

**Annual Governance Statement for the Governing Body of
Escomb Primary School 2015**

**School Vision/Mission Statement
'Growing and Learning Together'**

As a school we work in close partnership with families and the whole community to give children the best possible start to their education.

Our mission is to create a safe, caring and stimulating environment in which every child has the opportunity to reach the highest levels of achievement of which they are capable in all aspects of learning. We aim to develop children's confidence and their motivation and desire to learn.

We will do this through planning and delivering a wide range of creative, challenging and effective learning opportunities that meet the needs of all our children.

We will promote a positive school ethos based on mutual respect and the understanding of rights and responsibilities. We want everyone to feel welcome and safe at school.

We will promote local, national and international links to develop a deeper understanding and respect for the diverse world in which we live and prepare our children to function well as global citizens of the future.

As a school community we will work together to create a happy, healthy, safe and caring environment in which learning can take place with enjoyment.

The Governing Body of Escomb Primary School has a strong focus on its three core strategic functions:

1. Ensuring clarity of vision, ethos and strategic direction;
2. Holding the Headteacher to account for the educational performance of the school and its pupils, and the performance management of staff; and
3. Overseeing the financial performance of the school and making sure its money is well spent.

Governance arrangements

The Governing Body of Escomb Primary School was re-constituted in 2014 and is now made up of 2 staff governors (including the Headteacher), 5 elected Parent Governors, 2 Local Authority Governor and 3 Co-opted governors. Co-opted governors are appointed by the Governing Body and are people who, in the opinion of the governing body, have the skills required to contribute to the effective governance and success of the school.

The full Governing Body meets once each term, and we also have a number of committees to consider different aspects of the school in detail. At Escomb Primary we have a Finance Committee, which focuses on finance and premises; a Curriculum Committee, a Personnel Committee, a Special Interest Committee, as well as a Health and Safety Committee. We also have committees that meet if required to consider pupil discipline and staffing matters.

Governor Attendance Governors have excellent attendance at meetings and we have never cancelled a meeting because we have not been quorate.

Meetings:

Full governing body meeting every term.

Committees meet at least termly to discuss issues in further depth and to agree on policies and practice.

For each committee we have developed our terms of reference to meet the needs of the school.

A code of conduct for governors has been reviewed and agreed.

Governors all have special responsibilities and visit classes to improve their knowledge and understanding of their areas. It also allows them to see the impact of the strategic decisions made by governors. Governors complete reports which are presented at full governing body meetings.

A skills assessment has been completed (2014-15) and outcomes are being used to identify gaps in the governing body. This assessment will be repeated each year.

Finance

Our finance committee meets at least once a term.

Governors accessed training re budget management. This was because new governors felt this was an area that they needed to develop some knowledge of and existing governors felt that they needed a 'refresher'. The budget statement is agreed by this committee in consultation with the HT.

The Oracle statement is considered and any discrepancies discussed. The school office manager keeps governors informed about projects and spending.

Minutes from meetings are shared with all governors. Questions which challenge are highlighted.

Most Governors have excellent attendance at meetings and we have never had to cancel a meeting because we are not 'quorate'. (*the no. of governors needed to ensure that legal decisions can be made.*)

Training for governors

Governors are encouraged to attend the LA training events to become better informed and more able to support and challenge the school. Individual governor's access training on a needs basis linked to their governor roles and responsibilities on each committee.

Whole governing body training has been accessed this year on:

- Preparation for Ofsted Inspection

Key Issues faced and addressed by the Governing Body

The Governing Body has had a busy year, focusing on school improvement and in particular on the changes that have been made by DFE and the government to the school curriculum, assessment procedures and the arrangements for SEND children.

A group of special interest governors have met regularly to look at Raise on Line, School Self Evaluation and the School Improvement Plan in detail. In consultation with the Headteacher, the governors drew up a monitoring plan to monitor the key priorities in the school improvement plan.

Achievement

Key priorities:

- To increase the proportion of pupils attaining higher levels in writing at the end of each key stage, particularly boys.
- To increase the proportion of pupils achieving higher levels in Reading, particularly at end of EYFS & Key Stage 1.
- To ensure that the rate of pupil progress is consistently good and better across all cohorts and for all groups of learners in Reading, Writing & Maths

Special interest governors have monitored all aspects of the above improvements. Governors carried out a work scrutiny in Maths and writing and listened to children read from key year groups across the school.

Governors agreed whole school Maths and English policies and Marking and Feedback policy as part of this work.

Quality of Teaching

Key priority:

- To ensure that the quality of teaching is good or better and an increasing amount is outstanding.

Governors are kept informed about the quality of teaching and learning by leaders. We know that a rigorous monitoring plan is followed which includes lesson observations, work scrutiny, learning walks and talking to children.

High expectations are expected of all teachers and staff within the school. Termly data sheets are shared at full gov body meetings which show the attainment and progress of all cohorts, SEN, PP and gender groups. We challenge underperformance.

Govs agreed on the standard marking policy and scheme which is used across the school. It is monitored and reviewed to ensure children understand how to improve their work.

Appointed 2 TAs to support interventions and impact on outcomes for children. (June 2015)

Supporting the HT to appoint relevant, high quality staff at all levels.

Behaviour and safety

Key priority:

- To promote outstanding behaviour and safety

We have reviewed relevant policies and ensured that all training for safeguarding is up to date.

3 Governors have attended safeguarding level 1 training.

2 Governors have completed safer recruitment training.

Attendance is reported on and reviewed at full GB meetings and issues around absences are discussed.

Governors monitored behaviour at lunchtimes prior to new dining tables being introduced and then afterwards to monitor impact.

Governor also monitored playground behaviour pre and post new playground markings.

Leadership & Management

Key priorities:

- To build the capacity for leadership at all levels across the school

	<ul style="list-style-type: none"> • To monitor implementation of the new primary curriculum. • To provide an outstanding learning environment that meets the needs of the pupils, staff and school community. <p>As a Governing Body we have become more involved in monitoring all aspects of school improvement this year. New governors have been key in this role and developed a GB action plan and monitoring plan in consultation with the HT. Governors have improved their knowledge and understanding of key school documents; SIP, SSE, Raise on Line.</p> <p>The new curriculum has been introduced through a Learning Challenge approach and is well-resourced through SLA with DLRS and additional materials. English and Maths are well-resourced.</p> <p>Governors have met with their partner subject leaders to discuss specific areas of the curriculum and gain understanding and knowledge of their area of responsibility.</p> <p>Governors visit the school to monitor their areas and this is to develop further this next year.</p>
<p>Assessment of Impact</p>	<p>Impact on Achievement: Levels of attainment in boys writing has improved on 2014. Learning challenge approach is appealing to boys and engaging them in the writing process when this is linked to across the curriculum. (Evidenced during monitoring visits) Current data is showing an improvement in attainment and progress across the school in all subjects. Read, Write Inc is resulting in improvements in reading data and in outcomes for spelling/ phonics at key stage 1. Reciprocal reading is having a positive impact on attitudes to reading in KS2. Governors are awaiting final assessment data to consider the impact further. We understand that more impact will be evident with time.</p> <p>Impact on Quality of Teaching: We are kept well informed through the HT report about the quality of teaching from her monitoring programme. The result of effectively tackling weak teaching has resulted in strengthening teaching overall. Teaching is now judged to be good in the majority of classes with an increased proportion that is outstanding. This is due to high expectations, appropriate CPD and excellent guidance and support. Good team work and sharing of good practice.</p> <p>Impact on Behaviour & Safety: Monitoring of behaviour across the school has enabled governors to prioritise spending on resources etc to support positive behaviour in school and to improve systems and routines. Health & safety governor aware of issues relating to building and is able to prioritise spending accordingly.</p> <p>Impact on Leadership & Management: The development of middle leaders in school is beginning to have an impact: it has improved accountability and has impacted on all areas of school life. As a governing Body we are more involve in the monitoring process and have a clearer picture of school Improvement issues. This has strengthened leadership and enabled the Governors to play a more critical, informed role in driving school improvement.</p>

<p>Future plans for the Governing Body</p>	<p>Governors have identified the following actions to improve their effectiveness.</p> <p>The HT is to share School Targets with Govs in the autumn term so they can be tracked and monitored through the year.</p> <p>Govs to be more involved in SEF.</p> <p>Develop the monitoring role of governors further.</p> <p>Identify training needs</p> <p>Continue to develop relationships between staff and governors through monitoring meetings.</p> <p>Become more visible as governors in school</p>
<p>Contact Details</p>	<p>The Governing Body welcomes suggestions, feedback and ideas from parents/carers. Please contact the Chair of Governors c/o the school office.</p> <p>Details of the full Governing Body are on the school website.</p>