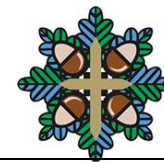


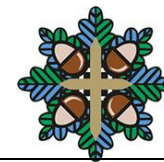


St Lawrence CE Primary School
Governor Annual Statement for Academic Year September 2018-2019

Governors Core Function	Governor Activity	Impact of governor involvement – What <u>difference</u> has it made?
<p>Setting the vision and strategic direction of school</p> <p>eg</p> <ul style="list-style-type: none"> • <i>School vision, aims & values</i> • <i>GB powers and duties</i> • <i>School development planning</i> • <i>Setting the Performance Management targets for the HT</i> • <i>Appointing key members of the leadership team especially the HT</i> • <i>Agreeing policies/ procedures</i> 	<ul style="list-style-type: none"> • Head teacher performance management targets 18/19 • Appointment of new support staff • School development planning and self-evaluation: SDP drawn up with support from staff and governors • Future vision of school – collaborative working with Tibberton CE Primary School – moving to a more formal partnership; future planning for sustainability and development; Consultation and process towards Federation with Tibberton CE Primary. • Governing Body structure and operations, policies and procedures: reviewed as part of the Federation process. • Governors meet at least termly and share Pupil Performance, Safeguarding, Health & Safety, Finance and Personnel and share report on the progress towards objectives in the SDP. • Parent Annual Survey 2019: Independent survey run by governors. This is implemented and analysed by governors. • Discussion on Local Authority Annual Summary Report and impact on SDP 18/19 	<ul style="list-style-type: none"> • The Governing Body identified two key governors for performance review of the Headteacher and followed up with termly reviews. Targets focused on leadership and management, with a focus on the Executive Headship role and pupil performance. Governors have scrutinized the progress of work towards the targets enabling a cohesive approach to whole school improvement.. • Governors were able to attract quality candidates for the post of teacher, securing two effective practitioners and governors were fully involved in the process. • Progress of the School Development Plan targets tracked via termly updates to governors and monitoring and evaluation activities. All governors are familiar with the school improvement initiatives and offer challenge on progress against targets. • Governing bodies of both schools worked together to agree to propose the federation and have undertaken the full procedure liaising with all parties including Diocese, Local authority, parents, staff and other schools. This process has enabled robust discussion. The process will complete by the end of the Summer Term. Governors have spoken at length about the future of the school and how to improve the 'offer' to all children taking into account the challenges and difficulties of a small school. Governors have a very secure understanding of the process and implications. • Governors are fully informed on the school performance and progress including agreement to a final budget for 2019/20 • Survey completed by end of Summer Term. Governor analysis will support school improvement decisions for the following year. • Secure knowledge and understanding of the Local Authority view of the school and identified strengths and areas for improvement



	<ul style="list-style-type: none"> • Appointment of a new foundation governor. • Governor review of curriculum, curriculum statement and plan for Intent/Implementation/Impact, in the light of the new Ofsted Framework Sept 2019. • Governors shared Teacher Workload Toolkit 	<ul style="list-style-type: none"> • Additional skills brought to the Governing Body in support of the Anglican status of the school and its Church of England foundation. This foundation governors sits on both school's governing bodies ensuring a cohesive message and support across the two schools. • Governors fully involved in the development of the curriculum and plans for school improvement 19/20 onwards. • Governors are aware of the Teacher Workload issue and ensure it sits within the new School development Plan
<p>Holding the head teacher to account for the schools educational performance</p> <p>eg</p> <ul style="list-style-type: none"> • <i>Monitoring and evaluation of data/reports including use of Data Dashboard, ROL 'G' pages</i> • <i>Visits to the school to monitor e.g. learning walks/ book scrutiny alongside senior/ middle leaders</i> • <i>Seeking and acting on the views of parents/ pupils to evaluate their satisfaction</i> • <i>Interviews with middle/ senior leaders about aspects of the schools work</i> • <i>HT performance management review</i> • <i>Challenge to the HT for linking pay to teacher performance</i> • <i>Any challenge and support offered through committee work/ in response to the HT report which has resulted in improvement to provision and outcomes</i> 	<ul style="list-style-type: none"> • Analysis of school data: ASP (Assessing School Performance), Data Dashboard, in-school data • Governing Body discuss ASP information and implications for SDP: agreed key areas for development for the school • Governor training to ensure effective challenge and secure understanding of new Ofsted requirements. • Governor monitoring visits including correct undertaking of Y6 SATs • Impact of PPG spend: termly reviews • Impact of School Sports funding: termly reviews • Recent staffing changes planned for in a timely manner • Governor management and analysis of Parent Annual Survey and monitoring of Parent View responses. • Governor visits planned to review the impact of initiatives. 	<ul style="list-style-type: none"> • Self-evaluation continues to be robust with full governor involvement this year and the inclusion of work with the Newport & Wellington Clusters of schools. Outcomes are supported by the Annual Summary Report from the Severn Teaching Alliance Adviser. • Governor analysis of the in school data for all year groups and subjects, identified the areas of challenge and actions, including the progress of disadvantaged groups. • Governors are aware of the key strengths and weaknesses of the school identified in the Data Dashboard and ASP. • Chair and Vice Chair keep up to date through regular attendance at Heads & Chairs Briefings. • Governors are assured that the SATs process is fair and within the Department for Education Guidelines. Governors are assured of the high quality of lessons and learning. • Pupil Premium Grant spend linked to positive outcomes for pupils. Governors agreed the spending strategy for 19/20 • Governors aware of the sports premium spend and the impact of increased PE and sport activity. • Governor involvement in new appointments • Survey to be completed by end of Summer term. Outcomes to be shared and impact on School Development Planning



<p>Ensuring financial resources are well spent.</p> <p>eg</p> <ul style="list-style-type: none"> • <i>Budget setting which demonstrates spending choices made in line with school priorities</i> • <i>Strategic and reflective budget planning for spending:</i> <ul style="list-style-type: none"> ○ <i>Pupil Premium Grant</i> ○ <i>School Sports funding</i> ○ <i>Year 7 'catch up' moneys</i> • <i>Robust evaluation of the impact of spending the above grants to schools with a strong focus on impact on pupil outcomes.</i> • <i>Reviewing the scheme of financial delegation</i> • <i>Any exploration of 'best value'</i> 	<ul style="list-style-type: none"> • Governing Body reviews the budget position at least termly • Schools Financial Value Standard completed and submitted on time. <ul style="list-style-type: none"> • Pupil Premium Funding and Sports Grant spend and impact is tracked to ensure it is being used effectively appropriately. Governor decisions establish some sustainability. • Governors secure how SSF is used to include all children and its overall impact <ul style="list-style-type: none"> • Final Budget 18/19 planned, agreed and submitted on time: includes preparing for and managing significant ongoing financial challenges but endorsing the financial benefit from the collaboration with St Lawrence. • Governor review of School Fund and Audit 	<ul style="list-style-type: none"> • There is a secure understanding of the financial position of the school across the governing body. A tight and well managed budget is set for the year. Governor agreement to the Executive Headship arrangement with Tibberton CE Primary enabled release of funds to secure a balanced budget and a positive budget position going forward. • PPG funding: governors fully support the way the funds are spent. • Sports Fund report to Governors: <ul style="list-style-type: none"> -membership of Sports Partnership: increased access to sporting events which most pupils attend - increased activity in and out of class: half Marathon Challenge -dissemination of training to other staff: maximise impact of CPD -supporting purchase of key equipment that can be used by all children over long period of time • Governors fully support the work of the school and raised profile of PE and Sport. • Governors fully meet the financial requirements of the role. • Building is leased to childcare providers; income for the school and a valuable additional service for parents and pupils on site- full review of the lease and rental arrangements to increased income for the school • Governors benchmarked the school against similar schools and considered budget constraints impacting on the planning for school structure and class management: the challenge of the limited resources and implications on the staffing structure for the rest of the financial year. Full review of Service Level Agreements took place, securing value for money. • Secure and effective management of the School Fund • Governor agreement: Audit of School Fund
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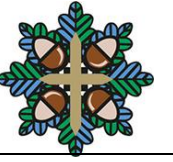
Ensuring statutory duties are met and priorities approved

Eg

- *School website is up to date & complies with regulations*
- *Agenda / work programmes reflect annual cycle of timely discussion , review and approval of key compliance requirements e.g Child Protection policy , SCR*
- *Safeguarding responsibilities met*
- *Monitoring the delivery of the curriculum offer and the effectiveness of SMSC.*

- Governors' access the joint calendar to enable statutory duties to be undertaken.
- Governors are invited to record in the minutes how they have fulfilled their responsibilities and contributed to maintaining and improving the quality of teaching and learning, behaviour and safety and achievement for pupils in the school since the last meeting.
- Safeguarding governor planned visits: Single Central Record check, S11 review for Local Authority submitted on time.
- Governors are fully aware of the need to ensure that necessary actions are taken with regard to safeguarding issues and took part in the whole school safeguarding survey.
- Safeguarding/ Child Protection Policy revised in line with 'Keeping Children Safe in Education'
- Single Central Record checked termly by Paul Evans, Chair.
- Regular Audit of the school website undertaken by governors during the year, and by administrative staff on a regular basis.
- Health & Safety Audit completed and reviewed with H&S Governor.
- Mental health issues: school involvement in Future in Mind Programme, shared with governors

- All governors plan ahead for attendance at meetings and managing workload, enabling good attendance at meetings and planned monitoring tasks.
- Statutory policies are kept up to date.
- All Edubase information on Governors has been supplied and is regularly updated.
- SCR updated following review at with Telford & Wrekin safeguarding lead; all necessary information in place.
- All staff and governors are aware of their safeguarding responsibilities: all staff and some governors have attended half termly meetings to follow up on the safeguarding survey outcomes, ensuring secure understanding legal responsibilities and procedures..
- KCSIE copy shared in staff meetings and available to all staff: all staff and Governors know and refer to KCSIE for guidance and have signed to say they do so.
- Website is compliant. New website in place, fully reviewed by governors to ensure compliance.
- Action Plans in place to follow up audit and Risk Assessment.
- Governors fully informed of the activities and training undertaken by staff to support pupil wellbeing.



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