

Annual Governance Statement for the Governing Body of Crook Primary School 2024 /25

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

How do we believe and achieve at Crook Primary?

At Crook Primary we want our children “ to believe and achieve.” Children only get one chance at school and it is incumbent on us to ensure that every child has a successful future. We aim to develop children who are skilled readers, writers and mathematicians as well as having an interest in all aspects of the curriculum. We believe that children need to learn to take risks and learn from their mistakes in order to challenge themselves. We also want them to have informed opinions and respect others and to be curious about the world in which they live..

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

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

<p>Governance arrangements</p>	<p>Governing Body Committee structure: Our committee structure allows us to focus our work on school and national priorities. Each team covers the working areas to help us meet national and Ofsted requirements. This has allowed us to use individual governor strengths and become more effective in our roles Full governing body – 12 governors</p> <p>Curriculum and Standards team Strategic Leadership team Finance and Premises Committee First/Pay review committee Personnel</p>
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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 are held every term.
A governor afternoon is held every term where all team meetings are held. Governors can attend any meeting as well as their nominated one to keep up to date with any school issues. Other governor visits can also be agreed during these meetings. There is also an opportunity for other school leaders to present and inform governors about school priorities.

For each team (committee) we have adopted local authority terms of reference to meet the needs of the school.

A code of conduct for governors is in place.

The school uses "Governor Hub which is available for governors to access governor documentation and training.

Some Governors have special responsibilities and are expected to visit the school, carry out discussions, look at work, visit classes and talk to children. This helps 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.

Finance

Our finance committee meets termly or more if necessary. A recent initiative to ensure accurate and up to date reports are always available for governors is a 6 weekly meeting with the LA finance officer, the headteacher and a nominated governor. Spending is tracked, and any deficit is quickly identified.

The budget statement is agreed by the Finance committee in consultation with the HT.

The financial statement is considered and any discrepancies discussed and challenged.

The school business manager keeps governors informed about projects and spending at Governing body meetings and the finance and premises meeting.

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

	<p><i>Training for governors</i></p> <p>Governors are encouraged to attend the LA training events to become better informed and more able to support and challenge the school. In addition some governors have supported other governing bodies.</p>
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	<p>Individual governors access training on a needs basis linked to their governor roles and responsibilities on each committee. New governors are encouraged to attend 'new Governor' training. Whole governing body training to be accessed this year on:</p> <ul style="list-style-type: none"> • Safeguarding <ul style="list-style-type: none"> ● The vice chair of governors arranges training for any governors who request it. We have continued to ensure a wide range of governor interests and abilities for greater impact on the school's strategic direction. <p>From Inspection report 2023:- <i>“ Leaders are determined that pupils make the most of their one chance at primary school.”</i></p>
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<p>Key Issues faced and addressed by the Governing Body (2023-24)</p>	<p>Outcomes for pupils:</p> <p>Issue 1 : To embed protocols and systems for monitoring in school with the focus on increasing attainment in combined reading, writing and maths</p> <ul style="list-style-type: none"> • Governors have been assigned to each phase and each term meet with phase leaders as well as the leadership team to hold the team to account. They undertake work scrutiny , pupil voice and interrogate data <p>Issue 2 To embed PSHE and RSE</p> <p>Governors have undertaken termly deep dives into PSHE to see the progress of implementation through work scrutiny, pupil voice and classroom observation.</p> <p>Issue 3 To support the school with the recent challenges of SEND.</p> <p>Thanks to some appeals, the challenge of SEND is not as difficult as it was during 2022-3. Governors have supported leaders with strategic plans to be put in place from September 2024 including the establishment of two in school SEND bases and the personnel associated with this.</p> <p>Leadership and management.</p> <p>Issue : Attendance</p> <p>The Governors worked closely with leaders to prepare for the successful May 2023 OFSTED inspection .</p> <p><i>Issue: Continue to challenge leaders to maintain a focus on attendance particularly of those persistent absentees.</i></p> <p>Governors monitor attendance every term. They are satisfied that the school has good systems in place to work with vulnerable families to try and improve attendance. They have accessed support from the LA and have followed through with any new initiatives and ideas. They are aware of the attendance changes for 2024-5 and are satisfied that leaders have undertaken suitable training.</p>
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	<p>Issue E Safety</p> <p>The Governors have been aware of the challenges and the change in culture that the pandemic brought to children with the problems of social media. The working group is well established composed of a Governor, SLT, IT manager and lead for IT within school to ensure that the school is proactive in this area and alerts and educates both children and parents to keep children safe.</p>
<p>Assessment of Impact</p>	<p>Impact on Outcomes for pupils:</p> <ul style="list-style-type: none"> • Children have made good progress this academic year <ul style="list-style-type: none"> • Data shows that there are some children who do not achieve the expected standard at the end of Key Stage 2 in combined reading, writing and maths. This is a continued focus for next year to ensure a further increase in attainment through marginal gains. • Metacognition has been implemented effectively across the school and now needs to be further embedded. • Reading is seen to be a high priority in school and is evident in classrooms and across the curriculum and the focus needs to be on sustaining and improving reading stamina. <p>Impact on the Quality of teaching</p> <ul style="list-style-type: none"> • We are kept well informed through the HT report about the quality of teaching from her monitoring programme. • Teaching is judged to be good overall and this is supported by the LA. • Teachers are accessing high quality CPD to increase their knowledge and understanding of all areas of the curriculum. <p>Impact on Leadership and Management:</p> <ul style="list-style-type: none"> • There is a curriculum of good quality in place, In most subjects, key ideas that link knowledge are clear. Pupils are increasingly skilled in using and applying this knowledge in different contexts. • Attendance is rigorously tracked and appropriate actions are taken to support vulnerable families. <ul style="list-style-type: none"> • Leaders have worked hard to ensure a work-life balance for staff as well as strong teamwork and support for staff. • The school has worked tirelessly to support children’s mental health and well being with a strategic group in place..
<p>Future plans for the Governing Body</p>	<p>To continue to challenge leaders to provide a broad and balanced curriculum that engages and motivates pupils to learn.</p> <p>It is vital that our children receive a broad and balanced curriculum so that they can “ believe and achieve” in their future lives. Governors are keen to see the development of careers education linked to the curriculum as well as assessment of foundation subjects firmly embedded.</p> <p>To ensure that the role of Senior Mental Health Lead is protected and expanded within school.</p> <p>Governors over the last year have become increasingly concerned about the mental vulnerability of some of our pupils. They welcome the skills and expertise of the Senior Mental Health and Well Being Lead and wish that this role is further celebrated in school with the establishment of a permanent</p>

	<p>base and additional non contact time during the week for her to fulfil her duties.</p> <p>To support and monitor the effectiveness of the new SEND bases within school.</p> <p>Governors acknowledge the difficulty faced by schools with the increasing number of high needs pupils within the education system. They are also aware that the SENDco next year will be on maternity leave and that this role will fall to the HT and DHT of Early Years increasing their workload. There is much SEND expertise on the Governing Body and Governors will support with termly visits holding both SEND staff and teachers who have children in those bases to account.</p> <p>Governors have identified the following actions to improve their effectiveness.</p> <ul style="list-style-type: none"> • To continue to monitor and challenge attainment and progress to ensure that combined attainment in RW and M increases • Continue to undertake deep dives in Reading/ Metacognition and PSHE <ul style="list-style-type: none"> • Continue to attend training events to develop governors' expertise and knowledge and plan for at least one whole governing body training event across the year. • To support the school in the recent challenges of SEND.
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<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>
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