**CALLOWELL PRIMARY SCHOOL**

**Governor Report to Parents - Academic year 2021/22**

I would like to welcome all the families who joined Callowell during the year. For those not familiar with a Governors’ report, in this document we summarise our focus for the year, significant results and issues for next year. Our first year without a substantial covid lockdown. Although that meant more time in the classroom and less restrictions to learning, we had a lot to catch-up on. A particular highlight for me was accompanying the yr3 and 4 visit to Bristol Art Museum to view their Egyptian exhibit. I could see first-hand the value of these out of the classroom experiences to bring to life their learning. It was also great to hear that we recently earned a GHLL Healthy Schools Award!

As a governing body we have been particularly busy with three main focuses: 1) The new school vision, 2) Updating the application of the curriculum, 3) Planning for the future structure of the school. Hopefully you have all seen the school vision which was previously shared via Class Dojo. If not it will be shortly added to our newly updated website. This is a particularly exciting opportunity to focus the direction of the school to proactively maximise our strengths, rather than being purely reactive to the last (now dated) Ofsted inspection. This was well timed for the curriculum update and has provided focus to our resource efforts (such as PTA efforts focused to improve the school environment, starting with the school hall).

We have worked closely with the Local Authority to accelerate efforts to update the curriculum in line with national standards. This had been impacted by changes in subject leadership and Covid, but staff put in a staggering effort to bring us up to date and you can see how this has changed with the updated curriculum statements on the website.

As for the third point, our Resources Committee has focused on the national trend for a fall in pupil intakes over the next few years. This has been particularly exacerbated by the fact that we are yet to be inspected by Ofsted (which has been due since September 21) and continue to have a Requires Improvement score, that in my opinion doesn’t reflect the school currently. As such, we have had to plan conservatively for the future, taking into account a potential reduction to the school budget (as this is based directly on pupil numbers) and this has been reflected in long-term planning to staff structures.

This year we saw a fair bit of churn in our Governing Board. Aisha Butler left the board during the year and Emma Rose switched from a Parent Governor to an Associate Member at the end of the academic year. I would like to thank both of them for their significant contribution to the Teaching and Learning committee, overseeing the application of curriculum in the school. Joining us we had Louise Chapman as a Parent Governor, bringing expertise and her link to the PTA to help the Resources Committee. Later in the year, local resident Mary Poulton joined as a Co-opted Governor, bringing expertise from a career in teaching.

Finally, at the end of the year we said goodbye to our Staff Governor, Mr Bown, when he left the school to pursue a long-term ambition working in a school for children with special educational needs. Mr Bown has had a significant impact in the school over the last 20 years; as a teacher, Maths lead and Deputy Head, he has given a lot to the school. Although he will be missed, we wish him all the best for the future and I’m sure this won’t be the last we see of him (we may even tempt him onto the Governing Board). Mr Bown will be succeeded as Staff Governor by Ms Hocking.

School performance data:

For the first time since the start of Covid we have SATs results to review. The figures below are provisional, with several papers to be re-marked.

**Y6 SATs show**:

Reading: 69% meeting the Age-related Expectations (ARE) and 19% hitting the Greater Depth Standard (GDS).

Maths: 54% ARE, 27% GDS

Writing: 54% ARE, 4% GDS

Spelling Punctuation and Grammar (SPAG): 73% ARE, 35% GDS

*Other than SPAG, the results were under the national standards (Reading 74%, Writing 69%. Maths 71%, SPAG 72%), although they were very much in line with the cohort’s results when they took their KS1 SATs. Although the time out of the classroom due to Covid has certainly had an effect, we clearly need to increase our focus on Maths and Writing particularly.*

**Y2 SATs show**:

Reading: 64% ARE, 14% GDS

Writing: 59% ARE, 9% GDS

Maths: 73% ARE, 18% GDS

*Our Y2 results are much more positive when compared to the national average. On reading we are 4% under, meeting the national average for Writing, and 3% above the average in Maths. So although a much more positive account, Writing continues to be an area for focus, with significant capacity for improvement.*

Attendance:

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| --- | --- | --- |
| **Cohort** | **2021/22 Attendance Average %)** | **Last Academic Year 2020/21 attendance (%) comparison** |
| Reception | 93.03 | 97.1 |
| Year One | 94.59 | 96.9 |
| Year Two | 95.45 | 98.5 |
| Year Three | 94.55 | 98.4 |
| Year Four | 95.66 | 95.5 |
| Year Five | 94.21 | 96.2 |
| Year Six | 92.92 | 96.9 |
| WHOLE SCHOOL | 94.36 | 96.9 |

Unfortunately, the freedoms offered by a post-Covid world seem to have also led to a rise in absences from school, a significant proportion of which were unauthorised. Please can we all redouble our efforts to improve attendance and reduce the disruptive influence on our children’s education. Children who are not at morning registration count as absent, so wherever possible please avoid lateness and schedule doctor’s appointments later in the day. We really should be aiming for 97% and as ever there is a reward for those children with the best attendance.

School structure:

By now you will have seen the new structure: mixed classes across the school, bar year 6. As mentioned previously, this is necessary due to reducing pupil numbers and the need to consolidate classes.

That said, as a Governing Board we have spent a lot of time exploring the impact of mixed classes and the experience in the Bees and Owls classes this year. Overall, this has been a largely positive experience. A class with mixed year groups can give pupils a broader social experience and greater opportunity to extend their learning, and gives older children experience of having the responsibility of acting as positive role models for younger classmates. Although the five-class structure is likely to remain for the next few years, we retain the ambition to grow school numbers and we believe our vision gives us the necessary focus to achieve this over the next few years.

Looking forward:

Looking ahead to next year, we still have a lot to do to start driving the school’s development in line with the school vision. We continue to expect (and hope for) Ofsted to visit, an opportunity to recognise all the good work and improvements that have been made. As ever, should you wish to contribute to any of the Governing Board, PTA or other school initiatives detailed above, then please feel free to get in contact with myself or Ms Johnston.

Regards,

**David Horscroft
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