



AINSLIE WOOD PRIMARY

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HEAD TEACHER – KERRY SCOTT
DEPUTY HEAD TEACHER - CLAIRE PHILLIPS
ASSISTANT HEAD TEACHER – LOUISE BALDWIN

Dear Parents, Carers,

Governors' Annual Statement

The Governing Body at our school is committed to providing confident and strong strategic leadership which leads to robust accountability, oversight and assurance for educational and financial performance.

As defined by the Department for Education (DfE) in The School Governance (Roles, Procedures and Allowances) (England) Regulations 2013, the core functions of the body include:

- Ensuring clarity of vision, ethos and strategic direction;
- Holding senior leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff; and
- Overseeing the financial performance of the organisation and making sure its money is well spent.

The role of a Governor is intended to be strategic in nature whilst being a “critical friend” to the Head Teacher and the school leadership team who are responsible for the day to day operational running of the school. In executing its functions over the last year the Governing Body has gained enormous respect for all the staff in the school who have a passion for education and a commitment to continuous school improvement that enables the best outcomes.

Governance Arrangements

The Governing Body is currently made up of eight members as follows:

- Two Parent Governors appointed by a ballot of parents/carers
- One Local Authority Governor - nominated by the Local Authority (Waltham Forest), and appointed by the governing body.
- One Staff Governor appointed by a ballot of staff

- The Head Teacher - Governor by virtue of employment by the school
- Three Co-opted Governors appointed by the governing body as we believe they have the skills required to contribute to the effective governance and success of the school

Our annual meeting planner helps us to ensure all the topics we are required to discuss each year are covered. There have been 8 full governing body meetings for the academic year 2021 - 2022 and they have always been quorate; five Governors at least are required for a quorum.

		29/09/21	15/10/21	10/11/21	02/02/22	16/03/22	04/05/22	08/06/22	12/07/22
Staff HT (Voting)	Kerry Scott	Y	Y	Y	Y	Y	Y	Y	Y
Staff Governor	Elizabeth Hare			Y			Y	Y	
Co-opted Governor	Marc Brown	Y		Y		Y	Y		Y
Parent Governor	Neil Nute		Y	Y	Y	Y	Y	Y	
LA Governor	Sally Davies	Y	Y		Y	Y			
Co-opted Governor	Tom Gregory	Y		Y					
Co-opted Governor	Ashley Sydney	Y							
Co-opted Governor	Bruce Roberts	Y			Y	Y		Y	
Parent Governor	Monique Price				Y	Y	Y	Y	
Co-opted Governor	Onyi Ekeanyanwu				Y	Y	Y	Y	

Moreover, we are truly grateful for the services of Neil Taylor our professional clerk who has provided expert advice and guidance throughout the year to ensure the efficient and compliant operation of the Board.

The Governing Body seeks to have people from diverse backgrounds with the right skills, experiences, qualities and capacity to provide strategic leadership. Each academic year, the Governing Body completes an annual skills analysis; we use this to inform us of our training and development needs and to help identify gaps that we can fill when recruiting any vacancies.

Ainslie Wood Primary School Vision 2022

The Governing Body core function of strategic leadership involves setting and monitoring the school's overall strategic framework, including its vision and strategic priorities, as well as taking responsibility for setting and modelling its culture, values and ethos. The school's vision is clear:

By 2022, Ainslie Wood will be a **world class centre of excellence** in creating and delivering a truly **child centred, age specific, whole education** which continues to Inspire Active Learning and Exceed Expectations. **Practice will be continuously developing** as we learn through a range of **trials, collaborations and world class sources** and we will be **regularly sharing our findings and practice with others; locally, nationally and internationally.**

The **continuous development of all staff** will be facilitating the growth of **inspirational leaders** who support **aspirational learners** through a **holistic curriculum** which provides ample opportunity and a trusting, safe and secure environment in which our children and staff have the freedom to **make choices and take risks**. All **learning will be relevant** and focused on developing **real life skills in real life contexts** in a bid to **ignite passions, create experts and develop future leaders**.

Our school will be proud to be a **central point in the community** which supports, engages and works with its members in a range of ways. We will be the **first choice school** for our local community as they recognise us as an environment which **creates valuable, contributing members of the local and global communities** and one which **cherishes and cultivates the potential in everyone**.

Academic Year 2021 – 2022 Inspiring Active Learning and Exceeding Expectations

This academic year we have faced new challenges of recalibrating learning environments and providing additional pastoral care and educational support to pupils to aid their progression. In January 2022, cognisant of the additional pressures operating in a ‘post’ pandemic environment we took the decision to pause one of our three School Improvement Plan areas.

SIP	Goal for July 2022	Key findings
1 EYFS: Systems and Outcomes	<ul style="list-style-type: none"> All children across EYFS are making at least good progress as a result of consistent and robust assessments systems Robust systems are in place so that the new EYFS curriculum is delivered exceptionally, promoting a love for learning and great curiosity. The environment supports all children’s learning journeys, challenging and engaging them in all areas of learning Adults across EYFS are committed to their professional development and access a range of opportunities to further improve their practice 	<ul style="list-style-type: none"> End of Year Outcomes for Reception (ELG data): At or above: 78% (60 children); Above: 20% 12 children; Below: 22% 13 children New EYFS curriculum training was undertaken by all staff. Both Nursery and Reception have improved medium term plans in response to the children’s interests; covering objectives with progression across the year Environments have been improved (indoor and outdoor) in response to children’s interests. All adults across the EYFS have undertaken CPD engaging with a range of external courses and regular analysis of Tapestry to ensure high quality and consistent across EYFS are provided for all areas of the curriculum
2 Research and Trials (Paused)	<ul style="list-style-type: none"> Through Deeper Instruction in PBL, higher order thinking skills have been activated which enable pupils to create high quality, real world outcomes Pupils in Y2 and Y5 will have a deeper understanding of their cognitive journey in writing as a result of the development of Metacognition 	

<p>January 2022)</p>	<ul style="list-style-type: none"> All pupils have increased confidence, vocabulary and engagement in subject specific content as a result of adult awareness and direct facilitation of Oracy focused learning Effective feedback is being used consistently and efficiently as part of the teaching & learning cycle, supporting pupils through their individual learning journeys towards becoming more resilient and reflective learners 	
<p>3 Embedding Anti-Racist Practices</p>	<ul style="list-style-type: none"> Governance, Leadership and Management have focused their personal and professional commitment to establishing and embedding anti-racist practices in all school policies and processes All members of the school community feel safe and secure to discuss issues related to race, racism, whiteness and anti-racism in a respectful and supported Environment Professional Learning and Development provides regular and relevant professional learning related to race equality and anti-racism which supports and challenges all staff in thinking and practice The values promoted across the school through The Hidden Curriculum are universal human values, which all members of the school community respect, adhere to and demonstrate Pedagogy and Curriculum has been developed so that robust policy and practices regarding race equality in school promotes teaching and learning to develop critical understanding of anti-racism and a multicultural society. All members of the community; Parents, Carers and Community Partners are welcome and there are a variety of ways, times and methods through which they can engage with the school. 	<ul style="list-style-type: none"> Training and support, delivered by external consultant provided a strong foundation for new thinking around racism and how the school acknowledges, responds to, and manages racist incidents. Creation of the Racist Incident Response Team (RIRT) who provide a collective and reflective response to real or perceived racist incidents. Creating a psychological safe space for conversations to take place; opportunities for pupils to hear and learn from diverse role models; and all school optics and communications celebrating the benefits diversity bring. The Teaching Team, who facilitate staff development and support, have incorporated learning from our anti-racism training to ensure that any unconscious biased or oppressive practices are absent from developmental practices across the school. Staff have been supported to actively focus on ensuring resources offer pupils the opportunity to learn through a variety of depictions of racial, ethnic and cultural diversity. We continue to consider the re-definition / re-launch of school values in support of this agenda. Attainment patterns are consistent across all ethnic groups. Pupil Progress Meetings (PPMs) are a structured element of individual assessment throughout the year and data across cohorts is reviewed; which includes analysis of ethnicity and gender. Parent/carer survey responses have informed our approach to school life, and specifically, anti-racism. We intend to introduce a Parents/Carers RIRT team in Autumn 2022.

	<ul style="list-style-type: none"> Other schools and the wider community will benefit from the anti-racist work we have engaged in through Sharing Practice, Outreach and Supporting Others 	<ul style="list-style-type: none"> We have utilised various opportunities to share the work we have been doing as part of our anti-racist journey. These have included both formal sharing: delivering training and workshops to education networks such as Whole Education, and informal sharing through more localised networks including helping 2 schools in their planning to help them begin their journeys.
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Throughout the academic year our staff have continued to act with professionalism and ensured our pupils' progress and welfare is paramount which rightfully deserves the recognition and gratitude of the Governing Body. We also warmly welcome new staff members and look forward to their positive contributions and commitment to our pupils' education, and express our sincere thanks to those staff and governors who are leaving and wish them the very best for the future.

Effectiveness and Impact of the Board

One of the roles for the Governors is reviewing and agreeing school policies. Governors have reviewed and updated many policies this year that are available on the school website.

The Governors also monitor the maintenance and development of the school premises and make decisions about the school budget. We produce an annual statement of financial control as required by the Local Authority. We are pleased to report that we continue to maintain a balanced budget with a contingency carry over each year. The budget will continue to be reviewed throughout the academic year to ensure solvency and probity thereby ensuring our financial resources are being used effectively. In particular, this includes overseeing the effectiveness of our spending that impacts our most vulnerable pupils (Pupil Premium). The school budget has been closely monitored by Carmen Cooper, our Business Manager and we thank her for everything she does.

Key priorities for next year

Overall, the Governing Body are ambitious that all children continue to be inspired active Learners and exceed expectations. We shall continue to assess our children's educational development through rigorous analysis of pupil progress and attainment and delivering a truly child centred, age specific, whole education. Looking forward to next year we shall be committed to:

- Delivering our Mission in 2022 and beyond seeking to continually improving the standards of excellence in the school; and
- Working collaboratively to:
 - Maintain the quality of education for our children; ensuring the intent, implementation and impact are outstanding.

- Ensure Ainslie Wood has and demonstrates positive behaviours and attitudes, where expectations are high with a respectful and inclusive culture, and
- Providing our children with the best start in education preparing them for future success and modern day life.

Finally, I would also like to take this opportunity to thank our school parents and carers for the continued support of your children, which enables them to maximise their potential. If you wish to contact the Governing Body please contact the Chair via the school details above, which is the legal business address for the whole Governing Body.

On behalf of the Governing Board

A handwritten signature in black ink, consisting of a stylized initial 'G' followed by a horizontal line extending to the right.

Chair of Governors