher.
- The School Council has developed its own website page and have even held a vote to see which charity the children at the school would like to support.

Senior Leadership Team, SLT

- Headteacher: Miss Lane
- Teaching and Learning: Mrs Fryer (Deputy Head)
- Curriculum Development and Creativity: Mrs Howells.
- Pupil Engagement and Experiences: Mrs Dursley.

The members in the SLT have developed 3 year plans. The Headteacher uses these plans, in addition to the School Development Plan, to continue to drive the school forward.

Focus for 2016/17

The school has an in-depth annual action plan that is created by the Headteacher following close analysis of previous data and provision. This is called the School Development Plan, SDP. The Teaching and Learning Committee regularly ask questions and challenge the Headteacher to ensure the school is meeting the objectives.

In our continued drive for the school to be the best it can be, there is to be a continued strong focus on teaching and learning for the coming year, 2016/17. The children will spend much time understanding what it is to develop a growth mind-set and to improve their wellbeing in order to approach their learning in a positive and proactive way.

There will be INSET days held throughout the year, and also termly twilights for staff, to maintain momentum and monitor the impact that these strategies are having on the children's academic and personal attainment.

Teachers will be using new strategies and learning resources to further ensure that our children are being challenged, irrelevant of their academic starting point. The schools' middle leaders will be working closely with their colleagues to ensure that they are able to make judgements about the quality of teaching and learning in that subject, identify strengths and development points and to be able to offer further professional development if required.

Teachers have set end of year targets for children that reflect prior attainment, as well as challenging children to exceed their targets.

1.d) Achievements of the school

- The National Curriculum 2014, is fully embedded across the school. Close monitoring of coverage has allowed us to ensure that the children build on the previous year's learning objectives as part of the two year rolling curriculum.
- The Department of Education, DfE, in line with the new curriculum, removed assessment by levels. This allows school to create their own assessment models. At Tutshill we have developed a robust and school suitable tracking system. We use an online tracking system, School Pupil Tracker Online, to show progress towards end of year objectives. Termly, the children are assessed on what they have been taught that term and are reported to the headteacher as emerging, expected or exceeding in these areas. At the end of the academic year, children will be assessed as emerging, expected or exceeding in relation to their school year group/age. The DfE call these age related expectations, ARE.
- The school has been successful in securing a bid from Gloucestershire County Council. We now have a redesigned library, a new cooking/ practical space demonstration area, a kitchen in the Busy Bee Hive, and direct access from the Busy Bee Hive to the outdoor area.
- The school maintained links with the church, held and attended key events such as Experience Easter and Experience Harvest. Our children and families minister, Jane Penny, has assisted the school in delivering these sessions.
- We have been approached by the Diocese to have one of our teachers as a Hub Leader, a huge privilege!
- The children have been part of sporting tournaments such as, athletics, cross country, football and swimming galas. At each of these events children from Tutshill School were praised for their behaviours and sportsmanship.
- We have held many events at the school that have allowed children to experience a range of sporting activities. These vary from climbing walls, to dance workshops.
- Children in KS1 and KS2 at the end of last academic year were the first children to sit the new Statutory Assessment Tests, SATs. The results are to follow but it must be noted that the children approached these with maturity and confidence. The school was exceptionally pleased to see this positive work ethic.
- Year 6 writing was externally moderated by Gloucestershire County Council primary school moderators. The judgements were agreed by and the school praised for the body of evidence it presented. Moving forward, the school is confident that our assessment procedures and judgements are accurate.

In addition to the above the Governing Body has directly influenced the health of the school by:

- Working in conjunction with the Headteacher is securing and suggesting designs and layout for the revamped library and kitchen area.
- Worked with the school during the SIAMs inspection, with one of our governors being subject to a rigorous interview.
- Continuing to ensure the School Development Plan is achieved and that the school is effectively managed within budget.

2) Academic Performance

2.a) Early Years Foundation Stage, Year Reception.

Early Years Foundation Stage, EYFS.

The primary purpose of the EYFS profile is to provide a reliable, valid and accurate assessment of individual children at the end of the EYFS. It is based on ongoing observation and assessment in three prime and four specific areas of learning and the three characteristics of effective learning.

Prime areas: Communication and language, physical development and personal, social and emotional development.

Specific areas: Literacy, mathematics, understanding the world and expressive arts and design.

Characteristics of effective learning: Playing and exploring, active learning and creating and thinking critically.

A good level of development measure is defined as a child achieving at least the expected level in the early learning goals, in the prime areas of learning (personal, social and emotional development; physical development and communication and language) and the early learning goals in the two specific areas of literacy and mathematics.

Good level of development %	2014	2015	2016
School	70	76	71.9
National	60.4	66.3	66.9

2.b) Phonics

The phonics screening check is designed to confirm whether pupils have learnt phonic decoding to an appropriate standard. It will identify pupils who need extra help to improve their decoding skills.

The check consists of 20 real words and 20 pseudo words that a pupil reads aloud to the teacher.

- 28/30 children passed
- School Pass rate 93%.

2.c) Key Stage 1

From 2016, KS1 national curriculum test outcomes will no longer be reported using levels. Scaled Scores will be used instead.

A new set of KS1 national curriculum tests replaces the previous tests and tasks. The new tests consist of:

- English reading Paper 1: combined reading prompt and answer booklet
- English reading Paper 2: reading booklet and reading answer booklet
- Mathematics Paper 1: arithmetic
- Mathematics Paper 2: reasoning.

There is no longer a test for English writing. It is teacher assessed.

Following the removal of teacher assessment levels, interim teacher assessment frameworks have been provided to support teachers in making robust and accurate judgements for pupils at the end of KS1 in 2016 and 2017.

Children are now assessed against end of key stage objectives stating whether they are working towards, working at or working at greater depth within the expected standard.

As this is the first year, there is no historical data available.

KS1 tests are taken throughout the month of May. Children will sit the test in groups or even as a whole class. Children may not even know they are taking the tests. They are marked internally and teacher assessment is recorded and submitted to the Department for Education, DfE.

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Reading

Working at or above the expected standard: National 74% **Tutshill School 87%** (+13% above national score)

Reading	Working towards, WTS	Local Authority	National	Working at expected standard, EXS	Local Authority	National	Exceeding the expected standard, EXS +	LA Local Authority	National
%	13	26.9	19	40	50.3	50	47	22.8	24

Writing

Working at or above the expected standard: National 65% **Tutshill School 56%** (-9% below national score)

Writing	Working towards, WTS	Local Authority	National	Working at expected standard, EXS	Local Authority	National	Exceeding the expected standard, EXS +	Local Authority	National
%	43	3	27	46	50	52	10	12	13

Maths

Working at or above the expected standard National 73% **Tutshill School 87%** (+14% above national score)

Maths	Working towards, WTS	Local Authority	National	Working at expected standard, EXS	Local Authority	National	Working within Greater Depth of the Expected standard, GDS	Local Authority	National
%	27	27	21	36	50.3	55	37	22.8	18

2.d) Key Stage 2

KS2 tests are administered in May. Every school in the country will administer at the same time. Maths, reading, spelling and punctuation are marked externally.

READING

Test outcome.

Working at or above expected standard: NATIONAL 66% **Tutshill School 72%**(+6% above national score)

Reading	Working towards, WTS	Local Authority	Working at expected standard, EXS	Local Authority
%	27.6	30.5	72.4	69.5

Writing Teachers Assessment (TA)

(Teachers are required to assess the children's writing taking into consideration a range of writing in a range of subjects. The school reports this to the DfE.)

Working at or above the expected outcome: NATIONAL 74% **Tutshill School 72%** (-2% below national score)

Tutshill School was externally moderated and the school judgements agreed

Writing	Pre key stage	LA Local Authority	Working towards, WTS	LA Local Authority	Working at expected standard, EXS	Local Authority	Working within Greater Depth of the Expected standard, GDS	Local Authority
%	6.9	3.6	27.6	30.2	55.1	56.1	17.2	13.4

Maths

TEST OUTCOME

Working at or above the expected outcome: NATIONAL 70% Tutshill **School 86 %** (+16% above national score)

Maths	Working towards, WTS	Local Authority	Working at expected standard, EXS	Local Authority
%	24.1	30.2	75.9	69.8

Progress of our children- KS1 to KS2

Following new assessments were introduced in 2015/16, there is no historic comparable data.

Progress is measured through a value added measure. There is no target of progress for a child to make. Any progress that is made by the child goes toward the school progress score. It is designed to celebrate progress of all pupils regardless of prior attainment score. Average progress is measured against comparator groups. Comparator groups are those children achieving the same KS1 score and comparing this to the score they achieved at KS2.

To judge a school's effectiveness, both the school progress score and its associated confidence interval need to be taken into account. The width of a school's confidence interval is determined by the number of pupils in the school in the progress calculation as well as the strength of the relationship between KS1 prior attainment and the KS2 score.

(Primary school accountability in 2016. DFE. September 2016.)

KS1 strengths following SATs and external tests

- For KS1 disadvantaged pupils, attainment of greater depth in all subjects for all EYFS development groups was close to or above national figures for other pupils.
- The proportion of pupils that met the expected standard in phonics was above the national figure in year 1.

KS2 strengths following SATs

Reading.

- High prior attainers made above national progress
- Disadvantaged Middle prior attainers made better than national progress.

Writing:

- High prior attainers made better than national progress.

Mathematics:

- The school made better than national progress and attainment for all groups.
- Above national scaled score
- Above national scaled high score

English Grammar, Punctuation and Spelling, EGPS.

- EGPS: when disadvantaged children compared with all children above national progress
- EGPS: Inline nationally and above national for high scaled score
- KS2 results significantly above national for Reading/Writing/Maths.

3) Financial Picture

The Finance Committee of the Governing Body meet termly to ensure the school budget is sufficient to support the aims of the School Development Plan. Governors hold the school to account through questioning of expenditure and clarification of need for certain items. The governors ensure best value is adhered to at all times.

Through this diligence we find ourselves in a “healthy” financial position.

Probity

Finances are managed in accordance with the Nolan Committee Report (1996) There are seven principles applicable to public spending bodies.

- objectivity
- accountability
- openness
- integrity
- honesty

Probity & Budget Statement

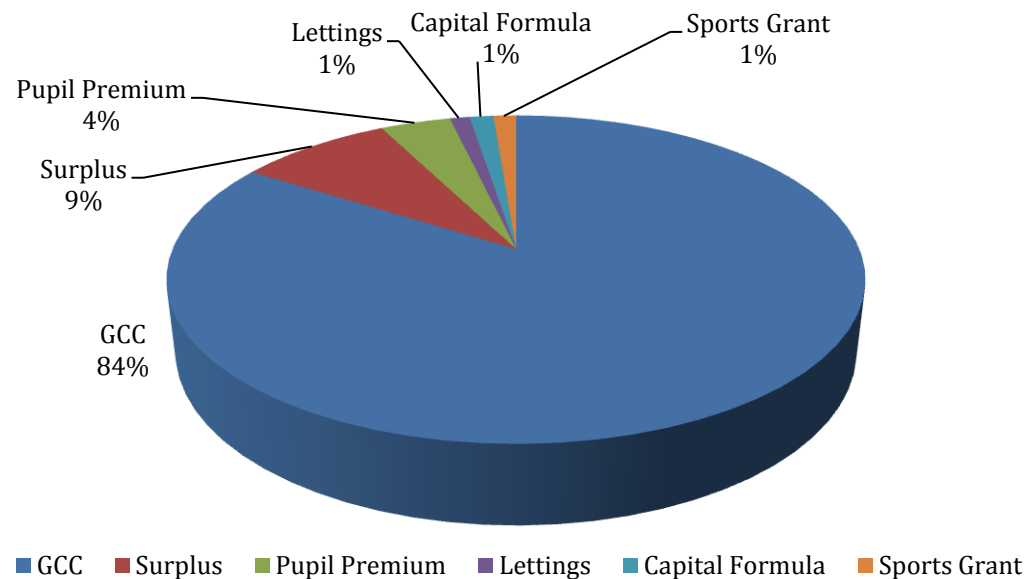
The school budget is not in deficit and is monitored by the Finance Committee on a monthly basis. The school works with a Gloucestershire County Finance Officer. This provides us with confidence and accuracy when submitting the budget to the Full Governing Body.

3.a) Income and expenditure

Charts for Income and Expenditure

The charts below illustrate the school's major sources of funding and expenditure:

Major Sources of Income 2015/16



Pupil Premium

Pupil Premium funding is provided to the school for children that are in receipt of free school meals, children in care of the local authority (24hours or more) or children who have been adopted. The school received the money and it is spent on those entitled to the funds. The finance committee is presented with provision and spending for these amounts. The Governors question the school regarding suitability of resources and reasons as to why initiatives are carried out.

Sports Premium funding

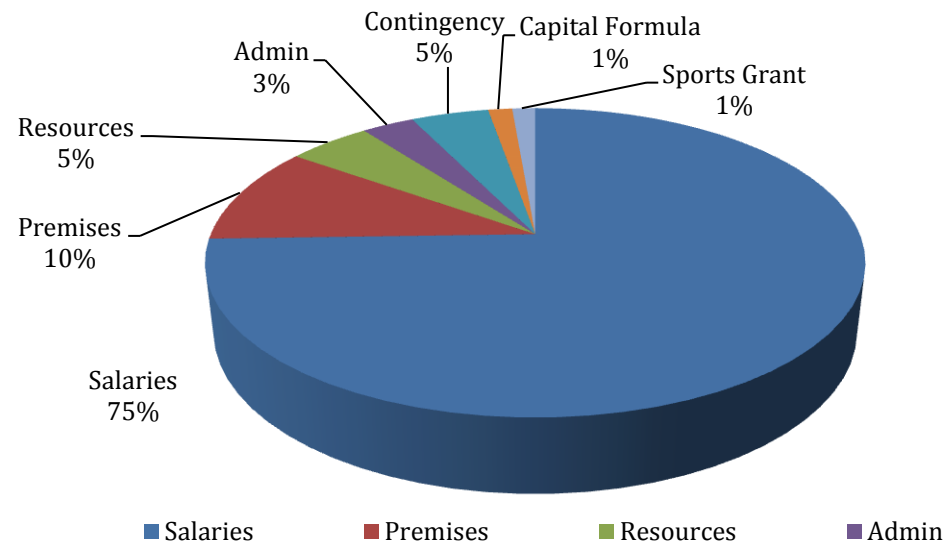
Schools with 17 or more eligible pupils receive £8,000 and an additional payment of £5 per pupil. Funding for 2015-2016 allowed us to provide a wide range of sporting activities and we organised an Olympic themed week. This was a great success and the children demonstrated and applied the School vision and

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values throughout. All classes were engaged and had the opportunity to work with external providers. They took part in Tae Kwon Do, fencing, climbing on a climbing wall and many other exciting activities. The feedback from children and parents was positive and helped to raise the profile of sport and fitness within the school.

We typically operate with a surplus between 5% and 8% which is the recommended level to address outstanding invoices and unforeseen emergency spending. This year's surplus was slightly inflated by the funds set aside for the new building project, which have now been spent.

Major Sources of Expenditure 2015-16



4) External Inspection

4.a) What was OFSTED's view of our school?

Here is a summary extract of the OFSTED 2014 report into Tutshill School:

- The Head and the Deputy Head carefully check the quality of teaching. They provide good guidance to help improve it.
- The early years provision is outstanding, with children making outstanding progress in their learning.

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- Pupils make good progress overall across Key Stages 1 and 2 in reading, writing and mathematics.
- Since the last inspection, attainment has stayed well above the national average at the end of Key Stages 1 and 2.
- Pupils say they feel safe in school and that there is little bullying.
- Relationships are good, with pupils generally behaving well in lessons and around the school.
- The Governing Body is effective in questioning senior leaders about the quality of teaching and pupils' achievement.

To view the full report, please follow the link: <http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/115655>

or visit the school website: <http://www.tutshillcofeschool.co.uk/>.

How have we responded to the OFSTED report?

We are very proud of the recent OFSTED report and its judgement that we are a good school with outstanding early years teaching. This reflects the dedication and hard work of all the school community.

Whilst we were extremely pleased with the report we have put in place an action plan to address the observations in the report. The action plan is being progressed by the Head and her team and monitored by the Governing Body.

4.b) School Inspection of Anglican and Methodist Schools, SIAMs

We are outstanding!

SIAMS inspections focus on the effect that the Christian ethos of the church school has on the children and young people who attend it. Church schools will employ a variety of strategies and styles, which reflect their particular local context or church tradition in order to be distinctive and effective. Inspectors will, therefore, not be looking to apply a preconceived template of what a church school should be like.

The principal objective of SIAMS inspection is to evaluate the distinctiveness and effectiveness of the school as a church school.

Towards this objective, inspectors seek answers to four key questions.

- How well does the school, through its distinctive Christian character, meet the needs of all learners?
- What is the impact of collective worship on the school community?
- How effective is the Religious Education?
- How effective are the leadership and management of the school as a church school?

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The development of our vision and values, the approach we take toward collective worship, the delivery of Religious Education and of course the support we have from our school community means we are an 'outstanding' school. The children fully understand the impact the values have upon them in school but also their lives outside of school.

Please take a look at the full report on the school website:

http://www.tutshillcofeschool.co.uk/website/siams_inspection_report/209365

5) The Governing Body

Chair: Mr Robin Riordan

Vice Chair: Dr Marion Evans

Vice Chair: Mrs Sarah-Jane Gilchrist

Clerk to Governors: Mrs Cathy Linden

Head Teacher: Miss Jennifer Lane

Ex-officio Foundation Governor: Rev David Treharne

Foundation Governor appointed by the Diocese: Ms Marilyn Henderson (1/09/2014-31/08/2018)

Foundation Governor appointed by the Diocese: Mr Robin Riordan (01/03/2013-28/02/2017)

County Council Appointed Governors (LA): Mrs Sarah-Jane Gilchrist (01/05/14-30/04/18. Resigned July 2016)

Parent Governors : Mrs Alex Watson (2016-2020), Mr Gavin Foxall (30/6/14-29/6/2018. Resigned March 2016)

Co-opted Governors: Dr Marion Evans (01/07/2015-30/06/2019), Mrs Katharine Clarke (01/10/15-30/9/19), Dr Fiona Bowie (Resigned February 2016)

Staff Governors: Mrs Amanda Cooper (05/10/2015-06/10/2019), Mrs Karen Dursley (01/09/2015-31/08/2017)

Associate Members: Term of office 1 year from 1 September 2015

Mrs Anne Davies (School Business Manager): Finance Committee

Mrs Louise Byrne-Jones (Voting rights as an Associate Member): Teaching & Learning Committee

Mrs Natalie Fryer (Voting rights as an Associate Member): Teaching & Learning Committee

Mr John-Ross Henderson: Teaching & Learning Committee

Mrs Ruth Rusling: Teaching & Learning Committee

Mrs Amy Fleet: Teaching & Learning Committee

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Mr Colin Pears: Teaching & Learning Committee

We currently have 2 Parent Governor and 2 Co-opted Governor vacancies. If you are interested in becoming a Governor, please contact the school office.

All minutes from Full Governing Body meetings are available on the school website. Please feel free to read the minutes to give you a further insight in to how the Governing Body supports growth and development of Tutshill School. Should you like to know more about the governors, please refer to the school website.