

GOVERNORS' REPORT

1. INTRODUCTION

For the School and the Governing Body 2021-22 was again affected by Covid. However, for the Governing Body it was very much business as usual by adapting to the situation and holding meetings via Teams, reverting to face to face meetings when it was sensible to do so. During Covid it became impractical to carry out our termly Governor visits to school, though parent governors were able to report from their perspective and the Single Central Record was inspected each term and regular Governor H&S checks undertaken. As restrictions were lifted it was clear that these visits should recommence. The Governing Body took the opportunity to review how these visits were undertaken and decided that each Governors should take responsibility for a particular subject. It was felt that this approach would enable a greater understanding by the Governing Body and to focus on the key areas of: INTENT IMPLEMENT IMPACT. These visits were successful and allowed the Governing Body to understand each subject area in much greater detail and also how the subjects were taught and assessed.

The Governing Body (GB) was reconstituted in September 2015 and has 12 members: 3 Parents, 1 LEA, 1 Staff, 1 Head and 6 Co-opted Governors. As part of the reconstitution process, the GB carefully considered its strengths and weaknesses. The new constitution was felt to provide a sufficiently broad and balanced GB that possessed the appropriate skills to undertake its duties diligently without having more people than required. All governors actively contribute, utilising their own relevant skill sets and experience to promote the success of the school. The Governing Body has consistently had a full complement, though currently there is one Parent Governor vacancy which we are actively seeking to appoint. The Governing Body has discussed the ethnicity of the Governing Body and will actively seek to appoint a BAME Governor when the opportunity arises. The next term of office for a governor ending is July 2022. The GB has discussed succession planning and also the need to reappoint/replace governors as their terms end. Philip Cunningham is the Chair of the Governing Body. Jon Mackley is the Vice Chair.

The Governing Body has had joint training on the OFSTED Inspection and all governors have updated their safeguarding training. Governors are encouraged to carry out further training, particularly where it is relevant to their roles.

Governing Body as at July 2022

Governor	Category	Term End	Attendance at Full Governors Meeting 21/22					Attendance at Full Governors Meeting 20/21				
			9/9	2/12	10/3	12/5	7/7	10/9	3/12	11/3	13/5	1/7
Debbie Bedford	LEA	15/10/25	✓	✓	✓	✓	x	✓	✓	✓	✓	✓
Alex Corke	Co-opted	09/07/23	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Donna Corke	Staff	31/03/23	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Philip Cunningham	Co-opted	09/07/23	x	✓	✓	✓	x	✓	✓	✓	✓	✓
Clare Brazil	Parent	1/12/22	✓	✓	✓	✓	x	✓	x	✓	✓	✓
Kevin Dobson	Parent	1/10/23	x	✓	x	✓	x		✓	✓	✓	✓
Lesley Gawen	Co-opted	9/7/25	✓	✓	x	x	✓	✓	✓	✓	✓	✓
Greg Huntley	Co-opted	09/07/22	✓	✓	✓	x	✓	x	✓	✓	✓	✓
Vacant	Parent				✓	✓	✓	✓	✓	✓	✓	✓
Jon Mackley	Co-opted	8/10/25	✓	✓	✓	x	✓	✓	✓	✓	✓	✓
Mark Turner	Co-opted	09/07/23	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Tracey Webster	Headteacher		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Clerk

Sara-Jane Mansfield	Clerk
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Associate Members

Helen Romain	Teacher
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Clare Brazil	✓	✓	✓	✓	✓	✓				✓	✓	✓
Kevin Dobson	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Lesley Gawen			✓				✓	✓	✓	✓	✓	✓
Greg Huntley							✓	✓	✓	✓	✓	✓
Vacant			✓						✓	✓	✓	✓
Jon Mackley	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Mark Turner	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Tracey Webster	✓	✓	✓	✓	✓	✓	x	✓	✓	✓	✓	✓

The GB undertook a thorough self-evaluation of the constitution and reviewed the terms of reference for its committees. A review of Governors competencies was undertaken together with a review of training.

The overall culture of the school is one of high expectations for teaching, learning, pupil behaviour and safety. In undertaking its duties the GB (following HfL training) reviewed the Schools Vision, Aims and Values in 2018, which are still fully supported. These help us to ensure the school achieves its goals, academically as well as spiritually, morally, socially and culturally.

The GB promotes the fundamental British Values of democracy, rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.

Our Vision

The Governing Body will not accept second best for any child and will embrace an ethos of setting the highest of expectations. This includes high expectations for pupil behaviour, progress and attainment and for the conduct and professionalism of both staff and governors.

At Ladbrooke we will create a safe, nurturing and welcoming environment, setting clear boundaries and leading by example. We will endeavour to build strong links with parents and help children to recognise the part they play in our school and the wider community.

We will deliver a stimulating, creative curriculum which aims to inspire a love of learning in every child. We will give children responsibility for their learning by providing choices and celebrate their efforts and successes. We will learn and grow together.

Having experienced a wide range of learning opportunities we aim for our children to leave us with a strong foundation for a happy and successful future.

'Work Together, Achieve Together'

Our Aims

- To provide a safe, nurturing and welcoming environment which meets the needs of every child
- To provide our children with a stimulating, creative, challenging and inclusive curriculum
- To enable our children to take responsibility for their learning and to develop the ability to work independently and cooperatively
- To enable our children to develop a sense of citizenship through our agreed school values
- To enable our children to develop care for and respect themselves, others and the world around them
- To encourage partnerships with parents and the wider community

Children leaving Ladbrooke will...

- Have developed a love of learning
- Display the academic, social and creative skills needed to be successful in life
- Be open minded and flexible
- Be willing to take responsibility for their own learning and learn from their mistakes
- Show respect and pride for themselves, others and the Ladbrooke community
- Develop a sense of achievement in themselves

- Display high self-esteem - pride, confidence and positive outlook
- Demonstrate good social skills including communication, independence and teamwork
- Have experienced a wide range of opportunities
- Be happy, safe and enjoy their time at Ladbrooke

The Governors are mindful that they need to focus on three core strategic functions:

1. Ensuring clarity of vision, ethos and strategic direction

The Governors in partnership and consultation with the HT (and SLT and all teaching staff) have reviewed and agreed vision and ethos of the school as set out above. The school has had a clear strategic direction for a number of years and this is embedded by the school values and vision. The strategic direction has needed to be tweaked in light of government policy, changing curriculum, OFSTED reports and issues such as school performance. Given the performance of school and ability of the HT, the work on the strategic direction of the school has been led by the HT following discussions at the Governing Body meetings, with the strategic direction then being scrutinised closely by and approved by the Governing Body. In order to strengthen the input of the Governing Body an annual meeting to discuss the strategic direction of the school is being put in place. A key role will be to feed into the SIP at a strategic level before it is developed by the HT and her staff.

2. Holding the Head Teacher to account for the educational performance of the school and its pupils, and the performance management of staff

The GB and its two committees robustly challenge the HT in an appropriate manner in order to hold her to account. School performance is reported to the SIC and this is forensically examined and challenged by governors. The Performance Management of staff is monitored by governors. Two governors have been appointed to review the performance of the HT. This work is done in partnership and with the expert advice of our Herts for Improvement Partner.

Important to note that the GB also supports the HT in her role.

3. Overseeing the financial performance of the school and making sure its money is well spent.

The overseeing of financial performance of the school is led by the Resources Committee with detailed reports being received from the HT based on information from Herts County Council. The levels of delegation of financial spending are approved each year by the GB, though reporting to the GB is done at a significantly lower level at the choice of the HT so that the GB has much clearer vision of procurement and spending. An annual budget meeting is held to set budgets where each line of the accounts is reviewed before the budget is approved by GB. A four-year plan is prepared in order to forecast potential financial issues that may need to be tackled in future years. The Resources Committee is chaired by a qualified accountant who has also completed various Herts for Learning courses relevant to this position (SFVS etc).

The Government's White Paper Educational Excellence Everywhere, March 2016 states:

'it is increasingly vital that schools operate under effective governing boards. As the key decision maker and accountable body for their school(s), governing boards have a vital strategic role, which they should deliver in a dynamic and professional manner: focusing strongly on their core functions of setting the vision and ethos for their school(s), holding school leaders to account and making sure money is well spent.'

The Governing Body are mindful of the above core strategic functions and guidance and endeavour to ensure that these are followed in undertaking its duties.

As part of this code Governors have reviewed their own performance so that continuous development and improvement can be achieved. Each year a review of the training of governors is carried out. In addition, a Skills Audit of the GB (National Governors' Association Governing Board Skills Audit) was completed in February 2018 and this showed that the Governing Body has a broad range of skills and experience within its membership and no significant gaps where remedial action was required. However, all governors have the willingness and ability to learn and develop. The chair also acknowledges that regular evaluation is useful in determining effectiveness and highlighting any potential areas of weakness or where improvement can be obtained. As such feedback is requested from the Governing Body at the end of each school year.

Overall Effectiveness of the Governing Body

The Governing Body has worked hard since the last Ofsted inspection to support the school to raise achievement and promote good teaching throughout the school. We have ensured we receive the required information in order that governors are in a position to be able to challenge appropriately. We feel confident that we have a robust structure in place – well trained, enthusiastic, keen governors. Committees are well attended and we have strong support with policies and procedures. We feel that we can properly support the school in all its endeavours. All this could not be achieved without the exceptional commitment and ability of our Head Teacher and her team's hard work, the character of our children and the support of their parents and carers.

Biggest single contribution of the Governing Body was perhaps the appointment of the HT, following several unsuccessful attempts to appoint a HT with the right skills and experience.

Other contributions include:

Ensuring a balanced and well trained Governing Body to perform its three key functions and to support the Head Teacher and her staff

Ensuring high quality clerking at all meetings

Helping to deliver three new high quality teaching areas: the Owl House and its environs, the recent new classroom building and the Early Years outdoor area

Supporting the Welfare of all staff and provision of training which has contributed towards exceptional staff retention

Ensuring financial controls and management are in place for contracts to deliver best value

A real focus on effective safeguarding to ensure that it is totally embedded throughout the school with a similar focus of issuers such as Prevent

Challenging the teaching staff to ensure levelling up is a continued high priority and that disadvantaged children are always considered

Working with the head teacher and her staff to instil a shared vision and ethos

Supporting the introduction of the new curriculum

Working with the HT and SLT in managing the impact of the Covid pandemic.

The GB has set out a clear Vision and Ethos, developed in partnership with the HT and her team. A priority for the GB has been ensuring a focus on disadvantage children. Working with the HT a strong financial control and governance with 4 year plan has been put in place.

The GB has had no vacancies (except for periods when Parent Governors are being replaced) for last 10 years or more. The GB has a wide skill set and works well together.

2. OFSTED INSPECTION

The OFSTED inspection letter 7th March 2017 confirmed that the school continues to be good:

'The leadership team has maintained the good quality of education in the school since the last inspection. The overwhelmingly positive feedback from the staff questionnaire and Parent View is testament to your strong and inspiring leadership. You seek high quality in all that the school provides, ensuring that staff and pupils do their best and strive to do even better. Staff and parents share a common purpose in putting pupils and their achievements first. This is because you appreciate and value their contribution in supporting and encouraging every child to enjoy success in learning and in their personal development.'

While there was plenty of evidence of pupils' good quality work displayed in classrooms and corridors, the work seen in topic books could be improved.

Some of the comments where improvements could be made included the following:

While the school's future plans for improvement identify disadvantaged pupils' achievement as a priority, clarity is required on how the measurable targets will improve outcomes for pupils.

Proposed areas for improvement should be clearer in the development plan.

Specific targets should be set for disadvantaged pupils in the school's development plan.

The need to develop the outdoor provision in the early years (already completed).

While most pupils are rarely absent from school unless they are ill, a few vulnerable pupils are persistently absent. There are strong and effective strategies in place to monitor and improve attendance, however, the school needs to continue to improve attendance.

Next steps for the school leaders and those responsible for governance should be to ensure that:

- strategic plans for improvement specify the expected impact on pupils' achievement so that planned actions make a difference to pupils' learning
- explicit, challenging targets are set and tracked to raise disadvantaged pupils' achievement in reading, writing and mathematics
- pupils are sufficiently and appropriately challenged in their written work in noncore (topic) subjects
- provision for outdoor play activities in the early years is sufficiently challenging.

The above issues have been carefully considered and addressed by the Governing Body and the school staff.

The full Ofsted Inspection letter is available online and on the Ladbrooke JMI website.

We look forward to our next Ofsted Inspection so that we are able to demonstrate the continual improvements that are being made at the school and to show that the school provides a safe, nurturing and welcoming environment which meets the needs of every child and that develops a lifelong love of learning. We would welcome the chance to evidence how we provide our children with a stimulating, creative, challenging and inclusive curriculum that results in good attainment and progress from our children.

3. KEY AREAS OF FOCUS FOR GOVERNING BODY IN 21/22

One of the main focuses of the GB is agreeing, reviewing and monitoring the School Improvement Plan (SIP). We robustly challenged the Head Teacher and her deputy and also have had the opportunity to challenge some of the subject leaders. Reports from subject leaders are now on the schools web site. Further independent views are provided by Kelly Moss (Herts Improvement Partner). The Single Central Record was inspected each term and regular Governor H&S checks undertaken. As mentioned in the introduction, the Governing Body took the opportunity to review how governor visits were undertaken and decided that each Governors should take responsibility for a particular subject. It was felt that this approach would enable a greater understanding by the Governing Body and to focus on the key areas of: INTENT IMPLEMENT IMPACT. These visits were successful and allowed the Governing Body to understand each subject area in much greater detail and also how the subjects were taught and assessed.

The Pupil Premium and Sports premium were carefully monitored and reported each year. The Pupil Premium used to impact on the standards of all disadvantaged pupils in all year groups. Through this targeted approach disadvantaged pupils are achieving in line and if not better than their peers. Attendance continues to improve, as has the number of children who are regularly late. Emotional wellbeing support has built steadily and is having a positive impact. The money is used to increase staffing across the school so that disadvantaged children can be targeted and supported earlier. Careful evaluations of interventions last year have identified those that gave most impact and these will be continued. Maths and writing will be the main focus of support in and out of class. Emotional wellbeing, as a key target on the school improvement plan will continue to be a focus of our use of our spending. Attendance will continue to be monitored.

The Sports premium is assessed by 5 key performance indicators plus swimming data.

In accordance with our forward plan, policies are reviewed, updated and approved.

Self Evaluation Form (SEF)

The SEF sets out the Head Teacher (and her staff) view of the school in specific areas. In terms of the SEF it is noted that there has been a general improvement over recent years. The assessments show that we are a solid 'Good' and that we are working on moving the school to 'Outstanding'. Governors acknowledge this progress and the hard work that has been required to make this progress. With the continued input of all the staff (and of course pupils and parents) and a focus on further improvement through the SIP, further

progress towards 'Outstanding' performance should be attainable. Attendance was highlighted in the last Ofsted visit. A particular focus has been made on attendance since the visit and this has improved. It is also noted that attendance in years prior to the Inspection was also higher than that at the time of the Inspection.

Joint Annual Review Visit (JARV)/Hertfordshire Improvement Partner

The feedback from our Herts Improvement Partner has been extremely positive. The HIP visit February 2022 comprised of a deep dive into science and reading.

School Improvement Plan 2021-2022

MAIN PRIORITIES

Curriculum recovery

To ensure gaps in learning are identified in English and Maths and curriculums adjusted to ensure all children close gaps and make good progress over the year

Action

- Review reading/phonic sessions across the school
- Audit reading books and scheme and purchase new books
- Establish small group sessions to support children with their phonic/reading development
- Investigate barriers in reception to accessing phonics and create action plan
- Review book studies in place and change if necessary to meet cohort needs
- Audit coverage of genres/writing styles and ensure a range is taught
- Identify gaps in writing and use slow write in Autumn Term to address these
- Trial development of spelling in key classes in Autumn Term (Jane Constandine)
- Identify gaps in maths learning from 20/21 and use information to inform planning for 21/22
- Continue to embed Talk for Maths (White Rose)
- Target mental strategies and track progress
- Continue to promote TT Rockstars across the school

IMPACT Measures

- Children talk positively about their learning in English and Maths and evidence of this can be seen in school and on the website.
- Strong progress across the school
- Interventions are effective in closing the gaps
- Attainment across the school in English and Maths are above national Averages

The Wider Curriculum including PSHE and DT

To continue enhancing our wider curriculum so that skills and knowledge development are at the heart of all lessons

Actions

- Identify high quality training to support teaching of PSHE
- Agree how to record PSHE lessons
- Continue to develop cross curricular PSHE links so PSHE is taught across the curriculum as well as discretely
- Audit any buy resources to support teaching of PSHE
- Review DT project from 20/21. Identify what went well and next steps
- Plan and deliver DT unit (food based) to show progression of skills across the school
- Investigate teaching of a musical instrument in school (Y3/Y4)
- Develop singing assemblies to support development of singing skills
- Subject leaders have completed online training leadership and have gathered evidence
- Staff meetings to include opportunities to talk about subjects, answer key questions and share evidence
- Ensure each subject has it's own presence in the curriculum and the children can articulate this
- Planning should include where skills/knowledge have been taught previously so children are aware of how links can be made

IMPACT Measures

- Children able to express emotions and understanding more effectively
- Children able to explain how they can help themselves more effectively
- Children know how and who to ask for help.
- Children can talk about DT process using appropriate vocabulary
- Video evidence shows how skills are progressing year on year
- Websites show evidence of pupil work, pupil voice and end products
- Subject leaders feel empowered to talk about their subjects with confidence
- Subject leaders can show how skills and knowledge in their subject progresses from EYFS to Y6
- Children can articulate their learning clearly, including which subjects they have covered, how the learning links to previous learning and why the learning is important (next steps)

Well being

To audit staff and pupil wellbeing and develop an action plan to address any areas of concern

Action

- Deliver pupil and staff questionnaire
- Analyse responses
- Create action plan

IMPACT Measures

- Has an audit been carried out, action plan developed and started?

The Curriculum

There is a clear focus on the quality of education throughout the school. The national curriculum had previously been delivered through topics but with the need for clear progression, this was adapted to ensure each subject was taught discretely ensuring any links were used where they were effective. This work will be ongoing in the coming year. Subject leads ensure working policies are in place and that continuous improvement is delivered. A good example of this being music.

While academic performance is a key output and performance data is clearly an important monitoring tool, the GB are aware that there is a move to the 'substance of education'. A key factor in achieving this is the curriculum and how well it is designed, implemented and the impact it has. This will need to be fed into the SIP.

Intent – Knowledge and skills pupils will gain - cultural capital (what's needed to succeed in life)

Implementation – understanding, not memorising

Impact – pupils knowing and remembering more

The GB have challenged in respect to the 'intent'. At KS1 pupils should be able to read, write and use mathematical knowledge and ideas so they are able to access a wide-ranging curriculum at key stage 2. The GB have seen this in practise on school visits.

It is noted that national curriculum definition of 'knowledge and cultural capital' is 'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'

Most of the GB are not trained teachers and are therefore not able to assess the strength of teachers. Three members of the Governing Body (plus the Head Teacher and Staff Governor) are teachers and this allows a challenge and perspective from Governors with educational training and experience. All Governors are able to see the implementation through the various site visits and for several governors as parents of children at the school. The GB also obtains feedback from the HT and from the HIP/JARV to evaluate the Implementation of the curriculum. The HT and HIP/JARV have indicated a well-constructed and well-taught curriculum and this is demonstrated in the results which has shown sustained positive 'impact'.

The Governing Body also assesses the schools' performance through benchmarking and by monitoring data. The low staff turnover is also a good indication of the school environment and culture. The school attendance is also carefully monitored.

There is currently and historically very low levels of complaints or instances of bullying.

Safeguarding and Health & Safety

Safeguarding and H&S are top priorities for the school, with link governors appointed for both areas. The school has embedded a culture of safeguarding, always acting in the best interests of children. Issues that have been considered are e-safety, identify children who are at risk of harm, safer recruitment and allegations/complaints

All Governors undertook Safeguarding training during the year.

The Safeguarding governor works closely with the HT and the office manager. A key part of this role is to check the Single Central Record is fully up-to-date and compliant. Radicalisation and e-safety are further discussed below.

The H&S link governor carries out termly site visits with the HT and site manager and reports back to the GB. Fire alarms and evacuation times are recoded at each visit. The last annual Health and Safety Audit carried out by the local authority rated the school's procedures as outstanding

At all school visits governors will be able to assess safeguarding and Health & safety in practise. Some of the observations will include:

Is the school site secure?

Are DBS, induction, training records etc checked?

Are DSP, PREVENT Awareness, H&S etc information clearly displayed?

Is the Annual Safeguarding Audit completed?

Is there Evidence of safeguarding in the curriculum?

Are the children interacting positively on the playground?

Is the playground equipment provided safe to use?

Is the level of supervision in the playground adequate?

Do children feel safe in school?

What would children do if they were worried about anything?

Do children know what to do if the fire bell goes?

Have staff got any safeguarding issues

What would staff do if they had a concern?

Academic Progress

Governors acknowledge that academic progress and performance are important, however, the GB accepts that particular cohorts will perform differently and that the score of one or two children can make a relatively large percentage difference. The GB continue to challenge the Head Teacher to explain results and ask what, if any, remedial action should be put in place to address any areas of concern. The GB note the results are consistently better than both National and Herts averages but also acknowledge that this must not lead to complacency.

Particularly attention is made on the progress and attainment of disadvantaged pupils across the school.

Well-being

Well-being for both children and staff has been considered in more detail by the GB in recent years and this will continue to be the case. Governors do visit the school and do engage with teachers as much as possible. In particular, the governors that are parents have significant contact with teachers and are able to gain some insight into the well-being at the school. However, the GB still needs to rely on the HT for a full assessment of well-being within the school. The school is very close knit with a low turnover of staff; this helps the HT monitor well-being amongst staff and for staff to help and support each other where needed. The HT has explained that she has tried to provide more time for teacher planning and will investigate ways of trying to better monitor and assess well-being e.g. questionnaire. The well-being of children is also continually monitored by the school staff.

The Covid lock-down clearly had major impacts on well-being for everyone and this will be an area where the GB will focus.

Assessments

Moderation with other local schools has had to be postponed this year due to COVID guidance. We hope to continue this as good practice when guidance allows us to do it safely. The GB note and support the collaboration with other schools in respect to the mediation of the new assessment regime.

Budget

The Governors will continue to pay particular attention to the school budget and ensure a balanced budget is approved and monitored through the year. The budget projection will look forward to the next three years.

The Governors examined the school budget and ensured a balanced budget was approved and monitored through the year. As part of this process the Governors reviewed and approved the SFVS on 10th March 2022. The School Fund was also monitored through the year and audited internally. An external audit of the School Fund is being arranged (carried out every 5 years).

Governor Visits

Governors have historically undertaken a number of school visits and this has helped them to better know the school and therefore increase accountability. These visits provide an opportunity for governors to see the vision for the school in action and that the policies and improvement plans are being put into practise. Each term there is a different focus. The Covid lockdown limited these visits in the last two years. However, these have now been put back in place. A change of emphasis has been introduced to make Governor visits more subject focused with various governors being asked to focus on subjects and to work with the Subject Leaders.

Policies

Policy review is part of the school forward plan and is determined by the frequency of review ie annual, three yearly or when a significant change requires an adhoc review.

Parent engagement

The Governing Body acknowledges that meaningful and effective engagement with parents, staff and the wider community is vital. Overall it was felt that parent engagement was very good. Parents are kept well informed through the year with the School Gateway proving to be an excellent conduit for information. Parents found this and the regular Head Teacher newsletter extremely useful. The attendance by parents to numerous meeting and social functions etc. is excellent and a real credit to our parents. A parent survey was conducted in March 2022. While most of the 29 responses were very positive, there were some more negative responses. Unfortunately no reasons were given for these responses and this makes it difficult to understand and address any concerns. It may be that due to COVID and the restrictions in place, parents are feeling less of a connection with the school. Parents were informed of these results in a Newsletter.

Parents are encouraged to complete the OFSTED Parents View though there have been insufficient responses to see results.

E-Safety

E-safety is high on the agenda for the GB and the Head Teacher. A policy has been prepared, the Head Teacher has undergone training and governors have also attended sessions on e-safety and work has already started on implementing measures. The GB will be closely monitoring this important area. Governors were informed that the monitoring systems for filtering the internet is through the Herts Grid. An E-Safety Policy has been agreed in order to ensure that pupils are safe when using the school interne and that the content is age-suitable. These issues are highlighted in lessons and incorporated into the curriculum. Theme weeks are also held and there are E-Safety Posters displayed in the school. In terms of Sex Education the school are currently looking at a Herts resource.

Radicalisation

As with e-safety both the GB and the Head Teacher place Radicalisation high on their agendas. The HT has attended external training and all teaching members of staff have completed a PREVENT training online. All Governors have now also undertaken the online Prevent training. This important area is included as part of the Induction for new staff.

The GB is mindful that it has a duty to safeguard children and ensure that the educational provision is safe, secure and that there is a culture of vigilance throughout the school together with a strong ethos of collective responsibility.

Governors' written Statement of Behaviour Principles

The GB have approved and adopted a written Statement of Behaviour and this has been added to the school's website. This builds on the school ethos and culture (as set out in our vision and aims) to create a safe, calm, orderly and positive learning environment in the school. Pupils and staff have clear expectations in terms of behaviour across all aspects of school life, not just in the classroom. The school has a strong focus on attendance and punctuality (this is particularly the case following the last OFSTED letter).

The behaviour of pupils can readily be seen. Parent governors are able to see the culture on regular basis at school drop off and pick up and during assemblies etc. All governors are able to get a good insight into behaviour during the school day through governor visits and other ad hoc visits to the school.

Training Exclusions

Several Governors have attended training related to exclusions.

Collaboration

The Governing Body fully acknowledges that we are able to learn from others (and also to help others learn from us). As Governors we will take opportunities to liaise and network with governors from other schools to seek out and share best practise. We also encourage the Head teacher and other teaching staff to seek opportunities to collaborate. A good example of this is the mediation work on assessments mentioned above.

Multi-Academy Trusts (MATS)

The GB have carefully considered whether or not to join a MAT and if so which one it should seek to join. The GB has ensured that it has kept fully up-to-date in respect to the situation in respect to MATS and are aware of local MATS. The GB have discussed potential options with other local like-minded schools but in the current climate is not minded to form or join an existing MAT.

Spiritual, moral, social and cultural development

Spiritual, moral, social and cultural development is important at the school as are British values and collective worship, all of which are embedded in our Vision and our aims. The school incorporates these important areas within the school day and this is supplemented by assemblies. RE forms part of the curriculum and there are regularly visits to the school by Act 4. It is also noted that the school has close links with the local church with frequent visits to the church and visits by the Reverend to the school. The school also covers other faiths to ensure diversity.