

Governors Evaluation of school year 2017 - 2018

This academic year we continued the journey of school improvement with the hard work, dedication and commitment of the Headteacher, staff and Governors, with the support of parents. We have been able to achieve further success for our children and develop the opportunities offered ensuring that the children receive the best possible education in a stimulating, supporting, safe and caring environment.

The Governors are fully involved in the life and work of the school. The following indicates the impact of actions taken during the year:-

Action	Evaluation
Monitoring, support and challenge	<ul style="list-style-type: none"> • Following the OfSTED inspection the Governors were able to celebrate the success of the school as it was graded 'A Good School' • School Vision Poster developed • Academy status investigated with regard to the understanding and knowledge of the issues surrounding the process • Play Therapy developed following a member of staff successfully qualifying as a Play Therapist to offer emotional support to our vulnerable children • Introduction of a monthly Governor newsletter to parents • Link Governors appointed and visits made to observe the life and work of the school and attending monitoring meetings:- Maths, English, SEND, Geography, Attendance, EAL, ICT, Health and Safety • Holding a consultation evening for the building extension project inviting parents and members of the community • Staff, being led by senior management team, presenting reports to governors on the impact of their actions. • Governors observing the 'joy of learning' experienced by the pupils : Focus Learning days, Decoration Day, Young Voices Concert, Performances, Forest School, Health and Well-being days, Sports events, Mother's Day assembly, Robinwood Celebration, Development of the Peace Garden where pupils displayed their messages of peace. • Starting the process of achieving Rainbow Flag status
School Improvement support and monitoring	<ul style="list-style-type: none"> • Monitoring the impact of actions taken to improve outcomes i.e. • IDSR analysis and tracking achievement of pupils • A.S.I.A. Review of school was positive

The Governors were able to follow the progress of the following Action Research Projects conducted by teams of staff. These have led to whole school development and improvement
Cluster 1

Develop the role and impact of the subject leader.

- Dedicated Leadership timetable (SLT to do)
- System by SLT to monitor the work of the Subject Leader
- Action planning
- Create/develop the blue print
- Monitoring schedule for each subject
- Enabling staff to carry out this process i.e. what evidence am I looking for and how will I collect it e.g. Learning Walks, Pupil voice, work scrutiny
- Cross school moderation
- Updated policy
- Subject SEF – answering the question around data and contextual data – so what.

Outcomes:

- Effective subject leadership – impact on teaching and learning, pupil outcomes, pupil engagement, staff subject knowledge and skills raised, empowering middle leaders, succession planning, Ofsted readiness
- Curriculum mapping – matching LC curriculum to NC to ensure coverage and inclusion of key events and dates.
- Monitoring schedule for each subject
- Enabling staff to carry out this process i.e. what evidence am I looking for and how will I collect it e.g. Learning Walks, Pupil voice, work scrutiny
- Cross school moderation
- Updated policy
- Achievement of Platinum Status in Sport having sustained Gold status for 5 years as part of the Sports Leadership Project
- Focus on achieving Mastery, deep learning, in Maths
- Successfully achieving the Music Mark

- **Supporting Early Years development** : Use of the Forest School area for enhanced and enriched outdoor learning
- Improvement of children using and applying their maths skills to solve problems
- Achieving good assessment results across the school, demonstrating the consistency of approaches to teaching and learning, and the high expectations of all staff including the introduction of the Pira and Puma Assessment system
- The impact of the ICT audit resulted in improved e-safety and use of 'Impero' software
- Developing links with the community conducting the Incredible Years programme for Parents
- Developing further the 'Language of Learning'

Cluster 2 (2nd year)

To raise the standards and life chances for our vulnerable groups of children with a specific focus on the more able pupils and girls.

Development of an action plan pending the outcomes of the research project.

- Internal Pupil Premium Review- focus on impact of current provision/spend
- Pupil mapping- regular updating of the system which began in 2016-17.
- Identification of higher attaining pupils
- Opportunities for HA pupils outside of the curriculum e.g. workshops
- Opportunities for HA children within the curriculum to experience appropriate challenge, developing higher order skills including reasoning and application. Links to Blooms Taxonomy (SEF)
- Effective deployment and use of support staff
- Tracking of vulnerable groups and 'What next?'
- Effective assessment systems for tracking HA/Girls.
- Value for Money- Forest School, Play therapy
- Pupil aspirations- interview- university, aspirations week
- Lines of enquiry around the detrimental effects of attendance and trends around the vulnerable groups.
- The purchase of Provision Map Software to support the teaching and learning of our SEND

	<p>pupils</p> <ul style="list-style-type: none"> • Further development of the Induction process for our EAL pupils <p>Outcomes:</p> <ul style="list-style-type: none"> • Diminish the difference between outcomes for girls at GHPS and Nationally across all subject areas. • For a greater percentage of higher attaining children to achieve greater depth or a high scale score across all areas. • High aspiration by and for all <p><u>Cluster 3</u></p> <p>To improve outcomes for pupils in reading</p> <ul style="list-style-type: none"> • Develop staff subject knowledge of reading in the new curriculum-including assessment foci. • Develop the teaching and assessment of phonics in the EYFS and KS1 • Develop the teaching of comprehension and guided reading • Develop the library and other resources to support the teaching of reading • Question analysis- Do children understand the language of the question? <p>Outcomes:</p> <ul style="list-style-type: none"> • A greater percentage of pupils achieve the expected standard and greater depth in end of year group expectations. • A greater percentage of pupils pass the phonics screen at the end of Y1 • A greater percentage of pupils achieve expected in reading at the end of EYFS and are secure at the end of phase 3 letters and sounds. • The school is well resourced
Finance	<ul style="list-style-type: none"> • Governors' scrutiny ensures good value for money and appropriate benchmarking • Investing in quality professional development for staff and governors, including Safeguarding Level 1 Prevent and E-Safety • Working within the Trafford Teaching Schools Alliance disseminating our school's good practice with

	<p>Initial Teacher Training, EAL and Sport, our staff members leading the training</p> <ul style="list-style-type: none"> • Investing in appropriate allocation of funds across all aspects of school life, including the use of some of the Manchester United car parking funds to support both teaching and learning and curriculum enrichment activities • Governors increased monitoring of car parking resulted in the company increasing strategies for improved security for match day parking and collection of money • Development of grounds through the work of the 'Gardening Club' and car parking funds for the Forest School area • Building Projects: Ensuring that all works undertaken are completed and fully compliant to achieve the health and safety of the school community. • Consultation with all stakeholders regarding the new building extension to the school Achieving a grant to develop the Peace Garden and, following a request from the School Council, to provide a sheltered space outside
<p>Recruitment and staffing</p>	<ul style="list-style-type: none"> • Recruiting and development of staff with specific expertise to improve the quality of teaching and learning and enhanced provision for all pupils • The School said 'goodbye' to Mrs Spencer who has been a stalwart of Gorse Hill for many years, with the Governors and school community wishing her a long and happy retirement. • Appointment of Assistant Headteacher to strengthening and complete the Senior Leadership Team • Appointment of Teaching Assistants to support all areas of learning and some for specific SEND support <p>The Governors have approved the professional development of one of the TA's to go forward and train to be a teacher as part of the 'North Manchester ITT Programme'.</p>

In the future we will continue our commitment to achieving the School's motto of 'Working together to do our best.'

E. A. Williams, Chair of Governors

September 2018