

Tower Hill Governors' Annual Statement



Our Vision

ALL children will be equipped with the skills, knowledge, understanding and empathy that will lead to them being able to make their own choices in life, successfully. Actively engaged in their own learning, being motivated and eager, achieving and attaining to their own full potential – proud of themselves and of being a member of the school community.



2015 at Tower Hill

2015 has been an exciting time at Tower Hill as we have met with Hampshire County Council, architects, planners and builders to discuss expanding from one-form (one class per year group) entry and extending our accommodation to be able to cope with this.

The fencing is now in place, the diggers are moving in and we wait to watch the changes taking place with baited breath – the children are finding the whole thing quite fascinating!

However, as we move further down the road of expansion, we must remember that what turned the school around was the strengthening of relationships – pupil and pupil; pupil and adult; adult and adult.

This remains at the heart of our ethos and we must and will fight to keep it central however large the school becomes.



Chair's Forum

As Chair of Governors at Tower Hill Primary School, I have the daunting task of opening this, our first Annual Statement.

The purpose of the Annual Statement is to set out the key issues that we, as a school, have faced this year and how those issues have been addressed by the Governing Body, with our evaluations of the impact that 'our work' has made on the thing that the school is all about - the children.

- Mark Whitehead

Our values



Several years ago the Senior Leadership Team asked all stakeholders – the parents, the staff, the parents and carers, and the children – what 'Values' they felt would be the most important in making the school a caring, supportive, inclusive, aspirational, orderly place to spend an enormous amount of the day.

Much discussion took place to whittle down everyone's views to FIVE Key Values which we all felt summed up what we absolutely agreed to:

Respect, Friendship, Fairness, High Expectations, Achievement

These are regularly re-visited with the children and when governors visit the school, we look for evidence of these Values 'In Action' in all the children, staff – and governors - do.

Our role

The role of the governing board is a strategic one and its key functions are to:

- set the aims and objectives for the school;
- set the policies for achieving those aims and objectives;
- set the targets for achieving those aims and objectives;
- monitor and evaluate the progress the school is making towards achievement of its aims and objectives;
- be a source of challenge and support to the Headteacher... a critical friend.

Meet the Governors

Mark Whitehead

Chair of Governors

Has been a governor at Tower Hill since 2009. Mark's four children all attended Tower Hill for their primary school years and he has seen the school grow through many changes. Mark is an Accountant, and brings fantastic financial skills to the governing body.



Roger Panter

Vice Chair

Has been a governor at Tower Hill since 2006, and was part of the recruitment panel that selected Mrs Tansley. Roger is great at analysing data, and as a parent of grown-up children and a local resident enjoys the opportunity of contributing to the success of his community school.



Linda Tansley

Headteacher

Headteacher of Tower Hill since 2007, her first headship! Linda has made many changes to the school and is proud of the outstanding school it has become. Her aim is for every child to feel valued, cared about and to develop the confidence and skills to make their own choices in life.



Laura Ovenden

Deputy Headteacher

Has been working at Tower Hill for over 10 years. Laura is proud of the positive changes she has seen in her time at the school, and the Outstanding status that the whole staff team achieved. Mostly she enjoys working with the inspiring and talented young people at Tower Hill.



Terry Genis

Has been a governor at Tower Hill since his daughter was in Year 3 - she's now in her third year at University!! He is a Town Planner and despite his children leaving Tower Hill some time ago, still likes to ensure that local children get the best of schooling.



Gemma James-Moore

Governor since 2014. Gemma has two pre-school children of her own so is looking forward to beginning their educational journey with them. Professionally, Gemma has a legal & financial background - involving skills which can be really useful in her role as a governor.



Hazel Brooks

Has been a class teacher at Tower Hill for over 25 years, and is now enjoying teaching later generations of the same families! In her time at Tower Hill she has taught every year except Year R!



John McMillan

Is a Parent Governor who was bowled over by Tower Hill and the enthusiasm of the staff to engage the children. He was keen to be involved with the school, and jumped at the chance of becoming a governor. John works in IT and puts these skills to good use at the school.



Jefferson Nwokeoma

Has been a governor since 2014. Jefferson is a Civil Engineer, and a Quantity Surveyor, and puts these skills to great use as part of the Premises Committee. Jefferson enjoys being involved in Tower Hill because of how it is enveloped in ambition, positivity & enthusiasm.



Chris Caswell

Has recently joined the governing body at Tower Hill, following a move to the local area, and his son becoming a pupil. Chris works with individuals, teams and companies to help them improve their ways of working, and is keen to use these skills to help further improve Tower Hill and the governing body.



Miles Le Voguer

Has recently joined the governing body, following his son becoming a pupil at the school. Miles works in policing and brings a variety of skills to the governing body, which has even included playing the trumpet in assembly!!



Shelley Bowman

Has been a governor since 2014. Shelley has a long history with the school as an ex-pupil, and now as a parent of a child who attends the school. She works for the local council, and uses her skills to complement the governing body.



Jacqui Sinclair

Has been a Class Teacher at Tower Hill since 2014. She has an active role in the Senior Leadership Team at the school. Jacqui has recently joined the governing body as an Associate Member and is enjoying getting more involved with the long term development of the school.



Owen Gardner

Joined the governing body at the start of the 2015 school year, as his eldest son joined the school. Owen works in the delivery of software and IT services, and is keen to use his experience and industry contacts to support the development of the school's capabilities through the governing body.



Training



So that we are aware of current changes to statutory requirements and to make sure that we know expectations in schools, which can often be quite different to those in other industries, we take part in training sessions. These can be whole day sessions, evening briefings or as a Whole Governing Body, usually led by an experienced governor from the Local Authority's Governor Services.

During the last year, a wide range of training has been undertaken which has included development in the understanding of both basic

and strategic school finance; Performance Management skills; Safer Recruitment procedures; monitoring, evaluating and improving SEND provision; personnel matters; Health & Safety in schools and of course, Induction for New Governors.

As a Whole Governing Body with several new members we elected for training in Ofsted expectations at the start of the year. The Headteacher and Chair have attended conferences and

briefings on Ofsted's Common Inspection Framework since the revisions were announced in Summer 2015.



Visiting and Monitoring

Our three key roles are:

- to ensure clarity of vision, ethos and strategic direction;
- to hold the Headteacher to account for the educational performance of the school and its pupils, and the performance management of staff;
- to oversee the financial performance of the school & make sure its money is well spent.

Through monitoring the impact of the actions that have been identified in each year's *School Improvement & Development Plan (SIDP)*, we seek to inform ourselves - and each other - about the progress being made to ensure that these critical aspects of our role are met.

We do this in a variety of ways, not least at regular Governing Body meetings, but also in carefully focused visits to the school. These

are designed with a clear focus (or several of them!) in mind and often involve meeting with at least one member of the staff team, who can be teaching, learning support, administrative or site management.

They can also, as often as possible and if appropriate, involve meeting with the children and seeing their learning in action or the products of their learning.

School Improvement and Development Plans (SIDP)

Each year Tower Hill challenges itself to be better and creates a number of key areas of development to maintain and improve on its outstanding provision. Last year that plan was to adopt a **Can Do** approach.



C

Contribute actively to developing own teaching practice through self-evaluation, identification, reflection

Success Criteria: By the end of the year, 100% of teaching in at least Reading, Writing, Maths, Science & IT is consistently Good+.

In their visits, governors experienced classroom visits to see for themselves the level of engagement by the children and the techniques being employed by teachers. They spoke to teachers about 'being filmed' whilst teaching and how teachers felt that this tool had impacted their actual teaching practice. They accompanied children on visits and watched the children then using their experiences in the classroom as stimuli for their learning, and talked to them about how they felt visits and the ways the teachers planned these opportunities into their learning helped.

Example Visit: Developing Teachers' Self-Evaluation Skills through Dialogue, IRIS filming & Continuing Professional Development

Verdict: Two governors undertook this monitoring activity and expressed that they were 'exhausted' by the end of a very full morning of gathering evidence! They reported that they were in little doubt that the training procedures in place were resulting in outstanding value for money - demonstrated through development in teacher confidence, skills & creativity and as evidenced through pupil outcomes.

Results: In all aspects of governor monitoring, reports to the FGB were highly positive and governors felt that the purchase of the filming equipment was proving 'exceptionally good value for money' as evidenced in both the innovative teaching experienced and the outcomes achieved in the children's learning.

A

Analyse pupil participation & performance to ensure identified groups: Vulnerable, Gender & Gifted & Talented achieve expected objectives for age, or greater than, as appropriate

Success Criteria: All groups are challenged to their maximum potential to further improve pupil outcomes; and marking is appropriate to level of learner and supports pupils to improve outcomes further.

Governors made the unanimous decision that they all wanted to be involved in 'how the children were doing' and so there is no 'Standards Committee' at Tower Hill unlike many other Governing Bodies. We set aside one Full Governing Body meeting each term to discuss pupil performance and progress with our Headteacher.

We regularly review progress across the school and receive reports to update us about the performance of all children and by specific groups – not least those classified as Disadvantaged. We are delighted that the 'Gap' between those with and without Disadvantage continues as minimal with 'No Weaknesses' being identified in Ofsted's Inspection Dashboard 2015. The 'value' that we add is at least 'Broadly Average – or Above' in ALL Subjects.

Example Visit: Impact of First-Hand Experiences (to engage and inspire learning)

Verdict: The key outcome was excited children who love the wide range of experiences planned by the teachers, both in-school and on visits, and teachers who are vehement about the very positive impact the experiences have on the children's involvement, understanding, knowledge, enjoyment and learning. In 2014/15 we increased the proportion of the school budget dedicated to support these experiences to try to reduce the voluntary contributions that we request from parents and this monitoring visit proved that this was a highly positive decision.

Results: In 2015, boys attained Higher Average Point Scores than girls in ALL Subjects – including in Writing at Level 4 and the Above Age Expectation Level 5. The Governing Body is proud to report that attainment at the Higher than Age Expectation Level 5 is Above National in Reading, Writing and Maths for both boys and girls and for Disadvantaged pupils. Additionally that this year sees the highest ever attainment in Writing, with achievement at the Higher+ than Age Expectation Level 6 in both Maths and Spelling, Punctuation & Grammar.

The Governing Body recognises the impact of the teachers' commitment to creating an innovative, inspirational curriculum and the impact of the Senior Leadership Team's deployment of highly effective targeted provision.



Nurture vocabulary development to improve linguistic literacy

Success Criteria: Oral work excites children's imagination and increases their range of words they use both when speaking and writing, and leads to greater success in spelling especially of most commonly used words.

Governors made monitoring visits at the start and end of the year 2014/15 to evidence the reported very low baseline entry levels of children in Communication and Language and consider the strategies in place to begin to address these at the very earliest stage. Monitoring reports to the Governing Body confirm the wide range of levels of language acquisition and the intensive programmes in place to turn these around. Accelerated progress has been made by 100% of the children with nearly 60% of the target group achieving the Early Learning Goals (ELG). This is significantly good progress from their very delayed starting points.

Example Visit: Identification & Provision for Able Children

Verdict: There is a clear procedure for ensuring that those children who are identified as having the potential to work significantly above their age expectations are targeted to do so. The range of challenge within a 'normal classroom' as well as additional opportunities to work with 'like children' from other school settings are strongly considered by teachers and this group of learners is very much in focus by the Senior Leadership Team – as end of KSII results show.

Results: Across KSI and KSII, accelerated advances in Speaking & Listening skills have been evidenced in reports to the Governing Body, showing a minimum 20% accelerated increase in the proportion of children who are At or Above Age Expectation. This is attributed to the high profile awarded to the initiative to develop speech through Performance Skills, with the children composing and delivering their own Talk Group presentations throughout the year. Results are reported to be evidenced in the children's writing and indeed, in the End of Key Stage II SATs this year, we attained our highest proportion of children in both Level 4 and 5 in Writing.



Devise & Organise the roles of Pre-School Link Worker & Family Support Link Worker

Success Criteria: Identified children & families demonstrate more secure emotional well-being which impacts positively on the children's self-esteem, learning behaviour and outcomes.

Example Visit: Discussing with the Special Educational Needs Coordinator (SENDCo) the methods used in identifying the Special Educational Needs & Disabilities (SEND) of children at the school and planning provision to meet specific needs

Verdict: This again was a 'two part' visit with the first in the Autumn and second at the end of the year to assess impact. Two governors undertook this visit and found the procedures discussed with the SENDCo in the identification of children who might be 'at risk' of Dyslexia to be comprehensive and very thorough.

Results: 'Hard' and 'Soft' Data shows the impact of these two new roles on the children - and the families - at Tower Hill. We have been delighted with the very positive feedback that has been received with the introduction of these two practitioners, from the pre-schools expressing their appreciation of being able to further develop their skill levels and the families through being able to draw increasingly regularly and confidently on the provision available for emotional and organisational support.

Recruitment procedures were thoroughly comprehensive and rigorous to attract and appoint two practitioners who have quickly researched and established their roles with high impact as evidenced in Governor monitoring. This has been carried out through visits to school to hold discussions with, as well as termly reports from, the role holders. The role holders also met with the Director of Children's Services for Hampshire, John Coughlan, during the school's annual 'Hampshire Inspection Visit', who reported back to the Governing Body as 'highly impressed' with this initiative and its swift impact.

In addition to visits with a specific focus on aspects of the SIDP, we also conduct a range of non-specific SIDP visits. These can include assessing the safety of the children and staff; that we are meeting our duty of Equalities; and that the financial business of the school is being scrupulously carried out, as well as more specific aspects of the curriculum.



This year, these have included: safeguarding procedures, including in recruitment; I.T. Safe Use (e.g. how to deal with cyberbullying issues); the annual Fire Safety check; the annual First Aid check; Pond Safety; Safe Working at Height; an I.T. Asset Check; Income, Purchasing, Payroll and Petty Cash checks; English Additional Language provision; R.E. provision across the school.

We have had a very busy year - but the evaluations of all visits have proved highly positive and favourable to provision for the children, making them most worthwhile.

The best outcome is that we get to really 'feel' how the school runs - which is not possible in a meeting, after dark, when all the children have long gone...the visits are the most enjoyable aspect of our role!

This year Tower Hill are reaching for the stars



Self-Reflection & Transition - Continue to develop teaching through consideration of own practice, and dialogue & coaching, especially in the light of new teachers joining and current teachers changing year groups &/or key stages

Since 2012, the greatest challenge faced by Tower Hill Primary School has been to not only build on but maintain outstanding provision due to a constantly changing teaching profile as a result of multiple and ongoing maternities and, more recently, the school's expansion to 2-form entry which commenced in September 2014. It remains crucial that our teaching profile still gives consistency of approach and the highest expectations are demanded from all on the team.

For each of the last two years, we have recruited three Newly Qualified Teachers (NQTs). This year there have also been quite significant year group changes for existing staff which involve considerable professional development to ensure their continuation as highly effective in their new year groups. Through the Governing Body approving this teaching profile, it has allowed the Headteacher to create 'a second tier' of High Quality Teachers to deliver release time for class teachers and thus ensure High Quality Teaching in the class teacher's absence. It will also enable the continuation of dedicated Intervention Group teaching with children working below and children working above Age Expectation, and 'overlearning' - the repetition of not-yet grasped concepts or skills.

Last year we introduced filming to develop teaching practice using the IRIS system. The key aim is to develop reflection - both through viewing back and engaging in dialogue with more experienced and recognised High Quality Teachers, to progressively more through 'self' reflection. This remains a key element of our CPD programme in 2015/16.

We will also continue to develop teaching through an 'immersion' basis of lead professionals working for blocks of time with all teachers in order to develop skills, routines and ultimately impact positively on pupils' outcomes. Our aim is always to maintain Outstanding Provision for our children.



Assessment - Design an assessment framework to evaluate and track children's progress with a view to informing future planning and supporting children's growing independence in reviewing own outcomes

With the changes made to the National Curriculum in 2014, primary education has had to address how it will assess, evaluate and monitor pupils' attainment and progress.

KAD 2 sets out our commitment to devising a framework by which to assess pupils' ongoing performance as relevant to the Tower Hill Curriculum Map but with the stepping stones in place to allow teachers to

evaluate against Key Performance Indicators and Performance Descriptors of the National Programmes of Study.

Within this KAD we have embedded the need to devise the framework for Assessment and also a tracking mechanism available to the whole teaching team in order to monitor progress and critically inform future planning i.e. next steps.

Assessment in the form of Teacher Feedback is recognised as one of the key drivers in moving children's learning forward. Where we have trialled 'no limit learning' in 2014/15 through 'no ceiling' Success Criteria, pupils have raised their own aspirations to attempt what they previously may not have considered within their learning potential as 'it wasn't for their group to try to do'. This, and developing children's own ability to understand their own progress and what they need to do next to further improve, will form key elements of this second area of focus for 2015/16.



Reading - Embed phonics as a key approach to reading development and impact spelling outcomes across the phases, in addition to introducing children to the language of authors, including classic texts, to impact further writing skills

Levels of Communication and Language (C&L) on entry to Year R remain significantly below Age Expectation for still too great a proportion of our intake. To address these needs and challenges remains absolutely vital, but is not a one year, or indeed relatively short-term, 'fix'. The 'journey' for those children facing these obstacles is a much longer one. We have consulted other schools who serve a similar intake in C&L on entry, and the synthetic phonics programme Read, Write, Inc (RWI) has been recommended as having high impact.

This will necessitate considerable whole staff training and considerable re-resourcing of reading materials for its effective delivery. In addition to developing reading skills, the programme is also recognised as supporting the development of spelling, a nationally identified area for address. In tandem with our continuing focus on spoken communication, our aim is not only for reading to be impacted but also continuing to develop and improve children's writing outcomes.

Reading is the key to learning and we hope the impact of this KAD will unlock it for all of the children at Tower Hill.

Pupil Premium

With 40%+ of the pupils at Tower Hill attracting the Pupil Premium grant, we are very aware that approving the earmarking of this funding to ensure maximum impact is critical in order that we reduce the disadvantages that their circumstances can too often bring.



Strategy and Provision [including proportion of funding]

- 50% : Small Group Targeted Intervention Booster and Challenge Provision
- 30% : High Quality 'Over Learning' provision principally in KSII but from 2015 also in KSI
- 10% : Social & Emotional Development and Support
- 5% - 10% : Curriculum Enrichment through increasing opportunities and support for first-hand experiences
- 5% - 10% : Direct support for families and the community

Impact: 2015 as reported in the Ofsted Inspection Dashboard

- Value Added (Progress since the end of KSI) in all subjects was 'broadly average OR ABOVE' for Disadvantaged Pupils.
- From at least 5 out of every 6 starting points, the proportion of Disadvantaged KSII pupils making and EXCEEDING expected progress in reading, writing and maths was similar to that of OTHER pupils (i.e. those without Disadvantage) nationally.
- Disadvantaged KSII pupils had an Average Point Score equal to OR ABOVE the national score for Other Pupils in reading, writing and maths.
- The proportion of Disadvantaged KSII pupils that attained AT LEAST Level 4 was equal to OR ABOVE the national figure for Other pupils in reading, writing and maths.
- The proportion of Disadvantaged KSII pupils that attained AT LEAST Level 5 was equal to OR ABOVE the national figure for Other Pupils in reading, writing and maths.
- We have a trend of significantly good outcomes by Disadvantaged Pupils demonstrating highly effective planning and strategy.



Sports & P.E. Funding

Strategy and Provision

Tower Hill is less than one mile from the town's Leisure Centre and Swimming Pool complex and yet many children have expressed that they have never visited either. Thus, the Governing Body approved committing 50% of this funding to a swimming programme for EACH KSII year group to develop and improve water confidence and skills. Approval has been granted for the remaining 50% of the funding to develop P.E. teaching as a long term strategy rather than 'short term fix'.

Impact

- The swimming programme has had a highly positive impact on confidence and skills development.
- Those teachers involved, who have included both Newly Qualified Teachers and more experienced, have commented on the benefits of working alongside qualified coaches, to develop their confidence in P.E. teaching.
- The children have been highly positive about both spending pathways.





Checks of the premises, to ensure that the environment is safe for the children and adults.

The Annual Safeguarding Return was made by the Headteacher to the Governing Body which enabled the completion and return of the Annual Safeguarding Audit, a thorough review of all procedures and practice at Tower Hill, to the Local Children's Services Board.

Being aware of and ensuring that policies and practices include new guidance e.g. Preventing Radicalisation.

Parent Survey returned **100%** of parents saying that they felt their child was safe at the school.

Ensuring that the curriculum includes teaching children how to keep themselves safe.



Safeguarding

The most important thing to children, parents, staff and governors is keeping the children safe, thus Safeguarding is a key priority for the Governing Body. Here are some of the things that we have done this year to ensure that your children are safe.



Reviewed a number of policies including Keeping Children Safe in Education (revision July 2015), Child Protection, Staff Code of Conduct, procedures for dealing with allegations.



A number of governors are trained in Safer Recruitment to ensure that all necessary checks are carried out when any staff are recruited.

We reviewed the Security Policy to include a procedure in the event of 'Lock Down'.

Ensuring there is a positive culture and ethos where safeguarding is an important part of everyday life.

Agreed budget to employ a Family Support Link Worker to provide support for families who need it.

One governor attended Safeguarding training, with two others booked to attend in the New Year.

Governor visit to understand the processes and procedures in place to keep the children safe, and to ensure that all policies are being put into practice. Findings of this visit were very positive.



Expanding the school

Jan: Grand opening

2017

Tower Hill will take in its third two-form intake to its Early Years in September 16. This will then see us with ten classes - two per year in Early Years and Key Stage I and one in each of the Key Stage II year groups. Ultimately, the school will have doubled in size by September 2020!

We plan a Grand Opening for the new building - and phase in the life of Tower Hill - to start 2017. The youngest children in the school will form 'the heart' of the school in the classrooms around the internal Early Years outdoor quad area, with the older pupils housed in the new 'link block'.

We are truly excited about the changes that lie ahead and the children are loving having 'diggers' on site to watch! But what we are committed to retaining, and what the parents have implored us to protect despite growing larger each year, is our 'family atmosphere'. Caring, genuine relationships have and will always continue to be priority at Tower Hill. They have made us what we are and the whole team is proud to commit to nurturing them however large the school community grows.

Nov: Building work begins

2015

Balfour Beatty successfully tendered for the construction project and all preliminary 'enabling' works took place in the Summer 15 holidays. This included the creation of an internal P.E. store, a new finance office, and new general storage area. This was all in preparation for the major internal modifications scheduled for Summer 16. A delivery road has been laid around the school field, including a temporary car park to allow heavy goods access through the small original car park. The 'Hansel & Gretel' house in the playground will be gone by Christmas - the times they are a changing!



Due to pressure expected for primary school places in the future, following discussions with the LA, the Governing Body and Headteacher agreed to the expansion of the school with 60 places rather than 30 to be offered from September 2014, with modular classrooms being provided to create the necessary accommodation.

However, the Headteacher entered into discussions with the LA to secure permanent accommodation and confirmation of funding for a permanent construction was received in Spring 14 - all systems go - Tower Hill is a Growing School!

2016 Aug: Building work completes

Building works are scheduled to be complete by the end of August 2016. The new building will include six full size classrooms. Additionally, there will be a further teaching area and new SENDCo office.

A new Drama Store will be erected next to the current 'new block' facing the school field. This will all improve available space within the existing school and allow double the number of children to continue to operate but still in a very well maintained and organised environment - so critical as a model for our youngsters.

The final element in the expansion is to create much larger upstairs staff accommodation as the staff team grows and also enlarge the original school car park. These works will take place at the end of the programme.



2014 Expansion planning begins

Consultations with the local community ran from early Summer 14 with no objections received and formal planning permission was ready to be submitted in January 2015. The main, and anticipated, issue that troubled the community was the impact on the local traffic and parking. We produced a comprehensive Travel Plan in conjunction with Hampshire's Travel Plan Team which is a 'living plan' and still operational. This has included successfully approaching the local social club, just a 5 minute walk from the school, to request permission for our parents to use their parking facilities at the start and end of the school day.

Thank you!

We hope that our 2015 Annual Statement enables you to review the evidence of our work in striving to fulfil our role and deliver on the governing body's key functions. We welcome feedback from all parents, carers, prospective parents, friends - and any other interested parties - and are very happy and open to talking about 'governance' at Tower Hill if ever **YOU** take a fancy to 'walking down that pathway'

