



Kingham Primary School

Annual Report

2018-2019

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Introduction

This annual report from the governors of Kingham Primary School covers the academic year from September 2018 and looks forward to the year commencing September 2019.

The governors are committed to transparent communication with the school community and all stakeholders, to which this brief annual report is a contribution.

Governors

The school governors continually assess not only the performance of the school but also the positive impact that the governing body makes to its direction.

The school governing body has a key role and responsibility in ensuring the success of the school and that children have the opportunity to achieve their full potential at Kingham Primary School.

The three core functions of the governing body are to ensure clarity of vision, ethos and strategic direction, to hold the Headteacher to account for educational performance, and to oversee the financial performance of the school.

The governors are also responsible for appointing the Headteacher, who is by office a member of the governing body.

Dr W Cooper (Chair)	Parent Governor
Mrs S Harris (Vice Chair)	Local Authority Governor (to July 2019)
Ms B Townend-Jowitt	Headteacher
Mr R Alden	Parent Governor (from June 2019)
Mrs C Hunt	Parent Governor (to June 2019) Associate Member (from July 2019)
Miss E Jenkinson	Co-opted Governor
Mr J Loomes	Co-opted Governor
Mrs L Phillips	Co-opted Governor
Rev D Salter	Co-opted Governor
Miss L-A Woskett	Staff Governor

Susie Harris, the nominated Local Authority governor, who served as Vice Chair and had a particular focus on Early Years, stood down at the end of the academic year to pursue an opportunity abroad. We would like to thank her for her strong contribution. A replacement is being sought.

The school staff elect a Staff Governor to represent their interests.

There are two elected Parent Governors to represent the interests of parents and carers.

Richard Alden was elected as a Parent Governor from June 2019. The governors subsequently appointed Clarissa Hunt, who had previously served four years as a Parent Governor, as an Associate Member with a particular remit for premises.

The governors are also able to appoint Co-opted Governors with particular expertise and appoint Associate Members with additional experience to offer.

Two co-opted positions were advertised in the Summer term. The governors hope to be able to appoint suitable candidates to fill forthcoming vacancies.

As volunteers, the governors give considerable time and experience to the school without compensation. It is a demanding but rewarding role that offers a significant opportunity to contribute to the community and develop additional skills. All governors receive training in the role and have the opportunity to attend training in specific aspects of their function.

The full governing body meets during each half term of the academic year. Minutes of meetings are recorded by the Clerk and are published on the school web site.

Mrs Barron, who served as Clerk and School Business Manager, left for a position at another school in July and the governors thank her for her service.

Nursery

A major change for the school was the seamless introduction of a new Nursery class from September 2018, taking over and expanding on the operation of the former Kingfishers Playgroup, which previously operated as an independent community charity on the school site.

The school can now offer places to children from the term after their third birthday, enabling a smooth transition into the Reception class for those children that subsequently receive places in the school.

Staff

The school gained staff that transferred across from the former playgroup, retaining all employees. They include Harriet Gallimore, who is now our Office Manager.

The governors are closely involved with appointing employees and ensuring with the Headteacher that the school has an appropriate complement of staff.

We are pleased to welcome Helen Hare as our new School Business Manager, bringing her valuable background as an accountant.

We also welcome our new Clerk to the governors, Sheilah Moore.

Premises

A major renovation project over the Summer saw the replacement of a number of windows and the refurbishment of the main roof on the oldest part of the building. This will considerably improve the condition of the premises.

The windows were replaced using school funds that had been retained over many years for this purpose and the roofing works were provided by the local authority.

We are grateful to Clarissa Hunt for her persistence in pursuing this project and appreciate the patience of everyone in awaiting the completion of the work.

We were also able to replace the curtains and some of the audiovisual equipment in the school hall, which will be a benefit to everyone that uses this hardworking space.

The year saw the completion of the school library, facilitated by fundraising, a number of grants, and the hard work of staff and parents to make this an attractive area to promote reading and learning opportunities.

We are planning to renovate the canopy at the rear of the nursery area and improve the outdoor space, using some of the working capital acquired with the transfer of the operation of the nursery to the school.

Communications

As part of an overall branding review, the school now has a new web site. This aims to make essential information easily accessible and serves statutory requirements as well as promoting the school to prospective parents and carers.

The branding and web site were developed at no cost to the school, using professional skills available within the school community. The service is now managed on a third-party hosting platform at a fraction of the cost of the previous provider.

We will continue to develop the web site and other forms of communications to promote the good work of the school.

It is evident from discussions with parents and carers that Kingham is a very popular school and that children enjoy their time with us and benefit from the special learning environment that it provides.

We also know that parents have high expectations of the school and rightfully expect it to provide the best possible educational experience for their children.

This year we established a Parent Forum to engage in open dialogue with our community of parents and carers. We look forward to welcoming those wishing to participate in these events, which will be open to the parents and carers of any children enrolled in the school, including the nursery.

We will be concentrating on improving our communications with the school community and promoting the profile of the school. This is essential to ensure that parents and carers continue to see Kingham Primary School as their first preference for their children.

Parents

The governors are always appreciative of the support that parents and carers offer the school in many ways.

With current funding constraints, the school is increasingly dependent on the goodwill of the school community.

Whether it is helping out in the classroom, maintaining the premises, or working in the school grounds, we are very appreciative of the assistance they provide, which considerably improves the school experience for our children.

We always welcome the involvement of volunteers in any ways in which they can contribute.

All parents and carers of children enrolled at Kingham Primary School are entitled to be members of the Kingham Primary School Association, which is the parent teacher association and registered charity that manages fundraising activities for the school.

Members of the KPSA are entitled to vote and take part in elections for the committee that plays a valuable role in raising additional funds for the school as well as bringing together parents, carers, children and the wider community.

Finance

School finances are under perennial pressure, but this appears to be increasing. As a small rural school, we are fortunate not to face some of the social deprivation of urban areas, and we receive comparatively lower funding as a result. Yet we have our own financial challenges in maintaining our premises with very little budget to do so.

Our Finance Committee scrutinises all expenditure, as administered by the School Business Manager, and the full governing body approves the annual budget.

The addition of the Nursery Class has contributed additional revenue through funding for free places and payment for additional sessions but has also increased costs. Ensuring that as many nursery places as possible are filled will be critical to its continuing success, as well as being one of the main ways in which children join the school in the Reception Class.

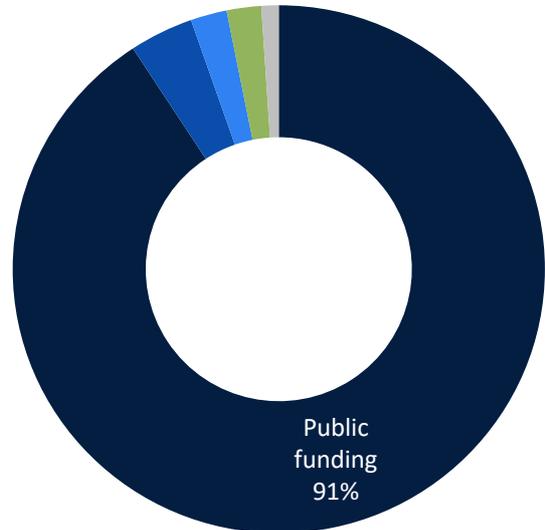
Every vacant school place represents a loss of funding of around £3,000 per year, which is £21,000 over seven years. The biggest financial factor that we can influence is therefore to ensure that the school continues to be able to fill every available place. To do so, we need to promote the school actively to prospective applicants and we welcome the support of parents and carers in recommending the school to others.

Income

In the academic year 2018-2019, Kingham Primary School had a total income of £953,000. Of this, £794,000 came from local authority funds, with an additional £44,000 in government grants. The school also received £5,000 in funding for special educational needs, £11,000 pupil premium funding for disadvantaged children and £10,000 from Nursery income. The school received £21,000 from catering, £20,000 from Kids Club and activities, and £15,000 from contributions to visits, although these all generally only cover their costs.

In addition, the school received £20,000 from donations. Extensive fundraising by the Kingham Primary School Association or KPSA makes a meaningful contribution to school funds and allows the purchase of resources and experiences that would not otherwise be possible. We are grateful for the efforts of everyone in contributing to this.

Income
£953,000



- Public funding
- School generated
- School meals
- Donations
- Other

The school has a minimal capital budget and received just over £6,000 in total funding for refurbishment. It was only possible to make essential replacements to rotten windows by building up a capital reserve over several years. The renovation of the leaking roof was provided by the local authority, which required a concerted effort by governors.

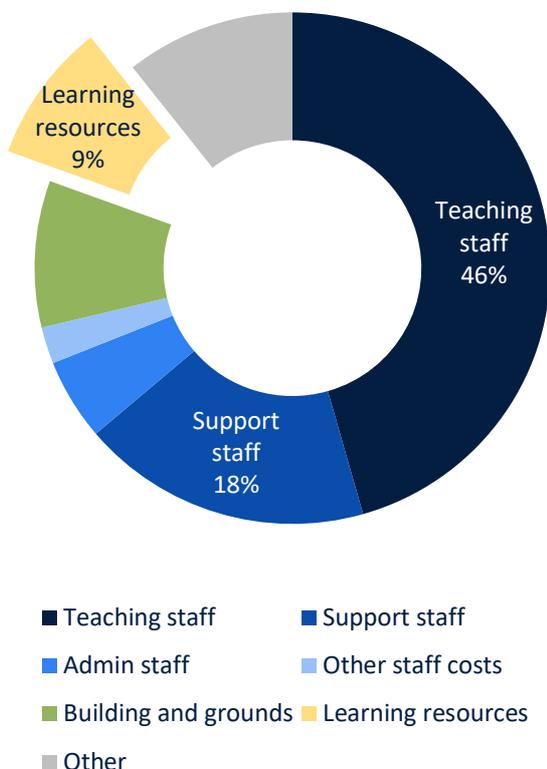
Expenditure

In the same academic year, the total expenditure of the school was £950,000. Staff costs accounted for £677,000, or 71% of spending. The further we are forced to cut costs elsewhere, the higher the proportion spent on staff becomes. While costs of employment continue to rise, this is not necessarily matched by increased funding for the school.

Our school budget not only has to pay for teaching, support and administrative staff but also cleaning and catering, grounds maintenance and improvements to premises, water and sewerage, energy, rates and refuse collection.

That leaves just under £84,000 a year for learning resources, materials and supplies, which is around 8.8 pence in every pound spent by the school. It works out at around £412 per child each year, or £10.80 a week.

Expenditure
£950,000



Any savings that we can make, or additional funds that can be raised, can therefore make a significant contribution to the quality and quantity of learning resources and teaching materials available for our children.

Forecast

The approved budget for the financial year 2019-2020 currently forecasts a total income of £909,000 and a total expenditure of £959,000. While the governors seek to operate within the available funding, this indicates an in-year shortfall of some £50,000. The school is only able to balance this budget because it has a small surplus to carry forward from previous years. This is simply not sustainable in the future.

If expenditure continues to exceed income, as is forecast, the school simply will not have enough money to cover its costs in the near future. Unless and until further funding is available, additional cost reductions will be required to balance the books.

Kingham Primary School is not alone in this position. Most local authority schools are struggling to operate within their funding, which has not risen in real terms to meet increasing costs.

While additional government funding for education has been promised, we have yet to see how and when this will apply to our school.

The governors are meanwhile exploring ways in which the school can achieve longer-term financial stability to ensure a more sustainable position. This will require a creative strategic approach to provide the best opportunities not only for our current children but for generations to come.

Performance

The performance of the school should not be measured simply in financial terms or in attainment in tests. It can be seen in how enthusiastic our children are to come to school and learn. It can also be seen in their enthusiasm in sharing their achievements and their overall development.

There is nevertheless a strong focus in public policy on formal evaluation of attainment and progress. Kingham Primary School seeks to make this as low key as possible, to avoid placing unnecessary pressure on children.

Once again, our children demonstrated excellent outcomes in national standardised tests.

In the Early Years Foundation Stage, at the end of the Reception year, 83% of children attained a good level of development, compared to the national average of 72%.

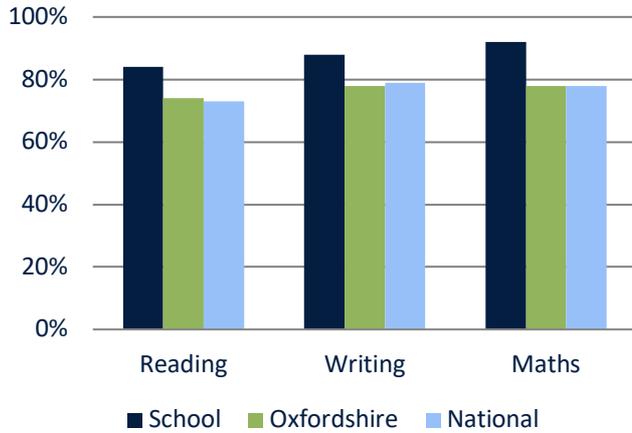
In the Year 1 phonics screening check, 84% of children achieved the expected standard, compared to an average of 82% in Oxfordshire and nationally.

In Key Stage 1, 77% achieved the expected standard in reading, 70% in writing, and 77% in maths. That compares to national averages of 75%, 69% and 76% respectively.

At Key Stage 2, children leaving the school had average progress scores of 0.2 for maths, 0.2 for writing and 1.5 for maths. A positive score indicates progress for this class above the national average.

Average scaled scores for reading and maths were 104 and 105 respectively, reflecting the national average, where a score of 100 or more is exceeding the expected standard. 84% of children achieved the expected standard in reading, 88% in writing, 92% in maths. This compares favourably to the national averages of 73%, 79% and 78% respectively.

Reaching expected standard for Key Stage 2



Considering that only around 30 children in the school take these tests each year, the performance of a single child can affect this measure by 3%. Comparisons between individual years or schools therefore need to be taken with caution.

The proportion of children that achieved a high level of attainment was 56% in reading, 40% in writing, and 52% in maths. That compares very favourably to the respective national averages of 27%, 20% and 27%.

While results will inevitably be dependent upon the cohort of children involved, the governors have set a clear ambition for the school to measure its success not simply against the local authority or national average, but to be among the very best of the schools in the area.

The school has relatively few children with special educational needs and the governors continue to monitor the specific provision that is made in these cases and the policies adopted to support this.

Equally, the school makes provision for children that are gifted or talented in particular areas, so that they can develop at their own individual pace.

While statistics have some value in measuring the performance of the school, we are committed to ensuring that every child is personally valued and respected as an individual. That is ultimately how we measure our success.

The governors routinely monitor the implementation of the national curriculum and teaching and learning overall, not only by looking at statistics but also by spending time in the school and talking to children.

It is also important to recognise the extra-curricular accomplishments that children have made, from art and

music to sport, and we appreciate the support of the staff and parent community in enabling these.

Achieving a gold in the School Games Mark is a formal recognition of our extensive participation and competition in sporting activities. Our teams were champions in the local Chipping Norton Partnership for Schools in football, hockey, swimming, netball, athletics, cricket and tag rugby.

These results are part of a wider emphasis on physical education, which promotes motivation, resilience and team work. Through our outdoor space we also instil an active lifestyle in children from an early age, supported through organised games and activities, as well as inclusive indoor sports like New Age Kurling.

Speaking with children it is evident that they are proud of their school and their achievements and we are equally proud of them and their supportive parents and carers.

Feedback

The annual survey of parents and carers is invaluable in helping governors understand where the school is doing well and where things could be improved. The responses are anonymous. We encourage candid and constructive comments. A summary of the responses is published on the school web site.

94% of responses this year agreed or strongly agreed that their child enjoys coming to school. 96% considered their child was safe at school. 99% thought the school communicates effectively about school events and activities, although only 72% felt that the school seeks views and listens to concerns. 95% said they would recommend the school to another family. These are generally very positive numbers, but we are always aiming for 100%.

Many of the comments are encouragingly positive. There are also clearly areas in which the school can improve, which the governors will consider carefully.

If you have a specific suggestion or concern about the school, you should arrange to discuss the matter with the relevant member of staff as soon as possible.

The Headteacher welcomes opinions from parents and is generally available on the playground at the start and end of the school day, or otherwise by appointment through the school office.

The new Parent Forum will also help the governors and school leadership team evaluate its provision and understand areas in which this can be improved.

You can also contact the governors through the school office. We also regularly attend school events and are always interested to hear your views about the school.

In the unfortunate event that you wish to make a formal complaint there is a form available on the school web site or from the school office.

As it says on our web site, we are always learning to be our best.

Outlook

Our strategic focus for the coming year is to develop the vision and ambition for the school and to continue to strengthen our board and improve processes for good governance.

The governors will continue to develop the school strategy to ensure that it continues to remain sustainable and successful.

We welcome the involvement of others in the important work of the governors. There are always opportunities for those with time to contribute. Please get in contact through the school office if you would like to find out more about our work.

This is your school. We are very fortunate to have it. Let's work together to see how we can make it even better.

Dr William Cooper
Chair of Governors
October 2019



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