

Governance Statement

31 August 2017

Governance review

The Governing Body has carried out a self-assessment to indicate the training needs of governors and an analysis of effectiveness. As a result, on-line links and reading materials were accessed and tutorials were given by the staff. The Governing Body is also a member of the NGA.

Review of Value for Money

As accounting officer the head has responsibility for ensuring that the academy trust delivers good value for money in the use of public resources. The accounting officer understands that value for money refers to the educational and wider societal outcomes achieved in return for the taxpayer resources received.

The accounting officer considers how the trust's use of its resources has provided good value for money during each academic year, and reports to the board of trustees where value for money can be improved, including the use of benchmarking data where appropriate. The accounting officer for the academy trust has delivered value for money during the year by:

Educational results

In February 2013 Lickhill Primary School was inspected and judged to be outstanding in every category.

Year 1 phonics screening results were above the national average at 83%. At the end of Key Stage 1, 90% of pupils achieved age related expectation in reading, with 33% achieving greater depth. 87% achieved expected standards in maths and writing, with 20% achieving greater depth. At Key Stage 2, 93% achieved the expected standard in reading, writing and mathematics and 33% achieved greater depth in writing.

Across the school pupils are making good progress because teaching is consistently outstanding. This has been achieved through careful investment in staff training and development. The focus of staff training and resources has been largely targeted at raising standards in maths and writing across the school and consolidating the new curriculum.

This year we have maintained higher levels of support staff in order that we can continue to provide challenging learning opportunities for identified groups of pupils, including vulnerable children, SEND, GRT and more able pupils. Many of our pupils benefit from small group or individual intervention programmes with targeted outcomes. These are closely monitored at phase reviews and pupil progress meetings. Pupil Premium children in Key Stage 1 managed to close the attainment gap towards age related expectation in all areas, Maths, English and Reading. At Key Stage 2, the gap remains the same, however huge progress has been made with more complex, extensive objectives and mind set work on emotional development.

We have increasing numbers of vulnerable children attending the school across key stages. The trust has continued to invest in training for staff that enables the school to run our Thrive program. This program works to support all pupils in making good emotional and social development. It also works specifically with any pupils exhibiting challenging behaviours so that we can develop their stress management systems and social skills and are therefore, in state of readiness for learning. Our assessments show that pupils on this program are

demonstrating dramatically increased levels of social and emotional development and engagement with learning. The Headteacher is an accredited lead trainer for Thrive. The impact of this work and the very positive response of parents was reported in our last Ofsted inspection and continues to have a beneficial impact on family life.

The school works collaboratively with many organisations to share good practice. The Headteacher is a Local Leader in Education and a professional partner for new headteachers. She is also on the Headteachers' Reference Group for Ofsted. In these capacities, several schools have received support. In addition, the deputy head has supported various local schools with SEND and Art support. The school remains a strategic partner in the Stourport High School teaching school and takes a leading role in the development of maths, phonics, art and emotional development in the school based initial teacher training.

Financial Governance and Oversight

The school holds regular meetings of its finance committee who report back to the whole governing body. In these meetings, financial decisions are discussed and monthly management accounts reviewed. Minutes of the meetings demonstrate that the governors hold the school to account over financial decisions and challenge spending decisions, where appropriate. Rigorous systems are in place to ensure strong financial controls and security.

Better purchasing

The trust continues to review Service Level Agreements with Worcestershire Local Authority and other independent providers, renegotiating or changing provider when beneficial. This ensures the services provided are fit for purpose and cost effective as well as providing value for money.

Better Income Generation

Additional income is gained through the management of Pre School and wrap around care provision. Demand for these services continues to grow and income has increased accordingly. This provision is beneficial to the wider community as well as families within the school.

Further income is generated through providing School to School support and outreach training. This has developed professional practice in other schools leading to improved outcomes for children beyond our community. Additional income generated is reinvested in the school and enables the purchase of resources and equipment for the benefit of the children.