

# Chair of Directors Report 2022/23

Martin Cox, Chair of Directors

December 2023

---

Welcome to our annual report from the Trustee Board.

This report has been produced following the Autumn Term 2023.

Every Director is a volunteer who gives their time freely to the role and we thank them for their commitment and valuable input.

Our task as Directors is strategic in ensuring the school's vision is effectively carried out in order for all children to flourish; achieving their full potential and living life to the fullest inside and out of school. In order to do this the Directors have three core strategic functions:

- 1. Ensuring clarity of vision, ethos and strategic direction;*
- 2. Holding the Headteacher to account for the educational performance of the school and its pupils;*
- 3. Overseeing the financial performance of the school and making sure its money is well spent.*

The report summaries the work of the Governing Board generally, and specifically, in 2022-23.

## **1. Context**

In September 2022 we welcomed Jac Johnson to our school as Headteacher. Jac had been a teacher for twenty years, thirteen of those as a Headteacher, and brought to Hartwell Primary school a wealth of experience.

This school year has seen the return of activities that were suspended during the prior two years of Covid restrictions. These included teacher led clubs, school trips, and also the music recital evening. In addition, we opened up school for external lettings and welcomed Rainbows, Brownies, Guides and the Parish Council into our school in the evenings.

We continue to improve our communication with parents. This included Parent Partnership meetings led by Jac Johnson. Parents were able to spend time with Jac, discussing issues facing their children and families, and considering areas the school could develop.

We have focussed on our SEND provision this year. Jac Johnson and Tracy Aldous (SENCO) worked together in developing a sensory room. This is a calm space, devoted to relaxing and developing the senses. In addition, the SENCO, Tracy Aldous, introduced SEND coffee mornings where parents could raise concerns they may have, learn about SEND provision in Northamptonshire and attend workshops led by SEND experts.

## **2. Governance at Hartwell**

In December we welcomed Elisha Smith and Kirsty Murphy onto our governing board, both parent Directors. We continue to try and appoint an additional Foundation Director and are working with the local church to do this.

List of Directors (1<sup>st</sup> September 2022 to 31<sup>st</sup> August 2023):

Name	Category
Margaret Ball	Community Director
Liz Basham	Co-opted Director
Lara Bruce	Staff Director
Martin Cox	Community Director
Max Isherwood-Crook	Parent Director
Sally McCulloch	Staff Director
Ian Messenger	Foundation Director
Kirsty Murphy	Parent Director
Jac Johnson	Headteacher
Elisha Smith	Parent Director
Charlotte Wilson	Parent Director
Bev Wise	Parent Director

Each year the governing board assesses the skills and experiences it has and identified any gaps that we may need, which this year resulted in demonstrating a diverse skills base on which to support the school's Senior Leadership Team and meet our three core strategic functions.

### **3. Staffing and Infrastructure**

During the year, teachers Jenny Shaw and Sam Mallard left our school. We welcomed Emily Lile into reception class, and Tracey Ewer into Year 2.

Our teaching team from September 2023 is:

Class	Teacher	Teaching Assistant
<b>R</b>	Emily Lile	Jacqui Newcombe
<b>1</b>	Lily Wood	Natalie Morgan
<b>2</b>	Tracey Ewer	Zohra Mirza
<b>3</b>	Tracy Aldous (SENCO) / Rachel Robinson	Amy Walding 1:1
<b>4</b>	Jack Snell (ECT)	Rebecca Griffin
<b>5</b>	Ashley Hartwright (ECM)	Emma-Isherwood Crook
<b>6</b>	Sally McCulloch (SLT)	Nicola Warren and Charlotte Gopole (1:1)

### **4. Pupil Achievement**

#### *Early Years Foundation Stage (Class R)*

Out of the 22 children in the class, 20 achieved a "Good Level of Development" (GLD), which is the expected standard at the end of Reception. This measure is met when a child meets the expected standard in the following areas:

- Communication & language
- Literacy
- Physical development
- Mathematics
- Personal, social and emotional development

#### *Year 1 Phonics Screening*

The pass mark for the check is 32/40. Out of the 29 children who sat the screening, 26 children met or exceeded the pass mark.

### *Key Stage 1*

At the end of year 2, children sit test papers for reading and maths which inform the teacher's judgements. The children were assessed as follows:

	At the expected standard	Greater depth
Reading	55%	9%
Writing	36%	14%
Maths	59%	22%

### *Year 4 multiplication tables check*

This is an online check with 25 marks available. This year, of the 27 children who sat the test, 21 achieved a mark of 20 or more. There is no pass mark or threshold set for the test at this time. The test provides no data for gap analysis, rather the score itself provides an indicator of a child's fluency with the end of Year 4 expectation of knowing all multiplication facts up to 12 x 12, and therefore readiness for the Year 5 maths curriculum.

### *Key Stage 2*

Writing is teacher assessed, whereas the other subject areas are SATS results. We were pleased with the following results:

	At the expected standard	Greater depth
Maths	96%	70%
Reading	96%	70%
Grammar, punctuation & spelling	90%	57%

This demonstrates the impact of quality first teaching (QFT) and that children leave our school secondary ready.

## **5. OFSTED**

In October 2022 the school had a visit from Ofsted. One of the areas identified for improvement during the inspection was the children's knowledge of the British values. On 8<sup>th</sup> November 2023, Directors carried out a monitoring visit to see how British values were being addressed in school – key feedback included:

- The British Values are displayed in a prominent position in the Lobby alongside the Hartwell Values.
- It is highly evident that British Values are promoted and taught throughout our school.
- There was clear evidence of pupils from all year groups being familiar with and being able to recall the specific language of the British Values. There was also clear evidence throughout the school in the form of displays and resources, which were being used in different ways dependent on year group. I also felt that the Head has provided a strong lead to the staff in terms of her expectations of them when it comes to including British Values in their teaching.

## **5. School development plan**

Our SDP has a strong emphasis on monitoring and evaluation, with links between priorities and improvements. There is a focus on pupil outcomes. This year, our SDP has the following priorities:

- To ensure that budget constraints do not impact on the high quality of teaching and learning and high standards are maintained.
- To ensure our non-core curriculum as strong as the core subjects.

- To introduce and embed Latin into our curriculum.
- To develop Directors roles to ensure all aspects of the school are monitored effectively.
- Ensure our behaviour policy and systems are robust and support positive playtimes for all.
- Embed metacognition across the school.
- To develop spirituality and courageous advocacy across the school.
- Ensure British Values are woven into the school timetable.
- To develop new staff to ensure support and wellbeing.

## **5. Infrastructure**

As an academy, we can apply for capital funding from the Condition Improvement Fund (CIF) in an annual bidding round. The priority for the Department for Education (DfE) in administering the fund is to address significant condition needs – that is, keeping our building safe and in good working order. This includes funding projects that address health and safety issues, building compliance and buildings in poor condition.

We were pleased that our application for funding for a Fire Safety & Compliance project was approved during the appeals round in June 2023. Funding of £379,007 was awarded to

- Upgrade the fire alarm and install additional detection coverage across high risk areas and escape routes across the site with upgraded emergency lighting.
- Replacement all internal fire doors with modern and compliant new units
- Remedial works to compartmentation and partitions throughout the school to ensure fire breaks are compliant
- Works to address multiple examples of breaches to fire stopping due to services installations and other non-compliant works.
- Addresses the recommendations of our independent Fire Risk Assessment which categorised these works as urgently required.
- Removes all risks and liabilities for the academy in the event of a fire ensuring that the risk of spread of flame and smoke is minimised and that a safe evacuation of all staff, students and other site users is ensured.

## **5. SIAMS**

The SIAMS report is the Statutory Inspection of Anglican and Methodist Schools which takes place every five years. Our next SIAMS inspection will be in 2024. David Dyson is a Schools Consultant from the Diocese of Peterborough continues to support our school in preparing for this inspection.

We have introduced a new focus on “Courageous Advocacy” in our school. This is the act of speaking out against an issue of injustice, often on behalf of those whose voice is not heard:

*“Speak up for people who cannot speak from themselves. Protect the rights of all who are helpless” Proverbs 31:8*

We are proud that our pupils have started thinking about being courageous advocates – two children have raised money through sponsorship for charities. In addition, our new Ethos Team organised a second hand sale alongside a mufti day, raising over £600 for Children in Need.

**In summary, Hartwell Primary School is delivering a really good education for its children and meeting its aims and objectives, which is a credit to the staff, children and Directors/volunteers.**