

## Hedworth Lane Primary School

*“The governors are very supportive of the school. They have a wide range of skills and have a good understanding of the work of the school. They effectively challenge leaders to do even better and, as a result, the school continues to improve.” \**

The Governing Board of Hedworth Lane Primary School works with the Head Teacher to promote and maintain high standards of educational achievement. The core functions of the Governing Board are:

- Ensuring clarity of vision, ethos and strategic direction;
- Holding the Head Teacher to account for the educational performance of the school and its pupils, and the performance of staff and;
- Overseeing the financial performance of the school, and making sure its money is well spent.

### **Key issues that have faced the Governing Board of Hedworth Lane Primary School during 2017-18**

**Standards were unacceptably low in 2014. Therefore, Governors focussed upon raising standards across the school for the last 4 years.**

- Standards rose in 2015 and again in 2016. Standards were maintained in 2017. However, progress and standards were not sufficiently good in all areas.
- In 2015 school Early Years results were below the National. In 2016 the school achieved a Good Level of Development in Early Years of 73.9% of pupils achieved a good level of development compared to the National of 69.3%. This needed to be sustained with a view to improving well beyond National Standards..
- In 2015 Year 1 Phonics screening outcomes rose by 10% but remained largely in line with National results. In 2016 they rose by a further 10% and were now well above National Results. This needed to be sustained.
- In 2015 Key Stage 1 outcomes rose but remained largely in line with National results. In 2016 results rose and in all areas apart from Reading at Greater Depth, were above National. This needed to be sustained.
- In 2015 the end of Key Stage 2 Level 4 standards rose to 86% and Level 5 standards rose to 36%. Both were above National Standards. In 2016 successes were even greater. In 2016 Key Stage 2, against a background of declining National results and a more challenging curriculum, combined school results at the Expected Standard were 78% compared to the National of 53%. At the Higher Standard they were 14%, almost 3 times the National results. Progress measures in 2015 were good and in 2016 were excellent and showed a significant change of outcome from the previous year. This needed to be sustained.
- OFSTED 2014: said that Maths results were not high enough.\*

Standards at Key Stage 2 were significantly robust in 2015 and 2016, and was maintained in 2017 but this needed to be a demonstrated trend. Standards in other areas needed to show continued improvement to be securely good or better.

**Teaching standards across the school were not good in all areas. Therefore, Governors focussed upon raising teaching standards so that all teaching became at least good.**

- Teaching was not deemed to be at least good in all areas. Teaching in some areas was seen to require improvement.
- OFSTED 2014: said that Teaching was not outstanding.\*

**The Leadership and Management structure of the school needed restructuring in order to raise standards further.**

- The school had identified underperformance with aspects of the Leadership Team.
- Middle managers were not sufficiently empowered to lead their subject/strategic areas.
- OFSTED 2014: said that the school did not make use of its best practice to improve teaching.\*

**\*Ofsted March 2014**

## **Actions of the Governing Board of Hedworth Lane Primary School during 2017-18**

### **Governors focussed upon raising standards across the school.**

- Regular Standards meetings were held with the Standards Committee of the Governing Board. The school was asked to provide a Standards update in all key areas. The Governing Board asked the Key Stage co-ordinators to attend and give progress and attainment updates.
- A review of the staffing structure was undertaken and an Inclusion TLR2b post was developed with the remit of raising standards across Disadvantaged pupils and pupils with SEND.
- The Local Authority was asked to support the Governing Board with regards to Governor Mark.
- The Head Teacher performance targets were carefully matched to standards with a clear expectation for standards to be sustained and where possible, to be built upon.

### **Governors focussed upon raising teaching standards so that all teaching became at least good.**

- Standards Committee meetings were held 5 times a year with the remit of holding the school to account for standards and progress.
- Regular updates on teaching standards were requested by the Governing Board.
- Where teaching was not good, the Governing Board would not accept pay progression in the Autumn Term and supported the head teacher to challenge this.
- The Governors received termly reports based on teacher's performance management including the outcome of lesson observations and book scrutinies.
- Governors monitored school development through regular link visits to school. Governors were regular visitors in meeting subject leaders and sampling the curriculum throughout the year.

### **Governors focussed upon restructuring the Leadership and Management structures in school to raise standards further.**

- A whole school Inclusion and Standards post was created and filled.
- The role of the Early Years Lead, KS1 and KS2 leads were further defined.

## **Assessment of the impact of the Governing Board during 2017-18**

### **Raising standards across the school.**

- In Early Years the Good Level of Development rose to 82.2%. This remains well above National levels (National 70.7% in 2017). Given our low starting point of pupils coming into our Reception classes this represents Outstanding Progress and Attainment. The Local Authority Early Years Team continues to use our Learning Journals as exemplars across the Borough.
- In Year 1 Phonics screening outcomes rose to 91.0% and have moved from being in line with to now becoming sustained at being well above National results (National 81% in 2017). This is establishing a trend of development and outcomes that are close to Outstanding. Staff in Year 1 have developed a phonics track and teach tool and it is firmly becoming established in schools across the Borough. Phonics teaching is a strength of the school.
- At the end of Key stage 1 outcomes rose again and standards were above National in Maths Secure+ and at Greater Depth in all areas of the curriculum. This has been the case for 3 years. Key Stage 1 results are no longer a barrier to Outstanding school self-assessment.
- Standards at Secure+ at the end of Key Stage 2 in 2018 were above the National by +9% in Reading, +6% Writing and +15% in Maths. In all areas the school's standards at the Higher Level were in line with or higher than National results.
- Standards at Secure+ in Reading, Writing and Maths combined at the end of Key Stage 2 in 2017 were +8% Higher than National Results. The school's combined standards at the Higher Level were higher than National results.
- Standards and progress at Key Stage 2 over three years are at least good moving to Outstanding.
- OFSTED 2014: said that Maths results were not high enough.\* Maths is now considered a strength of the school whereby attainment and progress is now consistently higher than the National at all levels in 2015, 2016, 2017 and now 2018.

### **Raising teaching standards so that all teaching is at least good.**

- Teaching that was deemed to be Requiring Improvement was supported and challenged. Standards in pupils' books were raised.
- Changes were made to the Senior Management Team. Standards have risen in all aspects by the end of Early Years, Phonics in Y1 and Key Stage 1. Standards at KS2 are exceptionally high and have been sustained.
- New staff are being supported by mentors in school and the Governing Board receives updates on teaching and learning.
- All teaching is at least Good or Outstanding.
- OFSTED 2014: said that Teaching was not outstanding.\* A Local Authority Review in February 2017 stated that: "Teaching has been consistently good over time. Teaching is outstanding in Upper Key Stage 2."

### **Restructure the Leadership and Management Structures to raise standards further.**

- A strong management team, led by the Deputy Head Teacher, is leading on Teaching and Learning. Standards are continuing to rise.
- The permanent TLR2b created for SEND and Inclusion is ensuring standards are continuing to rise. Disadvantaged Pupil standards are generally above the National eg. In KS2 Disadvantaged Secure+ Maths, Reading and Writing were all 89% representing excellent outcomes for disadvantaged pupils as they progress through the school.
- The Early Years Leader has raised standards further to the point where we are consistently above the National average for a Good Level of Development.
- OFSTED 2014: said that the school did not make use of its best practice to improve teaching.\* A Local Authority Review in February 2017 stated that: Strong leadership and management have led to consistently good and increasingly outstanding teaching and achievement across the whole school. The head teacher, staff and governors have successfully built on the many strengths identified at the last inspection, to ensure every pupil achieves the best they possibly can. The school, therefore, continues to improve at a fast pace.

### **Future plans in 2017-2018**

- The Governing Board will review the staffing structure ensuring the newly structured key post of SEND and Inclusion is effective.
- Further restructuring of the Governing Board will operate over the year and will include a specific focus on recruiting Governors to posts that become vacant to further raise standards.
- The Governing Board is constantly challenging itself to improve. Vacancies are filled by interview by the Chair and Head Teacher whenever possible. The Governing Board evaluates the skills of the members in order to ensure that there is an effective mix of knowledge and skills across the committees and the whole Governing Board. The Governors ambition for 2018-2019 is to achieve the Governor Mark Standard.
- The Governing Board will continue to focus upon standards with a view to raising attainment in all areas of the school.
- The Governing Board will work with the school to create a clear vision and pathway for the school.

## **HEDWORTH LANE PRIMARY SCHOOL**

### **Composition of the Governing Board**

3 parent governors  
1 head teacher  
1 staff governor  
1 local authority governor  
8 co-opted governors

### **Committees of the Governing Board**

Staffing Committee  
Pay Review Committee  
Appeals Committee  
Disciplinary Committee  
Finance Committee  
Complaints Committee

### **Chair of Governors**

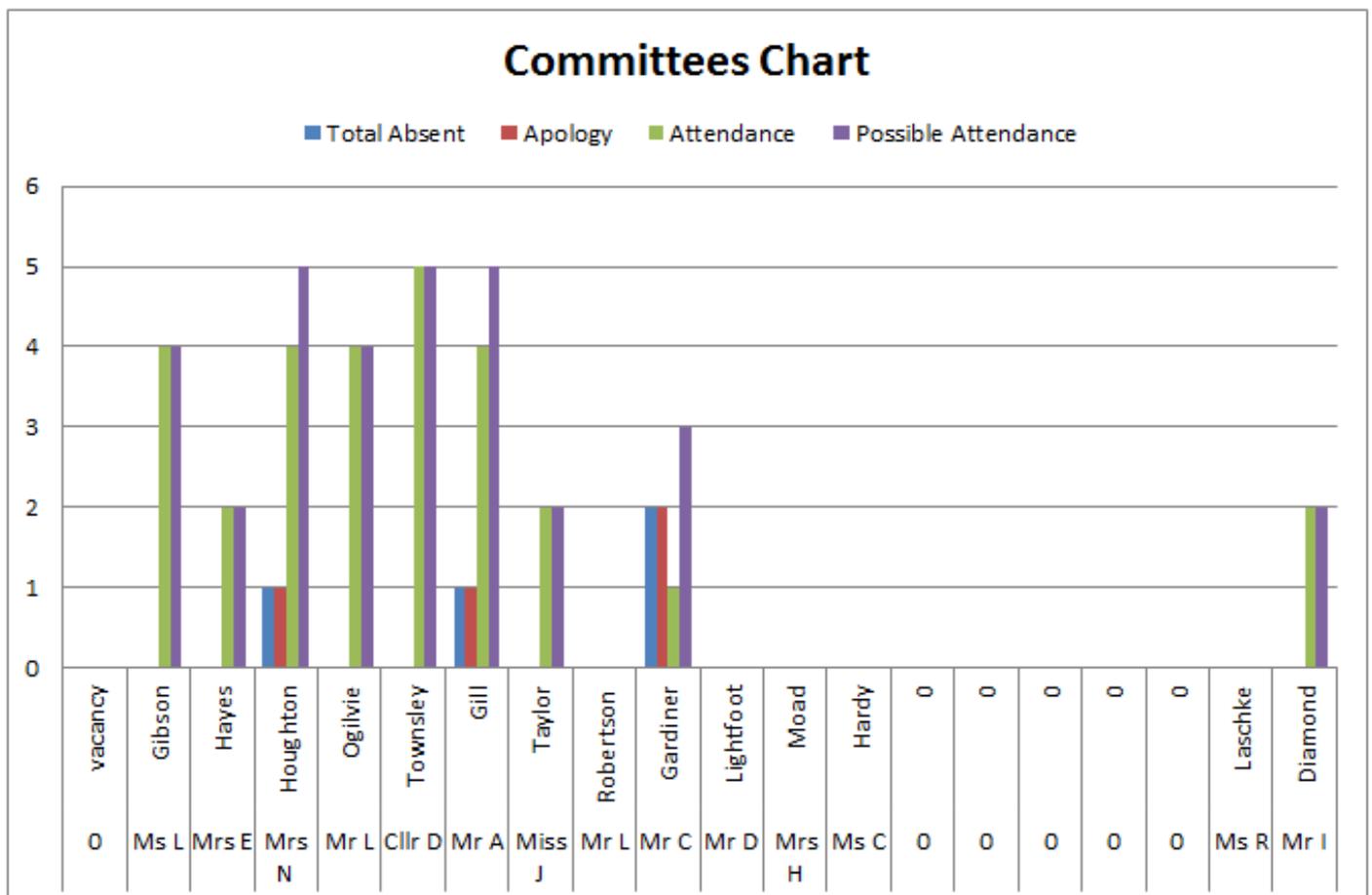
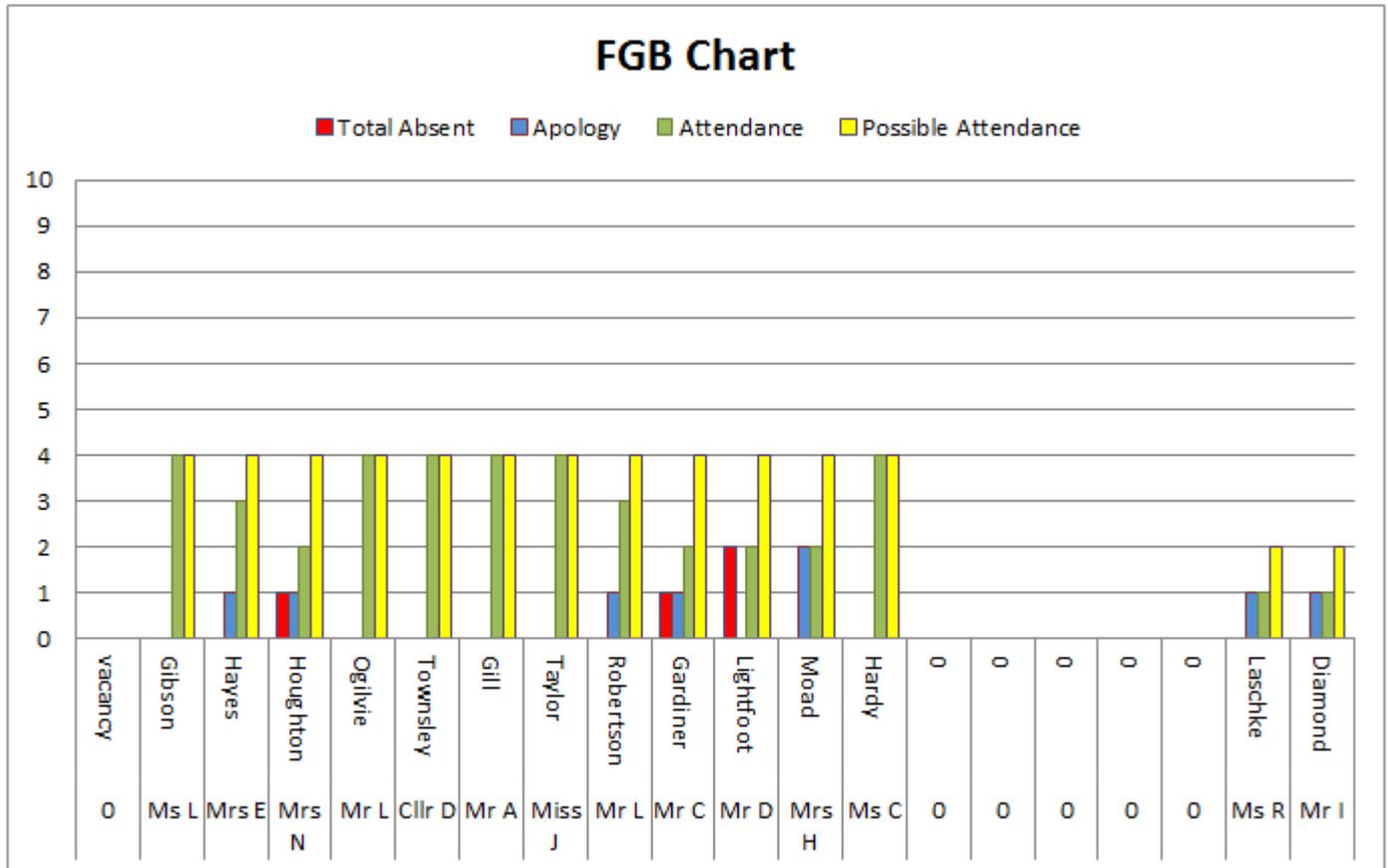
Cllr David Townsley

### **Vice Chair of Governors**

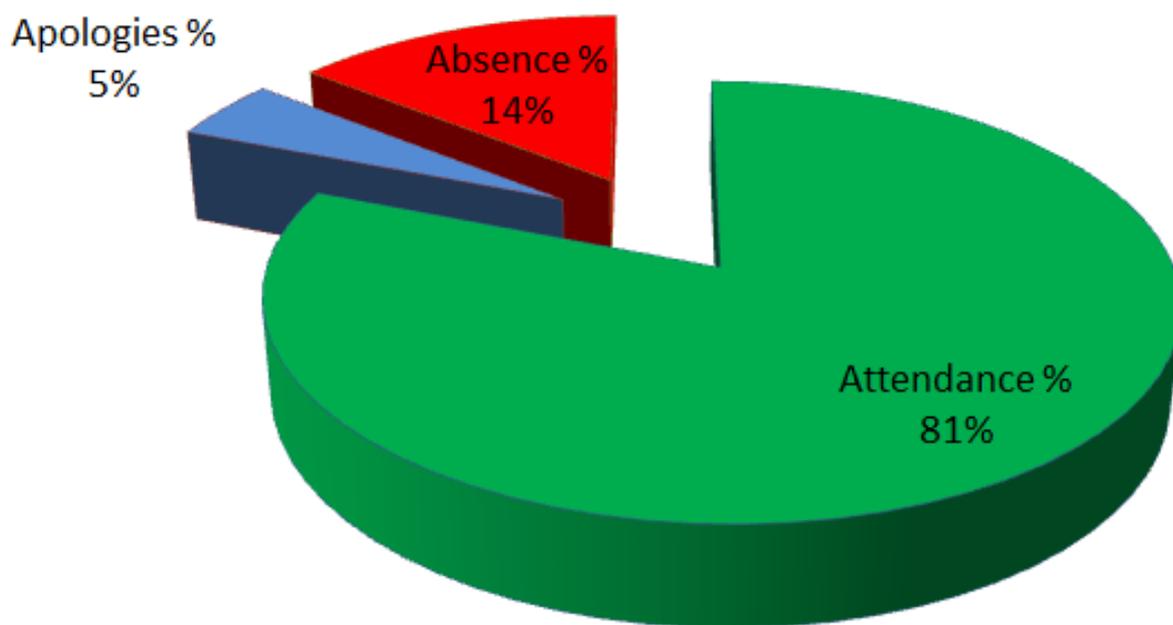
Miss Jayne Taylor  
Mrs Nicky Houghton

<b>Name</b>	<b>Category</b>	<b>Appointing Body</b>	<b>Terms of Office</b>	<b>Committees (if associate member has voting rights)</b>	<b>Official responsibility</b>
Mrs Linda Gibson	Co-opted	Governing Board	18-06-2015 – 17-06-2019	Standards & Curriculum Committee	
Mrs E Hayes	Co-opted	Governing Board	18-06-2015 – 17-06-2019	Personnel Committee Head Teachers Performance Management	
Mr Leonard Ogilvie	Co-opted	Governing Board	18-06-2015 – 17-06-2019	Standards & Curriculum Committee	
Mrs Nicky Houghton	Co-opted	Governing Board	18-06-2015 – 17-06-2020	Personnel Committee Standards & Curriculum Committee	Vice Chair of Governing Board
Mr Lee Robertson	Co-opted	Governing Board	16-03-2017 – 15-03-2021		
Cllr David Townsley	Co-opted	Governing Board	18-06-2015 – 17-06-2019	Head Teachers Performance Management Standards & Curriculum Committee	Chair of Governing Board
Mr A Gill	Head Teacher	By Virtue of Appointment	21-06-2006	Personnel Committee Standards & Curriculum Committee	
Miss Jayne Taylor	LEA	Local Authority	15-09-2014 – 14-09-2018	Personnel Committee	Vice Chair of Governing Board
Mr Christopher Gardiner	Parent	Parents	30-09-2016-29-09-2020		
Mrs Carolynne Hardy	Parent	Parents	18-09-2017 – 17-09-2021		
Mr David Joseph Lightfoot	Parent	Parents	24-03-2017 – 23-03-2021		
Mrs Helen Moad	Staff	Staff	16-09-2016-15-09-2020		

<b>Governors who have left service 2016-2017</b>					
Mr Jason Ian Diamond	Co-opted	Governing board	11-03-2016 – 13-5-2018	Personnel Committee Head Teachers Performance Management	Resigned
Rachael Lashke	Co-opted	Governing Board	18-9-2017 – 03-7-2018		Resigned



## Total GB Attendance



### REGISTER OF GOVERNOR INTERESTS

Name	Position	Nature of Interest	Date Interest Registered	Date Interest Ceased	Notes
Ms Linda Gibson	Co-opted	None	01-9-2018		
Mrs E Hayes	Co-opted	None	01-9-2018		Head Teacher Boldon School
Mrs Nicky Houghton	Co-opted				
Mr Leonard Ogilvie	Co-opted	Step daughter works for Educational support unit in South Tyneside. Currently work as an invigilator at St Wilfrids College South Shields.	01-9-2018		
Lee Robertson	Co-opted	None			
Mr David Townsley	Co-opted	Partner-Townsley hook property developers. Director DNA restaurants	01-9-2018		
Mr A Gill	Head Teacher	None			Co-opted Governor Boldon School
Miss Jayne Taylor	LEA	None	1-9-2018		
David J Lightfoot	Parent	None			
Carolynne Hardy	Parent	Business owner Network	10-5-2018		

		Marketing forever living			
Christopher Gardiner	Parent	Hartech Building Services LTD- Air conditioning equipment supplier	10-5-2018		
H Moad	Staff	None	01-9-2018		

**Date of Publication: 01/09/2018**

**Date of Review:**        **Autumn Term 2019**

Principles of the register:

Governors must declare any relevant business interests as well as the details of any other educational establishments they govern.

- The register must also set out any relationships between governors and members of the school staff including spouses, partners and relatives.
- The register of governor interests must be reviewed and updated on an annual basis.
- Associate governors must be included on the register and it should be clear where they have voting rights.
- The school is required to maintain a similar register of staff interests that should also be reviewed annually – this is not published on the website.
- Staff governors will need to be included on both registers.

