

Horningsham School Governors Annual Statement to Parents



Horningsham School is a flourishing rural primary school on the Longleat Estate with an excellent record of academic achievement, enhanced by the availability of a wide range of educational experiences, many developed in partnership with Longleat. This report aims to describe the work of the Governing Body in the academic year 2022-23.

Who we are

Horningsham School is a maintained school within the Wiltshire Local Authority. The Governing Body consists of two parent governors elected by the parents, a staff governor, six governors from the local community and the Headteacher. More about the governors can be found on the school's website.

What we do

The Governors are responsible for:

- Ensuring clarity of vision, ethos, and strategic direction
- Holding leaders to account for the educational performance of the school and its pupils, and the effective and efficient performance management of staff
- Overseeing the financial performance of the school and making sure its money is well spent
- Ensuring the voice of stakeholders is heard

The governors also ensure that the school complies fully with statutory safeguarding procedures. Safeguarding covers health and safety in the classroom and the children's physical & emotional wellbeing. We regularly monitor processes and procedures to ensure all school staff have been safely recruited; made sure that training of staff is up to date and procedures followed to maintain a safe environment for our children. We review the safeguarding audit completed by school which provides assurance on the robustness of systems and procedures. The lead safeguarding governor is the Chair of Governors, Stephanie Storrar. She meets at least termly with the Headteacher to provide support, to confirm that procedures are in place and being followed to keep children safe, and to complete the annual safeguarding audit. All Governors have attended online safeguarding training delivered by the Local Authority. All staff and Governors receive Part 2 of Keeping Children Safe in Education and a link to the full version. The Single Central Record is checked by the Headteacher every half term and by the Lead Safeguarding Governor termly.

In carrying out these responsibilities, governors work with our experienced, dedicated, and enthusiastic staff team to support and challenge ideas to ensure the children's educational experience and achievements are the best that they can be. The Governing Body continually seeks improvement in the provision of education at our school. We are outward looking and take a holistic approach when considering the development of all our children. Working closely with the Headteacher, Senior Leadership Team and all members of staff, we are constantly striving to improve and develop the school in all areas.

This aim of this report is to share the strategic work of the governing body in relation to school improvement and the discharge of statutory duties. The day-to-day management of the school is the responsibility of the Headteacher and the senior leadership team.

How we organise our work

The Full Governing Body (FGB) meets four times a year. In between there are three subcommittees who meet as often as necessary to cover the tasks the governors are expected to do and report back on their work to the FGB.

- **Resources.** Works with the Headteacher and the School Administrator to draw up the budget and monitor the finances throughout the year. The Sub-committee also keeps an eye on the school's premises ensuring that improvements and maintenance are completed efficiently and cost-effectively. It also supports the Headteacher and staff in communicating with parents and the wider community, monitors the website and organises the annual parent survey
- **Standards.** Monitors the content of the school's curriculum and the attainment and progress of the children
- **Staffing.** Oversees the recruitment of staff and any issues relating to pay and conditions

In addition, most governors undertake individual responsibility for particular areas of the school's work – special educational needs, safeguarding, health and safety and curriculum areas of maths and English. This work involves visiting the school and spending time with staff and children to understand more fully how these important areas are being managed and led. All governors are volunteers and give willingly of their time to support the school. Attendance at both FGB and the Sub-committees is excellent and reported on the school website

Impact of the Governing Body 2022-23

- **Clarity of vision, ethos and strategic direction:** The School Development Plan (SDP) sets out the strategic aims and objectives for the year. Our SDP looks at four key areas of Quality of Education, Behaviour and Attitudes, Personal Development and Leadership and Management and ensures all the plans have clear objectives and targets. The main targets for 2022-23 were: raising outcomes in maths to ensure children make at least expected progress or better at the end of KS1 and 2, developing a culture of writing for pleasure to raise standards, reviewing and developing the curriculum, improving attendance to minimise unnecessary absences, reviewing the PSHE and Relationships curriculum, and improving opportunities for parents to volunteer and attend workshops. All activities within the plan are fully costed and included in the budget. The governing body have regularly reviewed the progress of actions in the School Development Plan through monitoring visits and discussion in meetings.
- **Holding leaders to account for the educational performance of the school and its pupils**
The Governors look regularly and closely at the data which covers the educational attainment and progress of our children. At the end of Reception 58.3% of our children achieved a Good Level of Development. Our Key Stage 1 children (Years 1 and 2) have achieved well in 2022-23. All the children reached the expected standard in maths, with 30.8% reaching greater depth, 14.5% higher than the national figures. Results in reading are significantly better than schools nationally, with 38.5% reaching greater depth, 19.7% higher than national. Our children achieved higher results in reading, writing and maths than schools in Wiltshire, except for writing at greater depth. 84.6% of our Year 1 children achieved a score of 32 and above compared with 78.9% of schools in Wiltshire. Our Key Stage 2 children (Years 3,4,5, and 6) achieved highly in reading with 55.6% achieving the higher standard, 36.6% above schools nationally. Results in Key Stage 2 also show that our children achieve much higher results in reading than schools in Wiltshire, with 88.9% achieving the expected standard, compared with 72.8% in Wiltshire. The governors would like to thank all the staff for their passion and hard work in helping the children to achieve these results. The school will continue to focus on improving outcomes in maths at Key Stage 2 and writing throughout the school. This year the SDP will include targets to build on the progress made in writing during 2022-23, improving the provision for mental health and well being and developing our work with the Compass Group. The Governing Body also has a target to improve its effectiveness in relation to the vision and strategic direction.

A rich educational experience: Scores in tests are important, but not everything. We are very fortunate to be able to work with staff at Longleat who visit the school, as well as providing

opportunities to visit the estate and take part in projects such as the acorn collecting and planting for the Reception and Year 6 children. The school also provides a truly rich and rewarding programme of visits, activities, and projects to enhance their creative curriculum. The governors would like to thank the Headteacher and all the staff for their commitment and hard work in providing such a wonderful experience for our children.

- **The effective and efficient performance management of staff:** Governors have overseen the operation of the school's appraisal policy considering the results of appraisals carried out by the Headteacher and agreed appropriate salary progression for eligible staff. A panel of governors, who have undertaken training, supported by an expert external advisor, carried out the Headteacher's annual appraisal, which is reviewed at points throughout the year.
- **Overseeing the financial performance of the school and making sure its money is well spent**
The Resources committee has worked closely with school to monitor income and costs against the budget which we approved at the start of the year, to ensure that our financial resources have been best utilised for the benefit of the children. The school's finances are carefully monitored to ensure that we minimise the risk of any overspends, which is a challenging factor given the changing funding. One of the key decisions which careful budgeting has permitted has been the freeing up of the Headteacher from regular teaching duties. This has enabled her to undertake crucial development work, work closely with staff on their own classroom practice and offer mentoring and support to other Headteachers as a Local Leader of Education and Headteacher Mentor. This not only brings in extra funding to the school but enables us to learn from the best of what is being done elsewhere. Our school has also continued to benefit in a significant way from the generosity of the Longleat Estate, who are also our landlord.
- **Ensuring the voice of stakeholders is heard**
Governors worked with staff to devise the parent questionnaire which was completed by 63% of families. 100% of parents who responded strongly agreed or agreed that: their child felt safe and happy, they were being taught well, their personal development was supported, the school met their child's needs, the children were well behaved and made progress, and that there is a wide and varied curriculum. The questionnaire gives parents the opportunity to identify areas that the school could improve. Those that responded identified homework provision being linked to team points, communication and community engagement as the main areas to improve. As a result of the feedback about homework, a working party was set up with governors, staff and parents to identify ways of improving the provision and their recommendations will be incorporated into school practice in 2023-24. School has also worked closely with FOHPs this year to provide more events for parents and children. FOHPs continues to grow and is hoping to provide more events in 2023-24. The school will continue to communicate via email and e-Schools class pages and calendar.

The future

Horningsham is a popular school as evidenced by the numbers of parents keen to get places. This is thanks to the commitment, enthusiasm and experience of the Headteacher and the staff team who have nurtured and developed a successful community school with a strong family feel where children feel valued and safe. We look forward to a productive year ahead and will continue to work with the Headteacher and all the staff for the benefit of all the children, staff and the school community.

Stephanie Storrar
Chair of Governors

Information about the use of Pupil Premium and Sports Grant can be found on our website.

