

## GOVERNOR'S REPORT TO PARENTS 2014-2015



*Dear Parent(s) and Carer(s)*

*The Governors are pleased to be able to report on yet another busy and successful year.*

*We are very fortunate to have a Governing Body with a wide range of skills and experience, who support our school community. Our team ethos is paramount in carrying out our wide range of responsibilities for the benefit of our children, parents/carers and staff. This year we would like to take the opportunity to share with you some of the work we've been involved in and to highlight some of the special successes the school achieved in 2014 – 2015 such as the new school library, introduction of Forest Schools and work of the School Council.*

*The academic year started with the arrival of Mr Erne our new Headteacher and the governors have worked to support him as he gets to grips with the role of headship and leads the school forward. Just after Christmas Sarah Clenton our Chair of Governors resigned from the Governing Body and I would like to thank her for her commitment, hard work and the fantastic contribution she made to the school over the 6 years she was a governor. Over the year we have undertaken a skills audit and carried out a review of our committees and structures ahead of re-constituting the governing body at the start of next academic year as required by the government.*

*We hope that you find this report of interest and we would welcome any comments or questions that you may have to improve it for next year.*

*Best wishes,*

A handwritten signature in cursive script that reads "Ian Dale".

*Mr Ian Dale*

*Chair of Governors*

## Our Core Purpose:

**A caring community encouraging children to become independent, life long learners.**

## Our Core Values:

- **Working together**
- **Fulfilling potential**
- **Promote respect and happiness**
- **Success for all!**

## Our School Governors

Parent	Local Authority	Staff	Co-opted	Associate
Mrs Rebecca Ellams	Cllr. Charles Fifield	Mr David Erne	Mr Ian Dale	Mr Brian Jamieson
Mrs Anne Jenkins		Mrs Melissa Rayner/ Mrs Clare Rushworth	Mrs Sarah Alderson	
			Mrs Sue Hornby	
			Mr David Rushton	
			Vacant	
			Vacant	

Further information on the governing body is available on the school website:  
[www.weaverhamforest.cheshire.sch.uk](http://www.weaverhamforest.cheshire.sch.uk)

## Our School Staff

Weaverham Forest Staff 2014-2015			
Headteacher	Mr David Erne		
Deputy Head	Mrs Melissa Rayner		
Teachers	Teaching Assistants	Office Staff	Middays
Miss Kath Bateman	Mrs Susan Wakefield	Mrs Katie O'Malley	Mrs Susan Scott
Mrs Laura Mitchell*	Mrs Julie Winington	Miss Pauline Power	Mrs Ann Sanders
Mrs Ann Saunders*	Mrs Helen Garlick		Ms Maria Hague
Mr James Proctor	Mrs Alison Knight	<b>Catering Staff</b>	Miss Lauren Peck
Mrs Clare Rushworth	Mrs Louise Key		Mrs Kath Webb
Mrs Sue Morris*	Mrs Jackie Witter	Mrs Helen Carter	Mrs Lucy Hulmes
Mrs Lisa Gray*	Mrs Clare Kennish	Mrs Lynn Simmon	Mrs Sylvia Lightburn
Miss Claire Treasure	Mrs Liz Woods	Mrs Karen Halsall	
Mrs Jenny Kennedy*	Miss Katy Owen		
Mrs Louise Jones*	Mrs Sarah Hodgson		
	Mrs Kelly Jackson		
*Denotes Part Time	Mrs Carol Pennycook		

## **How do School Leaders and Governors promote school improvement?**

At Weaverham Forest Primary School leaders have the children's safety, welfare and learning at the forefront of all decision-making. Each member of staff and each governor is a leader of at least one aspect of the school's life, working as a strong team to improve learning and to raise standards. We listen to the views of pupils, parents, staff and the wider community through a range of activities. Meetings with the School Council together with children, parent and staff questionnaires means that the whole school community is part of the consultation and decision making process.

The Headteacher works with all members of the school community to identify priorities and to ensure the school put in place plans the Governing Body has agreed, in order to improve or enhance provision for the children. The Governing Body monitors school improvement priorities through regular visits to the school for meetings, visits to classrooms, meetings with subject leaders and through commissioning reviews of the school from external advisers and inspectors. The Governing Body also spends time on scrutiny of documentation and ensures that a rigorous appraisal procedure of the Headteacher and staff is adhered to.

## **What have been our successes this year?**

### **Our school Improvement Priorities in 2014/15 were:**

- To have all teaching and learning graded as good or outstanding over time
- To enrich our curriculum with creativity and excitement
- To ensure consistently high quality feedback to children
- To ensure high attaining pupils are stretched and achieve
- To improve the attainment and progress of children in Reading, Writing and Maths

### **As a result of the work we've done in these areas we have:**

- Had a highly experienced external advisor confirm the Senior Leadership Team's judgements of teaching and learning – all good and the majority outstanding
- Put in place a new curriculum, launched in September 2014, that is designed specifically to deliver the statutory curriculum through creativity and topics which interest our pupils
- Received positive feedback from pupils and external advisors about our pupil feedback system and marking policy
- Worked closely with local schools and local organisations to enrich our pupils experiences
- Successfully applied to the national writing project led by Pie Corbett 'Talk for Writing' which has resulted in the provision of high quality teaching and learning
- Created a new school library
- Invested in 'real' banded reading books to ensure children's reading is supported from Reception to Year 6
- Achieved Silver Mark of the Sainsbury's School Games Mark Scheme
- Very successfully passed a Safeguarding Audit by CWAC

## How well did we do in 2014/15?

### ATTAINMENT = the levels achieved in tests

Attainment, how well children do in tests, is reported in National Curriculum LEVELS.

National Curriculum Levels for primary aged children, as they currently stand, range from Level 1c at the start of Year 1 to Level 6 at the end of Year 6. Children take National Tests at the end of Key Stage One, when they are in Year 2, and the end of Key Stage Two when they are in Y6.

At Key Stage One the National Expectation is that children will attain **Level 2** by the end of Year 2. A low Level 2 is a Level 2c and High Level 2 is Level 2a. If children in Y2 achieve a Level 3 they are deemed to have exceeded the expected level for this age group.

In the tables below we have presented Weaverham Forest's results for 2015 and the National results for 2014 (**2015 data is not yet available**) so that parents can compare how well pupils in school attain when compared with all pupils nationally.

**Table 1 WEAVERHAM FOREST KEY STAGE ONE - END OF Y2 2015**

	W	1	2+	2c+	2b+	2a+	3+	Pupils disapplied	Pupils absent
Reading	0%	3%	97%	97%	97%	70%	37%	0%	0%
Writing	0%	3%	97%	80%	77%	43%	23%	0%	0%
Maths	0%	0%	100%	100%	87%	60%	37%	0%	0%

**Table 2 NATIONAL RESULTS KEY STAGE ONE - END OF Y2 – 2014**

	W	1	2+	2c+	2b+	2a+	3+	Pupils disapplied	Pupils absent
Reading		2%	98%	90%	81%	57%	31%	0%	0%
Writing		2%	97%	86%	70%	39%	16%	0%	0%
Maths		1%	98%	92%	80%	53%	24%	0%	0%

At Key Stage Two the National Expectation is that children will attain **Level 4** by the end of Year 6. If children in Year 6 achieve a Level 5 they are deemed to have exceeded the expected level for this age group. If they have attained a Level 6 they have significantly exceeded the expected level for this age group. Table 3 shows Weaverham Forest's Year 6 results and Table 4 shows the National results

**Table 3 WEAVERHAM FOREST KEY STAGE TWO RESULTS - END OF Y6 – 2015**

	Below L3	L3+	L4+	L5+	L6	Pupils disapplied	Pupils absent
Reading	0%	100%	89%	54%	0%	0%	0%
Writing	0%	100%	96%	31%	0%	0%	0%
Maths	0%	100%	100%	43%	7%	0%	0%
Punctuation, Spelling and Grammar	0%	100%	93%	57%	4%	0%	0%

**Table 4 NATIONAL RESULTS Key Stage Two - End of Y6 - 2014**

	Below L3	L3+	L4+	L5+	L6	Pupils disapplied	Pupils absent
Reading	5%	95%	89%	49%	0%	0%	0%
Writing	4%	96%	85%	33%	2%	0%	0%
Maths	4%	96%	89%	42%	9%	0%	0%
Punctuation, Spelling and Grammar	0%	94%	76%	52%	4%	0%	0%

## Progress

In all year groups in the school the children are set targets based on their prior attainment. The individual progress of all pupils is monitored each term by the Senior Leadership team and if required additional support is provided to ensure children achieve the targets they have been set in reading, writing and maths. Governors also monitor the outcomes of this termly evaluation.

In addition the school is required the report PUBLICLY the progress children have made from Key Stage One to Key Stage Two. The National expectation is that children will made at least TWO LEVELS progress from Y2 to Y6. For example:

W (below L1c) to L2 = 2 levels progress

L1 to L3 = 2 levels progress

L3 to L5 = 2 levels progress

L2 to L4 = 2 levels progress

L4 to L6 = 2 levels progress

Pupils are deemed to have made MORE THAN expected progress if they achieve 3 levels of progress. For example:

W to L3 = 3 levels progress

L2 to L5 = 3 levels progress

L1 to L3 = 3 levels progress

L3 to L6 = 3 levels progress

**Table 5 shows the figures for 2 levels progress and 3 levels progress**

Subject	Expected Progress 2 levels		More than expected Progress 3 levels	
	School	National	School	National
Reading	93%	91%	43%	35%
Writing	97%	93%	25%	35%
Maths	100%	89%	39%	33%

### **How do we make sure our pupils are healthy, safe and well-supported?**

One of our main aims is to ensure children are safe and happy in school. Last year the children had a range of inputs into anti-bullying strategies and staying safe on the internet. Staff and governors have taken part in Protection and Safeguarding training and our Safeguarding Governor has monthly meetings with the Headteacher/Deputy Headteacher to ensure the school is meeting its statutory duties in this important area. As a result, the external Safeguarding Audit, commissioned by the school in April 2015, reported, **"It is clear that the school values the Pupils Voice and endeavours to include them in all aspects of school life."**

To reward outstanding behaviour the School Council have introduced a 'VIP' award. We have a comprehensive Personal, Social, and Health Education curriculum which is delivered through lessons, assemblies and circle times. In all our surveys children report that they feel happy and safe at Weaverham Forest. The governors are proud of the children's behaviour in school which is considered to be good if not outstanding!

### **What activities and options are available to pupils?**

There are a range of activities available to pupils over and above the National Curriculum. We are always seeking to improve and enrich our provision to develop children's enthusiasm for learning. We offer a number of after school clubs for children. Those which are offered include science, construction, guitar, gardening club, art, phonics, maths, steel drums, football, netball, cricket, athletics or choir. Visits outside the school and bringing visitors into the school continue to be a high priority and they are widely used to both support the curriculum and to make learning relevant to our children.

The school provides a fantastic range of sporting activities through the school and the wider school partnership. This has resulted in additional coaching, participation in festivals and the school being awarded the Sainsbury's Active Mark Silver Award.

The report for parents outlining the spending of the sports funding from the Government is available on the school's website;

[www.weaverhamforest.cheshire.sch.uk](http://www.weaverhamforest.cheshire.sch.uk)

Music lessons with peripatetic teachers are available; strings, brass and woodwind lessons are very popular and are supporting the participation in many musical events.

### **Forest School**

Weaverham Forest Primary School has a thriving Forest School programme, which was introduced as part of the mainstream curriculum this year. Our Forest School site is on the school premises and is used weekly by all Key Stage 1 and 2 year groups who take part in Forest School activities throughout the year; other classes also use it for Outdoor Learning. The site is valued, respected and enjoyed by everyone in the school community.

### **What do we do at Forest school?**

During the weekly Forest School visits, safety is discussed and becomes embedded in the learning. Children learn to recognise risk, why rules apply and how to be safe in an outdoor environment. Over time the children risk assess their own situations enabling them to explore, discover, problem solve and learn using the seasons, nature and the outdoor environment. Elements of the curriculum are delivered outside and therefore sessions are part directed and part child led. Manners are encouraged at all times. When appropriate the children will learn safe tool use, bushcraft skills, seasonal nature based activities and outdoor cooking. All activities are small achievable tasks that

encourage the children to succeed.

### **Why is Forest school important?**

Forest School is an important and valuable dimension to the children's school experience at Weaverham Forest Primary School. It enables children to connect with nature and it fosters a sense of respect and ownership with the outdoor environment. Forest School activities are designed to develop self confidence and self esteem through hands on learning experiences using natural materials. The children learn how to be safe, keep their friends safe and treat the site with respect. Forest School offers all children wider opportunities to thrive and celebrate skills that they wouldn't have the chance to share in the classroom.

### **How are we making sure that every child gets teaching to meet their individual needs?**

As a school we wish to continue to build on high standards through exciting learning. The school identifies and supports children with specific needs including gifted and talented pupils and those in receipt of Pupil Premium funding. The school has a named Special Educational Needs Co-ordinator (Mrs Rushworth). Progress is carefully monitored and if external support is thought necessary, this is also sought from a range of sources for example Educational Psychologists and Social Services. The school has a close working relationship with parents/carers and we do our very best to ensure they are kept informed and involved.

Over time the school has developed a range of strategies to ensure that pupils are interested and engaged. Teaching assistants reinforce and support learning effectively, working with groups and/or individuals depending on the needs identified. Teachers assess all pupils' learning both formally and informally and pupil progress meetings ensure the Staff discuss the progress each child makes each half term with senior leaders. Progress targets are also regularly reviewed with pupils. Minority and underachieving groups are supported in a range of ways and their progress is specifically tracked so that they attain their potential.

The school has to produce a report for parents about how we spend the additional funding, Pupil Premium, we receive for pupils in receipt of free school meals. We also have to account for the impact this money has had on this group of pupils. You can find the report on our website at: [www.weaverhamforest.cheshire.sch.uk](http://www.weaverhamforest.cheshire.sch.uk)

### **What have pupils told us about the school, and what have we done as a result?**

The pupil voice is heard formally through annual questionnaires, through the School Council and through discussions with children when we visit the school. The Governing Body have attended meetings with the School Council this year to discuss the impact of the School Council's actions and to discuss the role of the Governors in our school.

The School Council have completed the following tasks this year:

- Introduced the VIP status to reward outstanding behaviour
- Raised money for The Society for the Blind through a "wearing spots day"
- Decided on termly reading prizes
- Changed our Friday Achievement Certificates
- Contributed to decisions about the lunch menus for next year
- Decided on how to spend money raised for the school (10 new laptops)
- Supported the Pupil Questionnaire
- Completed a Health and Safety check of the school and grounds - list of jobs given to Mr Jones



### What is the financial situation at the school?

Income for the school is determined by a formula set by CWAC which in turn is determined by the amount distributed by Central Government. Once we know what that amount is for any period, we can set a budget. Very significant proportions of our expenditure is spent on salaries reflecting the high quality of teachers and, indeed, support staff, leaving a relatively small amount as discretionary expenditure for all other items, including buildings and grounds maintenance and school materials and training courses. We have set a budget that balances income against expenditure with a small carry forward to allow for further improvement works.

The Headteacher is very keen to make a number of improvements and we agree an order of priority for these when the funding allows. The role of the Governors is to support the Headteacher and to help in achieving these priorities. For example this may mean deciding on grounds work as a priority because of safety issues, above improvements to information technology, which is also vital. In this way costs are kept under control and we do not overspend, which would cause financial problems in later years.

### What do OFSTED say about us?

The last OFSTED inspection was carried out in 2012 and they said "Weaverham Forest Primary School is a good school." You can find our latest OFSTED report at:  
[www.weaverhamforest.cheshire.sch.uk](http://www.weaverhamforest.cheshire.sch.uk)

### Admission Arrangements

As a community school our admission's authority is Cheshire West and Chester Council (CWAC). Weaverham Forest has a pupil admission number of 30 pupils per year group, 210 pupils in total. The admission arrangements apply to applications for all CWAC community and voluntary controlled schools in the school year 2015-2016 and for subsequent years, subject to any review. In its role as the admission authority for these schools, CWAC will be responsible for determining who can be allocated a place in accordance with these arrangements.

Applications for school places received for the normal admission round (into reception at 4+ and secondary transfer at 11+) and 'in year' (into any year group outside the normal admission round) shall be considered in accordance with the arrangements set out in CWAC's Policy and in accordance with the provisions set out in the Local Authority's agreed scheme.

### OVERSUBSCRIPTION CRITERIA

Where more applications are received than there are places available, **after Children with Statements of Special Educational Needs**, priority for admission will be based on the Local Authority's published oversubscription criteria as follows:

- 'Cared for Children' and Children who were previously 'Cared for'.
- Siblings
- Children resident within the designated catchment area of the school.
- Children not resident within a school's designated catchment area but attending a school nominated as a feeder/partner primary school for admissions purposes.
- Pupils living nearest to the school measured using an Ordnance Survey address-point system which measures straight line distances in miles from the address point of the school to the address point of the place of residence.

For more information go to:



[http://www.cheshirewestandchester.gov.uk/residents/education\\_and\\_learning/school\\_admissions.aspx](http://www.cheshirewestandchester.gov.uk/residents/education_and_learning/school_admissions.aspx)

### Holiday Dates 2015-2016

Autumn Term	<b>School opens</b>	2 <sup>nd</sup> September 2015
	<b>School closes for Half Term</b>	23 <sup>rd</sup> October 2015
	<b>School Opens</b>	2 <sup>nd</sup> November 2015
	<b>School Closes</b>	18 <sup>th</sup> December 2015
Spring Term	<b>School Opens</b>	5 <sup>th</sup> January 2016
	<b>School Closes</b>	12 <sup>th</sup> February 2016
	<b>School Opens</b>	22 <sup>nd</sup> February 2016
	<b>School Closes</b>	1 <sup>st</sup> April 2016
Summer Term	<b>School Opens</b>	18 <sup>th</sup> April 2016
	<b>School Closes for Half Term</b>	27 <sup>th</sup> May 2016
	<b>School Opens</b>	6 <sup>th</sup> June 2016
	<b>School Closes</b>	22 <sup>nd</sup> July 2016

### INSET – Staff Training and Development Days – DATES

The school will be closed for pupils on these days but staff will be in school or attending training and development on the following dates:

Day 1	1 <sup>st</sup> September 2015
Day 2	18 <sup>th</sup> September 2015
Day 3	23 <sup>rd</sup> October 2015
Day 4	4 <sup>th</sup> January 2016
Day 5	6 <sup>th</sup> June 2016