

**Annual Governance Statement for the Governing Body of
Crook Primary School 2017**

School Vision/Mission Statement

Believe and Achieve:

We “believe and achieve” by

Taking risks and learning from our mistakes.
Having informed opinions and respecting others.
Being Curious

In Key Stage 1

We also want to become more confident and believe in ourselves.
We want to learn to be independent.
To respect ourselves and others.

In Key Stage 2

We want to develop critical thought.
We want to become ambitious.
To persevere.

The aims of our school for every child are as follows:-

To be respectful and value each other and ourselves. By doing this, others will respect us.

To be polite and honest. By doing this we will be trusted.

To work well with our teachers and be eager to learn. By this we will achieve our best.

To behave well so that we are all safe and happy. By doing this we will become valuable members of the community.

To be proud of our achievements, so that our teachers and families will be proud of us and our school.

If we do our best we can achieve anything and have a wonderful life

The Governing Body of Crook 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

Governing Body Committee structure:

Our committee structure allows us to focus our work on school and national priorities. Each team covers an Ofsted area which receives a judgement at inspection. This has allowed us to use individual governor strengths and become more effective in our roles

Full governing body – 12 governors

Achievement team

Teaching and Learning team

Behaviour and safety team

Leadership and management team

Finance and Premises Committee

First/Pay review committee

Personnel

Appeals Committee

Pupil Discipline Committee

Head teacher's PM governors.

Meetings:

Full governing body meeting every term.

1 to cover LA, government and current issues.

Team meetings held every term.

A governor week is planned each term where all team meetings are held. Other governor visits can also be agreed for this week if possible .

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

A code of conduct for governors is in place.

A governor portal is available for governors to access school documents and minutes of meetings

Governors all have special responsibilities and are expected to 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.

	<p>Finance Our finance committee meets termly or more if necessary. Recent training has been accessed by one governor re budget management and she now has a much clearer understanding.</p> <p>The budget statement is agreed by this committee in consultation with the HT.</p> <p>The Oracle statement is considered and any discrepancies discussed and challenged.</p> <p>The school business manager keeps governors informed about projects and spending.</p> <p><i>Minutes</i> from meetings are shared with all governors. Questions which challenge are highlighted.</p> <p>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 governors 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:</p> <ul style="list-style-type: none"> • RAISEonline training 2016 • Internet safety and safeguarding
<p>Key Issues faced and addressed by the Governing Body (2016-17)</p>	<p>Outcomes for pupils: Issue : <i>Improve the % of pupils working at Age Related Expectations across the school.</i></p> <ul style="list-style-type: none"> • Governors agreed on buying the Singapore Maths scheme. This has been implemented in all classes since January 2017. • To improve teaching in mastery, training was agreed for the maths leader and this was shared with staff. • In order to ensure interventions were available for identified pupils, governors ensured that TA staff were a priority. • New test materials have been bought to support assessment and identify next steps in planning. • Handwriting policy was adopted to improve handwriting and presentation. • Governors supported the amalgamation of the nursery and primary school in order to ensure the low on entry data improved and children are given a good start to their education.

Quality of teaching, learning and assessment;

Issue : *ensuring the quality of teaching is consistently good taking into consideration the high numbers of NQTs on the staff.*

- Governors are kept informed about the quality of teaching and learning by leaders. We know that a monitoring plan is followed which includes lesson observations, work scrutiny, learning walks and talking to children.
- Governors made informed decisions about ensuring NQTs had a high quality mentor to support their learning.
- Data sheets, showing attainment are shared at full gov body meetings and Achievement team meetings which show the attainment and progress of all cohorts, SEN, PP and gender groups. We challenge underperformance and follow up at team meetings.
- The new assessment systems are now becoming embedded but leaders are constantly checking that assessment data gives an accurate picture of the cohorts.
- Governors supported the appointment of an extra DHT who is an EY specialist. This year the school has accurate data across the whole of the EY.

Leadership and management.

Issue: *With a relatively new middle leadership team which consists of 3 phase leaders, 2 SENCos, and 2 literacy leads, it was important that we improve the whole team's skills and knowledge to enable them to be responsible, accountable and make an impact on school improvement.*

- Governors appointed an additional AHT responsible for inclusion and SEND in December 2016 in order to improve outcomes for SEN pupils rather than having two SENCos. This was also needed because of the increase in numbers from the nursery and pupil migration.
- A programme of training was agreed for all middle leaders which included some external courses and some bespoke training within school.
- Middle leaders are asked to present to the governing body – showing the impact of their work.
- Governors continue to meet with members of staff to discuss specific areas of the curriculum and gain understanding and knowledge of their area of responsibility.
- Governors visit the school to monitor their areas

	<ul style="list-style-type: none"> • Gobs agreed funding for a ‘Yurt’ for the nurturing programme and to enhance teaching and learning. This has been completed and its impact will be monitored next year. • Gobs agreed on enhanced levels of support leading up to SATs for Y2 and Y6 • The school asset register was updated and agreed by governors in line with LA guidance. <p><i>Behaviour and safety</i></p> <ul style="list-style-type: none"> • We have reviewed relevant policies and ensured that all training for safeguarding is up to date. • A safeguarding review was undertaken and any issues have been addressed. • Gobs are kept informed about any exclusions and managed moves. • Decisions are made about funding by the appropriate committee on support and 1 to 1 provision when necessary. • Internet safety and data protection has been high on the agenda. Governors are monitoring carefully the actions taken to keep pupil and staff data safe. • Governors attended internet safety training from the LA and a session held for parents. • The nurturing building has been a particular expense this year but governors recognise the growing number of vulnerable families and children with mental health issues who need specialised support. • Attendance has been kept high profile in an effort to improve so that it is closer to NA . The school is proactive in meeting with parents whenever there is a concern. • An LA attendance audit has been completed. • Governors decided to employ a councillor for one day a week to work with targeted vulnerable children.
<p>Assessment of Impact</p>	<p>Impact on Outcomes for pupils:</p> <ul style="list-style-type: none"> • The school has established good systems to assess learning through Classroom Monitor. Staff update this regularly to ensure the school has an accurate picture of the progress of each child. This is used to plan for next steps and identify interventions. • Singapore maths is impacting on the quality of teaching and learning as more reasoning and problem solving are included in lessons. However as yet there has not been enough time for it to impact on outcomes. Leaders are confident that it will show in next year’s data. • Presentation and handwriting have improved across most classes. Governors have looked at books and

observed this first hand.

- On exit data from nursery is showing a much more accurate picture as nursery staff plan and deliver a curriculum which meets their needs. This will impact on 'On entry data' to reception and therefore ensure children are well prepared for the Reception curriculum.
- Governors are awaiting final assessment data to consider the impact on outcomes further.

Impact on the 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 and providing support for NQTs has resulted in strengthening teaching overall.
- NQTs have been well supported this year and all have been offered fulltime permanent contracts. This will ensure some stability for future years.
- We are aware that the consistency in teaching does vary at times but leaders support well and provide training when necessary. All NQTs have successfully passed their NQT year.
- Leaders report that teaching in lesson observations is now judged to be good in all classes. This is due to appropriate CPD and regular guidance and support.
- External monitoring of teaching with leaders at all levels supports this judgement.
- Governors are awaiting end of year data to triangulate the judgement on the quality of teaching with the headteacher.

Impact on Leadership and Management:

- Middle leaders are now much more confident in their roles. They meet weekly and discuss any issues that have been raised through monitoring and decide on actions to take.
- They can talk confidently about their subject areas because of the accurate monitoring that they can now carry out.
- They have all been involved in joint lesson observations and were in agreement with senior staff about strengths and areas for improvement.
- They present to governing body meetings and answer questions with knowledge and confidence.
- The LA recent monitoring visit confirmed the strength of the middle leaders.
- We feel it important that they begin to impact more on

	<p>the outcomes for pupils through even more rigorous monitoring next year.</p> <p>Impact on Behaviour and safety:</p> <ul style="list-style-type: none"> • We are confident through our monitoring that pupils are kept safe at Crook Primary. Every effort is made to ensure all audits/ checks etc are acted upon. • Data protection has been improved significantly and is an ongoing challenge for all schools to keep up to date with the changes with new technology. • A number of governors attended internet safety training and are well informed. • The PSA works with the high number of vulnerable families and the new nurture provision due to start in September should impact on pupil welfare and wellbeing. • Parents are kept informed of their child's attendance every term. Overall attendance will continue to be monitored.
<p>Future plans for the Governing Body</p>	<p>Governors have identified the following actions to improve their effectiveness:</p> <ul style="list-style-type: none"> • To continue to challenge leaders to improve outcomes for pupils in particular to increase the % working at greater depth. • To monitor the impact of PP money and further challenge in order to close gaps. • To monitor the impact of the nurture provision – considering cost, staffing and outcomes for pupils. • Continue to monitor nursery provision for continued improvement through regular reports from the EY lead and governor visits. • Support and monitor a programme of coaching and mentoring for staff to ensure the quality of teaching is consistently good with some being outstanding. • To continue to challenge leaders to provide a broad and balanced curriculum tailored to the needs of Crook pupils. • Continue to attend training events to develop governors' expertise and knowledge.
<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>