



Prospect School
Learning for Life; Learning to Live



Would you like to be a Governor?

Are you the parent or carer of a pupil at Prospect School?

If so, would you consider becoming a governor of the school?

Hopefully, this Report will have given you a flavour of what is involved and what your responsibilities would be, and we're also a friendly and supportive governing body which gives lots of help to new members.

You really wouldn't be thrown in at the deep end or expected to contribute until you feel comfortable to do so.

If you might be interested in becoming a governor, please do contact me, Paul Cooper, via the school or email me at: paulcooper559@btinternet.com, and I'd be delighted to meet you at the school at any time to talk through what being a governor involves.

Or, if you prefer, contact us at Prospect and one of my fellow governors would be delighted to meet you at the school to discuss what is involved - with no commitment!

Tel: 023 9248 5140 Prospect School
Fax: 023 9248 5145 Freeley Road
 Havant
 Hampshire
 PO9 4AQ

Website : www.prospectschoolhavant.com

All staff email addresses are available as hyperlinks from the



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Governors' Annual Report to Parents & Carers



September 2014

Staff as Lifelong Learners

Term began early for the staff, with 2 days of training on 2nd & 3rd September. This included working at our partner school, Baycroft , with an OfSTED inspector to understand the very best practice in marking and assessment to boost pupil progress.

The learning continues, with a full day First Aid course over 2 twilight sessions for all staff this month. This is to support the training completed in the summer to enable staff to use Ground Recovery holds on the rare occasion that this is necessary to keep everyone concerned safe. Governors were involved in this very high quality training though TEAM TEACH and are also closely monitoring how this new advanced technique is used and affects pupils in school.



- * All 11 pupils left with at least one GCSE level qualification
- * 6 pupils achieved 5 A* - G GCSEs including English & Maths
- * 1 pupil achieved 7 A* - C Grades with an 8th GCSE at Grade D
- * Every pupil who engaged with us has a full time place at college to continue their studies in a range of courses including A-Levels.

Governor Targets / Priorities 2014-15

Each year we set ourselves some targets/ priorities which we think we should concentrate on during the year. Last year our targets/priorities were as follows:

- ◆ To monitor the ways skills in English and Maths are developed within teaching areas across the school, including observing, reviewing lesson planning and modelling appropriate written and spoken English and Maths for pupils.

One of our Governors has met with the Heads of English and Maths to review progress.
All leaders of learning have identified opportunities within their subjects where they can support and develop these key skills.

- ◆ To monitor and ensure the quality of provision and progress of those pupils who receive 1:1 teaching and/or outreach provision.

Huge improvements have been made here including the appointment of an Assistant Head with a specific remit to monitor this provision.

Heads of subjects are now also checking up on this provision much more rigorously and the quality continues to improve.

- ◆ To monitor the preparation of pupils for entry into employment, further education or training, including 14-16 college courses and work experience.

Governors have held meetings with school staff and the South Downs College 14-16 course manager. It is clear that the support given to pupils is outstanding and particularly impressive is that this continues long after they have left us.

- ◆ To monitor pupil entry into Prospect in year 7 and late entry procedures.

Governors attended the Induction Day for year 7 pupils, and held meetings with the Assistant Head (Wellbeing) to discuss late entrants to the school.

Several parents of year 7 pupils were spoken to and all were very happy with the transition arrangements.

Late entrant pupils and their parents/carers are carefully and sensitively welcomed into the school.

- ◆ To monitor the provision for more able pupils & the extension of pupil learning. The system of extension challenges has been successfully introduced and completed, hopefully more this year.

More able pupils in both 2014 and 2015 have obtained the excellent GCSE grades they were capable of, showing that teaching is appropriately challenging for such pupils.

Operational Targets 2013-2014

Three targets were agreed at the beginning of the academic year, and a fourth, on monitoring differentiation, was added on 12 November as a result of the identification of this as a major issue at a governor training session on 7 November.

Reports on the progress of the targets are to be found in or attached to earlier minutes.

The first target was to introduce link governors for KS3, KS4, English and Maths and for subject managers to give presentations on raising achievement to governors.

Four link governors were appointed and meetings held with appropriate school staff, and detailed presentations given to governors.

The key consequence is that governors are now much better informed about academic progress and more confident challenging the quality of teaching and learning. We have decided, however, that there was some duplication in the roles of the four link staff, so have amended the link system as outlined elsewhere in this report.

The second target was to increase governors knowledge of the range of special educational needs of the pupils at Prospect.

This was achieved by holding a special training session for governors.

Thirdly, we agreed to track the progress of two individual pupils.

Two meetings were held with the tutors and reports given to the governors. This proved a very informative target but both pupils had such massive personal difficulties the school struggled to help them to make academic progress. However, the key message taken from this target is that the school never gives up on the academic aspect of school life, regardless of any other difficulty.

Two governors, one a staff governor, took responsibility for monitoring differentiation. It was decided at the beginning that it would be difficult and inappropriate to monitor this in the classroom; instead he would monitor the monitoring by middle managers.

The two governors attended two meetings of the Middle Leadership Team and reported on several ways middle managers are developing and monitoring differentiation e.g. INSET training on higher order questioning, monitoring differentiation in classroom observations, and new home learning systems.

The governors reported that differentiation was being developed and monitored, and, most importantly, strengthened where necessary in a precise, professional and supportive manner.

This is such an important topic we will continue looking at it during the coming year.

OFSTED 2014

We were inspected in February of this year. Here are some of the highlights. The full report is available as a link from our website.

- Parents and carers are very supportive of the school and appreciate the help they receive to manage their sons' behaviour. As one said, 'My son is doing well at school. It's a total transformation.'
- The school's work to keep students safe and secure is outstanding. The school is very calm and orderly, greatly enhanced by the quiet courtyard, where students are invited to calm down or have some personal space.
- The majority of students behave well in lessons and around the school. Over time, they learn to take responsibility for their own behaviour. Staff have very high expectations and are excellent role models.
- Teachers know students well. Together with teaching assistants, they plan for every student individually to make sure that everyone can achieve.
- Students make good progress from their starting points. They are well prepared for their next stage of education. As one student said, 'This school has opened doors for me. I can choose what I want to do and know how to get there.'
- The school is innovative in finding ways to help students attend, learn and succeed
- Teachers have high expectations of what students can achieve. They go to great lengths to find new ways to interest students and are very skilled in changing their lessons to meet individual needs. They provide good levels of challenge for the more able students. This means that the majority of students develop positive attitudes to learning. Many students value the small classes and extra help.
- Staff are excellent role models for students. They remain calm under pressure, are always respectful and courteous, and skilfully use a range of ways to manage sometimes difficult behaviour. Consequently, students experience consistent responses from adults and learn to manage their own behaviour well. A few older students earn the right to leave the premises at lunchtime, following consultations with parents, carers and the local community, and they respond well to this.
- The school uses 'restorative' approaches that encourage students to take responsibility for their behaviour and understand the impact that it has on others. As one student said, 'It helps because it's a safe way to face people and say how you feel. It sorts out problems.' The school tackles discrimination effectively, although such incidents are very rare.
- Students make positive relationships in school. As one student said, 'We are all alike here so I can find friends.' Staff encourage students to work together in lessons and by offering clubs and out-of-school activities.

- The school offers good opportunities for spiritual, moral, social and cultural awareness through subjects, assemblies and trips and visits. For example, students study Japanese as a foreign language and learn about the culture.
- The school works very closely with other schools and agencies. The highly effective multi-agency approach to supporting families and individuals means that students get the best possible level of support and care, enabling them to make the most of school. The well-being team also offers support and guidance to other schools and families in the local area and this service is highly valued by the community.
- Governors know the school well and regularly check that improvements are being made and sustained. They make sure that teachers' salaries are closely linked to how well they do. The improvements made in achievement and teaching since the last inspection have been led by the inspirational Headteacher and her strong senior leaders. Governors, subject leaders and managers support them very well.

Pupil Premium

Pupil Premium is additional funding schools receive for pupils in receipt of free school meals, those who have a parent in the armed forces or those in care.

You can look at the school web-site to see how Prospect spends this money and how the governors monitor its effectiveness. This year we've spent the funding on introducing the Accelerated Reading Scheme in English and 1:1 booster sessions in maths

Both have resulted in significant academic improvements, but perhaps what has delighted governors most is the sheer enjoyment many pupils take from reading.

Raising Achievement and Attendance

All schools are about learning, and Prospect, as a school with pupils with emotional and behavioural difficulties, is no different.

The governors are determined to help the school drive up achievement - we are determined all pupils will achieve their academic potential. In the last couple of years there have been massive improvements.

There's a huge emphasis on English and Maths, and in particular that pupils are progressing to a higher standard. It's noticeable that when we talk to pupils and parents there's now more discussion about academic progress than behaviour; two years ago it was the other way round.

If pupils aren't at school they aren't likely to be learning much so please do everything you possibly can to ensure your son attends school. THERE IS NO SUCH THING AS HOLIDAY PERMISSION by law from September 2014.

Safeguarding and Child Protection

Keeping pupils safe is the first priority of every school and the governors play a major role in ensuring the school's policies and procedures ensure that this happens.

The School has specially trained child protection liaison officers and works very closely with external agencies such as Social Services, the Police and Hampshire County Council.

The law is very clear on what schools must do if there is even the slightest possibility of any type of abuse towards a child, and that means possible abuse by a friend, neighbour, relative, teacher or parent.

This does mean, unfortunately, that sometimes parents/carers may be upset by a school's actions, but we will always act in accordance with the legal requirements placed on us and in what we believe is in a child's best interests.

Most importantly, if you ever suspect that any pupil at Prospect has been abused or is in any sort of danger, please report it immediately to one of our Child Protection Liaison Officers: Lou Alden, Penny Broadhurst or Marijke Miles.

I am the Safeguarding and Child Protection link for the governing body so please do contact me either through the school, or email: paulcooper559@btinternet.com at any time if you have any concerns you think the governors should be aware of.

To give some flavour of how we monitor safeguarding and child protection below is a calendar of relevant activities we carry out.

Autumn Term

- ~ Fire safety; check procedures and observe fire drill
- ~ Check CRB forms
- ~ Check Health and Safety training, including risk assessors

Spring Term

- ~ Check Risk Assessment procedures, including temporary and pregnant staff
- ~ Meet one of the staff responsible for child protection to check procedures and reporting

Summer Term

- ~ Check accident and near miss reporting
- ~ Carry out site inspection with Business and Premises Managers
- ~ Monitor Physical Intervention records

Paul Cooper

This Report

- ◆ This is the third annual report from Prospect's governors.
- ◆ In it we briefly report on some of the activities we've carried out during the last academic year and plans for the forthcoming year.
- ◆ It's the job of the governors to support the school, its pupils and staff, but at the same time to challenge and to make sure the school delivers the best possible education for its pupils and provides good value for money.
- ◆ The governing body consists of parents/carers, representatives from the community, and some of us are appointed by the local authority. The Headteacher and two elected staff are also governors.
- ◆ We meet every half-term to examine, among other things, academic progress, attendance and behaviour. There are also lots of other meetings and discussions with pupils, parents/carers and staff on every aspect of school life.

CONTACTING US

Please never hesitate to contact us at any time on anything to do with Prospect, a problem or difficulty you're having or something you think particularly good.

In particular, we are keen to hear of anything you think will help improve the school.

You can contact us very easily:

- leave a message at the school and one of us will ring or email you back
- by email: paulcooper559@btinternet.com



School Finance

It is very important that we make sure the money that is allocated to the school (budget allocation) is used properly in order to give the students the best possible education and to support them and their parents / carers.

In order to do this we spend a lot of time at the beginning of the financial year setting our School Budget.

This is to decide the best way to fund all the departments (English, Maths, Science etc) so that they can continue to deliver high quality teaching.

In addition, we have to fund a range of non-teaching projects, such as care for the school buildings, Health & Safety etc.

How We Manage the Budget

The Chair of the Finance and Maintenance Committee, as part of his role in supporting and challenging the school, meets with the school Business Manager on a number of occasions in the year.

A small group of governors (Finance and Maintenance Committee) meet regularly to monitor, discuss and approve any updates to the budget plan.

The Finance and Maintenance Committee then reports to the Full Governing Body.

These arrangements help us to make sure we are doing the best for our school and to deal with any financial issues that might come up over the year.



School Website

If you haven't already done so, do have a look at the Prospect website. You'll find there a list of current governors and the detailed minutes of our Governing Body meetings, so you can really see what we talk about!

You will also be able to read the latest news about the school and find articles about the achievements of our students.

There is also information about how to continue your child's learning outside of the school day. In particular, the e-library and the Extension Challenges are available here.

WHO'S DOING WHAT: 2014-15

At our meeting on 8 July we elected the officers for 2014-15 and also allocated individual responsibilities and link governors - this means they will 'look after' a particular area of school life and report back to governors.

Chair	Paul Cooper
Vice-chair	Joe McElhinney
Training Liaison	Sarah Riley

Link Governors

Achievement	James Barlow
Pupil Support	Emma Hayward
Finance and Resources	Joe McElhinney
Safeguarding and Protection	Paul Cooper
Restrictive Physical Intervention	James Barlow

The following governors will look after key elements in the Strategic Plan:

Key Stage 4 Outcomes	Lloyd Shepherd
Pupil Progress	Jenny Fatcher
1:1 Provision	Trevor Mann
Leadership and Management	Rebecca Cutler