

Mortimer Primary School

The Governing Board of Mortimer 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;
- Overseeing the financial performance of the school, making sure its funding is well spent.

Key issues that have faced the Governing Board during 2015-16

As last year, the Governing Board have supported the Head Teacher and Senior Management Team to advance the School Development Plan (SDP), setting out the aims of the school for the forthcoming 3 years. As a reference point the SDP is predicated on the priorities identified from data (both historical and current across the curriculum areas) and, school self-evaluation. The SDP is set out with clear aims, key tasks which will be completed in order to achieve these aims and success criteria in order to measure outcomes. The SDP is monitored and reviewed termly.

In our review of the School Development Plan we have:

- Monitored the implementation of the new curriculum and its impact on learning.
- Overseen the move away from old style National Curriculum levels and monitored the performance of the new system.
- Checked the progress towards eliminating the gap in performance for any pupil identified as disadvantaged.
- Monitored closely the use of pupil premium funding against expected progress.
- Monitored the initiative to improve standards in writing, spelling, punctuation and grammar.
- Appointed new members of staff.
- Overseen the further development of an outdoor classroom, following early successes in this new teaching space.
- Continue to monitor the impact of the Teaching School initiative.

Government policy

As a Governing Board we are keenly aware of changes in government thinking that may impact the provision within school. The government's previous stated position to convert all schools to academy status by 2021 was one such issue which generated some debate within the governing board. Although the government has since pulled back from this policy,

academy status continues to be a topic for careful thought and consideration. Whatever the future brings, the Governing Board, Head Teacher, Senior Management Team, along with staff, parents and children, can play a part and support the right direction for the school, come what may.

Assessment of the impact of the Governing Board on the school during 2015-16

The Governing Board of Mortimer continually seek improvement to the provision of education at our school. We take a holistic outlook when considering the development of all our pupils. Working closely with the Head Teacher, Senior Management Team and all members of staff, we are constantly striving to improve and develop the school in all areas. The relationship between the Governing Board, the Senior Management Team, and staff is based on trust, respect and support. The results of which are outstanding education for the children attending our school. This continues to serve as a highly successful model with continued improvement in pupil progress and attainment across the school. For a number of years pupils here at Mortimer have consistently attained standards significantly higher than all pupils nationally.

Targeted interventions, with an emphasis on diminishing the difference between disadvantaged and other pupils are evaluated regularly and have delivered successful outcomes. The gap over the last three years has continued to narrow. At the end of Key Stage 2, the percentage of disadvantaged pupils achieving the expected standard in all three subjects combined reading, writing and mathematics exceeded that of all other pupils nationally. Similarly, the percentage of disadvantaged pupils achieving the expected standard in reading, writing and mathematics exceeded the national figure for all pupils. The percentage of disadvantaged pupils achieving the combined higher standard in reading, writing and mathematics was marginally lower than all other pupils nationally. Our current data indicates that the majority of disadvantaged pupils, across all year groups currently in school are working at or beyond age related expectations. We attribute this to the focussed use of Pupil Premium funding.

With the new curriculum implemented last year we have continued to monitor progress to ensure a seamless transition, and ultimately, improved outcomes for the children. New resources have been purchased, where necessary, to enhance delivery of educational themes or specific skills. Staff meeting time has been allocated to ensure all areas are appropriately resourced and plans adjusted.

New members of staff were recruited successfully including a Senior Leader providing the school with a Senior Leadership Team with the skills to take the school forward.

The outdoor classroom was completed and resourced in July 2015. Since that time this new teaching space has become a firm favourite for both the children and staff. In addition to it being an excellent space to learn, the children have also used it to present to the Governing Board.

A Teaching School is considered an outstanding school capable of working with others to provide high-quality training and development to new and experienced school staff. They

are part of the government's plan to give schools a central role in raising standards by developing a self-improving and sustainable school-led system.

Mortimer Primary is proud to be one of a very small number of primary schools designated by government to be a primary Teaching School.

This year has seen further development of the teaching school and an ever wider range of educational sessions for schools across the borough. So far this year the teaching school has delivered training courses on the teaching of mastery of mathematics, reading, writing, science, PE, dance, British Values, communicating with parents and working with outside agencies.

The preparation and delivery of these sessions along, with the advanced professional development borne out of the teaching school, is a fantastic accolade for Mortimer Primary. It is also beneficial for the development of our staff and helps to promote further advances in the outstanding teaching practice at school. All of this additional work ultimately benefits the children by opening up new opportunities to learn, using new techniques and ideas and continuing to make being a pupil at Mortimer Primary a fun and exciting prospect, supporting young children in their progress towards becoming young, caring and responsible adults.