



Annual Governance Statement

For the Downland Federation September 2017 – August 2018

Our Vision

Our vision for the Federation is that each child becomes a powerful learner allowing them to achieve the best possible outcomes and enabling them to take an active part in the challenges that lay ahead.

Each of our three schools have their own unique character, collaborate in a strong, supportive and resilient structure to provide a seamless education from 4-18.

Instrument of Governance

1. The name of the federation is The Downland Federation
2. The names and categories of the school in the federation are:

Name	Category
1. The Downs School	Foundation School
2. Compton Church of England Primary School	Voluntary Controlled School
3. Beedon Church of England (Controlled) Primary School	Voluntary Controlled School

4. The name of the governing body is "The Governing Body of the Downland Federation"
5. The governing body shall consist of the following:

Category of governor	No. In each category	Name of School	No. Of governors
Parent governors	2		
Staff governor	1		



Head Teacher	1		
LA governor	1		
Partnership and foundation governors	5	The Downs School (Partnership)	2
		Compton (CofE) Primary School and Beedon (CofE) Primary School (Foundation)	3
Co-opted governors	8		

6. The total number of governors shall be 18.
7. The Oxford Diocesan Board shall be entitled to appoint the foundation governors.
8. Compton (CofE) Primary School was established 22 August 1854 by means of a conveyance and endowment between (1) Jane Stackpole and Mary Wasey and (2) the Reverend John Spearman Wasey. Beedon (CofE) Primary School has a deed of trust dated 28 March 1968.
9. Recognising and acting in accordance with their historic foundations, Compton (CofE) Primary School and Beedon (CofE) Primary School will preserve and develop their religious character in accordance with the principles of the Church of England and in partnership with the church at parish and Diocesan levels. The school aim to serve their communities by providing an education of the highest quality with the context of Christian belief and practice. They encourage and understanding of the meaning and significance of faith and promote Christian values through the experience they offer to the whole community.
10. This instrument of government comes into effect on 6 September 2016.
11. This instrument was made by order of West Berkshire District Council on 26 July 2016.
12. A copy of the instrument must be supplied to every member of the governing body (and the headteacher if not a governor), any trustees and the Oxford Diocesan Board of Education.

Governing Body Membership

Name	Position		New Federation Governor Type	Start Date
Emily Havers	Chair		Co-opted	Resigned Jan 2018
Chris Prosser	Headteacher		Headteacher	7/6/2015
Bonnie Brown			Co-opted	1/12/2013
Craig Borlase		SEND Primaries	Foundation	Resigned June 2018



Peter Clark	Vice Chair	Health & Safety	Foundation	17/7/2012
Mel Johnston			Co-opted	Resigned February 2018
Stephanie Jones	Vice Chair	Safeguarding	LA Governor (wbc)	17/7/2012
Craig Norford	Vice Chair		Co-opted	11/2/2014
Alison Millar			Foundation	5/7/2016
Alison McDonald			Co-opted	6/9/2016
Marc Rigby			Parent	10/10/2016
Eileen Sarris			Staff	23/9/2016
Louise Weston		PP	Co-opted	18/01/2017
Will Van Zyl		SEND TDS	Co-opted	Resigned November 2017
Vacancies				
			Partnership x 2	

Emily Havers stood down as Chair of Governors and resigned as a governor in January 2018. Ms Stephanie Jones and Mr. Peter Clark were elected as Co-chairs for the remainder of the academic year. Mr Craig Norford continued as Vice-chair.

Record of attendance at FGB

Governor	12 Sept 2017	11 Oct 2017	6 Dec 2017	9 Jan 2018	20 March 2018	26 April 2018	10 July 2018
Emily Havers Chair	Present	Present	Present	Present			
Chris Prosser Headteacher	Present	Present	Present	Present	Present	Present	Present
Craig Borlase	Present	Present	Present	Present	Present		
Bonnie Brown	Present	Present	Present	Present	Present	present	Apologies recvd
Bruce Carnegie					Present	Apologies recvd	Present



Adam Chantler					Present	Apologies recvd	Apologies recvd
Peter Clark Co Chair Jan 18	Present						
Richard Clarke							Present
Mel Johnston	Present	Present	Present	Apologies			
Steph Jones Co Chair Jan 18	Present						
Alison Millar	Apologies recvd	Present	Present	Apologies recvd	Present	Present	Present
Alison McDonald	Present						
Craig Norford	Present	Present	Present	Apologies recvd	Present	Present	Present
Marc Rigby	Present	Apologies recvd	Apologies recvd	Present	Apologies recvd	Present	Present
Eileen Sarris	Present	Apologies recvd	Apologies recvd	Present	Present	Present	Apologies recvd
Louise Weston	Present						
Will van Zyl	Present	Apologies recvd					

Aims and key issues faced

The governing body aims to provide the Federation Schools with Outstanding Governance

The governing body referenced the Ofsted Framework of Expectations for its definitions of Outstanding Governance. In particular paragraphs 28 and 141, and the Outstanding Grade descriptors for Leadership and Management.

The governing body focused on three tactics for the year:

1. **Holding the Schools to account for Outcomes:** Improve the specificity on which we hold the school to account for outcomes.
 - a. To focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. We challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium, the primary PE and sport premium, Year 7 literacy and numeracy



catch-up premium and special educational needs funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups and between disadvantaged and other pupils nationally.

2. **Vision and Strategy:** Play a part in devising the new Vision for the Federation schools this year to contribute positively to the creation of a culture of high expectations, aspiration and scholastic excellence.
 - a. Leaders and governors aim to create a culture that enables pupils and staff to excel. We are committed unwaveringly to setting high expectations for the conduct of pupils and staff resulting in relationships between staff and pupils that are exemplary.
3. **Governance Action Plan:** Improve the quality of the understanding of Governors by which the Federation's schools determine pupil outcomes
 - a. Leaders and governors have gained a deeper, more accurate understanding of each schools' effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas
 - b. Leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement. Teaching is highly effective across each of the schools.

Whilst the Governing Board has delegated the detailed monitoring, inspection and reporting to committees, the governing board remains responsible for any decisions taken by committees, these decisions are reported back to the full governing board at their next meeting. The following committees were constituted to monitor the detail of each tactic.

1. Planning and Coordination
2. Finance
3. Staff, Pay & Conditions
4. Teaching and learning
5. Student Development
6. Achievement and Curriculum

Additionally, individual governors were assigned to monitor Safeguarding, Health & Safety, Pupil Premium and SEND pupil student provision.

Tactics monitored by the Committees - The Downs SIP



Planning & coordination	Staff, Pay & Conditions	Teaching & Learning	Student Development	Achievement and Curriculum	Safeguarding Governor	PP/Send Governors	Finance
Develop Communication Plan (how well do leaders engage with parents, carers and other stakeholders to support all pupils)	Embed professional practice profile in management process	Improve staff understanding of outstanding T&L (to include monitoring impact of CPDL on quality of T&L)	Improve attendance	Address underachievement in key groups	Continue to improve staff understanding of responsibilities for safeguarding	Organise and manage an effective intervention strategy for each key stage so there is a programme of interventions targeted at appropriate cohorts to improve pupil's attainment.	Ensure that the school has a long term balanced budget Provide advice on major expenditures items in advance of approval by the FGB
Implement strategies to increase the well being of staff	Staff attendance	Improve student independence, resilience and participation	Improve behaviour management	KS3 curriculum - progress of 5 year curriculum plan	Ensure all staff understand the principles and practices of whistleblowing.	All staff overcome the barriers to learning experienced by the individual PP students so the PP students are supported to achieve or exceed their targets in all subjects	Monitor Pupil Premium spends against budget and review impact.
The school's readiness to increase the intake Sept 2018 (pastorally, timetabling etc).	Leadership culture - is the leadership culture developing leaders ?						Benchmark the school's financial performance against similar schools



Tactics monitored by the Committees - The Primaries SIPs

Planning & coordination	Staff, Pay & Conditions	Teaching & Learning	Student Development	Achievement and Curriculum	Safeguarding Governor	PP / SEND governors	Finance
Improve communication between different stakeholder groups (how well do leaders engage with parents, carers and other stakeholders to support all pupils)	Robustness of Performance management	To create ethos of peer challenge / support and growth mindset for all	Monitor attendance	Ensure all children make at least expected progress in writing - raise overall writing attainment	Ensure all staff understand responsibilities for safeguarding	Closely monitor and evaluate the impact of interventions on pupil progress	Make effective use of enhanced sports premium to engage more pupils in sport
Implement strategies to increase the well-being of	Staff attendance		Monitor behaviour management	Work in collaboration across all 3 schools to ensure that the K,S and U in non-	Ensure all staff understand the principles and practices of whistleblowing.	Develop and implement support and challenge plans for PPG children	



staff				core subjects is progressively built on as pupils move from EYFS to KS3.		in each class	
	Is the leadership culture developing leaders ?		Embed understanding of British values				

Beedon KS2

Positives

High attainment average scaled score for reading and maths 107.1

Rank 37 for reading writing and maths at 71%, this is an improvement compared to previous years

14% of pupils achieved Greater depth in RWM (110 and above)

Progress for our PPG children was above national progress for children who are not FSM.

Development Areas

More pupils need to reach Greater Depth in RWM – 2 pupils were borderline in 2018. Grammar, punctuation and spelling test scores were high – 2 pupils who were borderline greater depth writers needed more opportunity to write non-fiction texts.

Maintain focus on PPG children to ensure there continues to be no gap for PP – literacy intervention and Ed Psych advice and time will be needed for one pupil in yr6 this year.



Compton KS2

Positives

Average scaled score at 107.8 is significantly above the national (Sig +)

The school is in line with national average for RWM (and above many other local schools)

75% achieved expected standard RWM, an increase 28% on last year.

Our average scaled score reading was 109.3. This is significantly above the national average. A score of 110 or above is greater depth. 42% of our year 6 achieved greater depth in reading.

Development Areas

Improve the progress and attainment over KS2 for middle attaining PPG students.

Improve spelling, Punctuation and Grammar with boys

Reduce absences – specifically PPG children in year 6

The Downs School

Attainment

The KS4 results – showed that for students aged 11-16, our 'Progress 8' score ranked our students' achievements as 'above average.' The 'Attainment 8' scores produced a rating of 54.5%, this is well above the England average of 46.5%. The results also showed that 97% of our school leavers either stayed in education or entered employment.

The KS5 results ranked the school 'above average' in the 'Progress' score, marking us as one of the top performing schools in West Berkshire. The average A Level grade was a B-, 21.9% of students scored grades AAB or higher at A Level, and looking at students best three A Level results, our average grade was a B,

Development Areas

Improve attendance

Improve staff understanding of outstanding T&L

Improve student independence, resilience and participation

Improve behaviour management

Addressing underachievement in key groups



Contacting the Governing Body

If you would like to correspond with the Chair of the Governing Body you may do so by contacting The Downs School either by telephone (01635 270000), email: pclark@thedownsschool.org or by post Chair of Governors, The Downs School, Compton, Berkshire, RG20 6AD.