

Annual Governance Statement for Bede Burn Primary School 2017- 2018

The Governing body of the school continue to play a strong role in driving forward the school.

This annual statement outlines how the Governing Board has worked in the past year to fulfil its responsibilities and achieve the three core strategic functions of:

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

Whilst we have not had an Ofsted inspection since March 2013, in that inspection they recognised that:

“The governing body...has a very clear understanding of what the school does well and what it needs to do to improve further. They ensure that staff performance, management and development contribute significantly to the good standards and progress achieved by pupils.”

Ofsted concluded in the body of its report:

“The governing body is well led and receives appropriate training and support. Governors are well informed about all aspects of the work of the school. They have access to good information about how the school is performing compared to schools nationally and they know the school’s strengths and weaknesses well. They ensure that performance management procedures are fully implemented and challenge underperformance rigorously.

They hold senior leaders to account through an appropriate balance of challenge and support. They make sure that the close link between staff development, performance and salary progression is secured. Governors are well informed about the quality of teaching and are fully committed to its continuous improvement. Finances are managed well and the governing body holds the school rigorously to account for the way in which the pupil premium funding is spent and its impact on achievement.”

Our continued contribution to the school’s overall performance will be assessed in our forthcoming Ofsted inspection.

Composition of the Governing Body

The Governing Body is comprised of:

Head Teacher	Mrs Faulkner	
Co-opted	Mrs Richardson	(Chair)
	Mr Yarrow	
	Mr Overton	
	Miss Lenney	(member of staff)

Parent Governor	Mr J Ali	
	Mrs O' Doherty	
	Mrs J Watson	
LEA	Mrs Reilling	(Deputy Chair)
Staff	Mrs Parkes	

Scheme of Delegation

Please refer to the scheme of delegation in relation to the various committees that each Governor is responsible for – linked on our website in the governor's section.

<u>Link Governor</u>		<u>Staff member</u>
Inclusion, SEN, pupil premium	Mr Overton	Miss Lenney
EYFS	Mr Overton	Ms Evans
Health and Safety	Mrs Richardson	Mrs Faulkner
Behaviour, Child Protection	Mrs Richardson	Mrs Faulkner
Safeguarding	Mrs Richardson	Mrs Faulkner
Mathematics	Mrs O'Docherty	Mr Ferraro
English	Mr Ali	Mrs Todd
Foundation curriculum	Mrs Watson	Miss Beadling
Science	Mrs Watson	Miss Spencer
Website	Mr Yarrow	Mrs Faulkner
Assessment, strategic planning	Mrs L Reiling	Mrs Faulkner
Computing	Mrs Watson	Mrs Smith/ Mrs Franchi
Governor induction training/mentoring	Mrs Reiling	Mrs Faulkner

School Improvement (and Development) Plan

Governors work co-operatively with the head teacher and leadership team in composing and monitoring the school improvement and development plan. This sets the focus for the coming year and reflects on the progress and attainment made in the previous year, measured against the previous years' cohort, local and national targets, school self-evaluation and teaching and learning scrutiny.

Focus this year is especially on the core curriculum of English, concentrating on spelling, punctuation and grammar as well as reading and writing as our KS1 results were not what was expected, however we note that our Mathematics attainment in KS2 surpassed national targets due to the focus placed on that subject area in 2016 – 2017.

Our School Improvement Plan is now more concise with four main objectives set:

- Bede Burn's curriculum prepares pupils for their futures as lifelong learners
- Teaching and learning is consistently excellent across the school
- Our school is a valued community where children are empowered to become active global citizens and learners
- Leaders are the key drivers of school improvement

Priorities include:

- Achievement - by setting ambitious and realistic targets for each year group
By thorough and robust monitoring to ensure standards are met and maintained
By addressing teaching and learning needs of vulnerable pupils
- Develop and refine assessment in mathematics and English and other curriculum areas
- Raising the standard of teaching and learning across the school in mathematics, English and EYFS
- Raising awareness of living a healthy lifestyle
- Raising the standard of English, addressing reading, writing and SPAG
- For SEN pupils the use of tracking to ensure good progress is made by all pupils
- Development of the school ICT system to meet the new curriculum standards
- Develop writing through science
- Develop mastery in Maths and improve maths skills, especially problem solving and the use of English in maths
- (Monitor, maintain and improve) attainment of KS2 and other year groups
- Develop meaningful professional development
- Oversee the 3 year budget plan
- Develop the leadership team, by supporting our head teacher and two newly appointed assistant head teachers
- Building on the strengths of the Governing body and addressing areas for development by undertaking a governor's audit and preparing an action plan as a result
- Strengthen community links with Bede Burn – the use of Seesaw, wrap around care with a breakfast club, developing new topics and the use of the wider community to facilitate the same, contributing to the local community and raising the profile of the school within the community by gaining recognition through achievement and awards

Policies

As governors we are responsible for the development of and implementation of policies which play a vital role in ensuring the effectiveness of the school and its staff in meeting its

obligations to its pupils, parents and other stakeholders. We ensure that policies are regularly scrutinised and updated to reflect national expectations and government legislation.

Finances

As governors we ensure that we set and regularly monitor the budget of the school, on an annual and three year basis, to ensure that monies are utilised correctly to provide best value to our school.

This year we have overseen a number of large projects, including but not limited to:

- Continuing the upgrading and re-decoration of the school including new bathroom furniture and re-deployment of areas within the school
- Re-developing the EYFS outdoor area and the school playground with the provision of a tennis court and basketball court
- Re-landscaping the outdoor garden area to the rear and side of the building to provide a safe outdoor learning environment and “outdoor classroom” for more clement days
- Re-siting and furnishing a new “school library” to include the purchase of 00’s of new books across the whole school age range, to include an “out of hours” library provision so that parents and carers can share the excitement the children have in accessing the 00’s of books to develop their love of reading

EYFS

Work has been undertaken to re-develop and improve the EYFS outdoor provision. The Head Teacher worked closely with the early years lead to identify areas of improvement and together with the link governor (acting as an objective onlooker) identified further areas for improvement. EYFS was moderated and received positive feedback.

Attainment and Data Analysis

The governing body are regularly presented with the data board showing progress of each year group against the previous year’s cohort, local and national attainment. The tracking undertaken by the staff and senior leaders is regularly scrutinised by the head teacher, whose assessment is found to be a true reflection of actual attainment and not inflated or “under marked”. This gives the full governing body confidence in the tracking tools used, to enable us to evaluate the information and rigorously scrutinise this at termly meetings, in addition the chair is also involved in the regular meetings between the School Improvement Officer and the Head teacher, who’s tracking and assessment is externally bench marked. The Head Teacher is challenged robustly at termly meetings to ensure that all that can be done has been done and any anomalies are able to be satisfactorily explained. The English KS1 result for Summer 2017 has been robustly scrutinised, with plans put in place to address this – this further strengthens our faith that the school is “doing it right”, and continues to do so. The link governors hold regular meetings with the staff to ensure adherence to the school improvement plan, and that attainment targets continue to be met.

School staffing

As a Governing board we have supported our head teacher in her strategic role in changing the structure of the school to reflect it’s changing needs. We have undertaken a staffing re-

structure and have appointed two assistant head teachers – who although newly appointed to this permanent role acted in that capacity in the last academic year whilst the school sought to appoint a deputy head teacher. This has involved the school in a re-imagining of staff roles which have been embraced by the whole staff – the children benefit from this in a varied curriculum and certainty of staff.

Summary and Future Plans

In September 2017, Link Governors were re-allocated to ensure that we continue to act as the critical friend of the school – acting objectively to ensure each of the areas of learning is scrutinised closely to ensure no slippage against measurable targets.

As Governors we undertake not only scrutiny of the school, but also of ourselves. We have a calendar of scheduled meetings and link visits, and in addition attend committee meetings and convene special meetings when required.

As chair of governors not only did I attend this school as a pupil (more years ago than I care to recall!) but all three of my children have attended the school. As a school our mission statement was changed in the last year to read **We think big – we dream big – we go for it** – that mission statement was formulated as part of a joint consultation between the staff, children, parents, carers and governors – it encapsulates in words what we all believe – but it is not something new – it has been the ethos of Bede Burn for over 40 years, I and my children are testament to that!

As Governors we will continue to serve our school.

We can be contacted through the school and we welcome your comments and feedback at any time.