**Annual Governance Statement for the Governing Body of**

**Aberford Church of England Primary School**

**September 2017**

**Chair of Governors: Suzanne Phillips**

**Vice Chair: Stephanie Light**

1. **Overview**

The governing body conducts its business to take account of the three roles of the governing bodies as outlined in the Governors’ Handbook:

* 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;
	3. Overseeing the financial performance of the school and making sure its money is well spent.

The day-to-day management of the school is the responsibility of the Head teacher.

The governing body also ensures that the school complies fully with statutory safeguarding procedures. All staff have signed a record to confirm they have read Part 1 of the DfE statutory guidance “Keeping Children Safe in Education”. The governing body has familiarised itself with the document and are working with the safeguarding lead in school to complete the annual safeguarding audit.

1. **The composition of the governing body**

The composition of the governing body is:

* Headteacher
* 1 x Local Authority (LA) governor, recommended by the LA and approved by the governing body
* 2 parent governors, formally elected through a ballot of parents unless the election is uncontested
* 5 co-opted governors, nominated and appointed by the governing body
* 1 staff governor, formally elected by staff employed at school
* 2 foundation governors, appointed by the foundation (Diocese of York)

There are currently no vacancies on the governing body. Current and recent (in the last 12 months) governors and business/other interests declared are provided in the table below. Governors and associate members, if appointed, arereminded that they should declare any changes as and when they occur.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name of governor**  | **Category of governor and committees served** | **Date appointed and term of office** | **Relevant business/personal interests** | **Any other educational establishments governed** | **Relationships with the school staff including spouses, partners and relatives** |
| Mrs R Blackmore | Co-opted Chair of Resources Committee |  | Wife of M Blackmore M & M Electrical who carry out electrical work within school | None | Daughter of Fred Lock – Site SuperintendantNiece of Sue Baxter – Lunchtime Assistant |
| Mel Steed | Parent |  | Solicitor at University of Leeds | None | None |
| Catherine McCoy | Co-opted |  | Lease holder/sole trader Arabian Horse – currently employ parents of 3 children at school | None | None |
| Steph Light | Co-opted |  | Accountant at Stiockheld Park – School children may go there on visitsHusband works for Redrow - builders | None | None |

1. **Meetings of the governing body and attendance**

The full governing body meets 4 times a year; all meetings are clerked by a trained professional clerk. There are also 4 governing body committees which meet 3 times a year and which have delegated authority to make decisions on behalf of the governing body.

The governing body operates with the following committees:

* **Resources committee** - responsible for staffing, performance management, equality and diversity, finance, property management, health and safety and nutritional standards. **Committee chair: Rebecca Blackmore**
* **Teaching, learning and pupil support committee -** responsible for teaching and learning matters including target setting, standards and achievement, SEN (including reporting annually on the success of the SEN policy), monitoring teaching and learning and curriculum provision and ensuring that the governing body is represented at school improvement discussions.Also responsible for behaviour, safeguarding, attendance, children, parent and staff voice, extra-curricular activities, cluster and other partnerships.

**Committee chair: Steph Light**

* **Ethos committee** – responsible for the children’s spiritual, moral, social and cultural development, ensuring Christian values are taught and lived within school.

**Committee chair: The Rev’d Martin Otter**

* **Strategic committee** – provides an opportunity to focus on standards and achievement across the governing body, and enables strategic direction setting for the governing body.

**Committee chair:** **Suzanne Phillips**

Governors have good attendance at meetings overall. Apologies for non-attendance are considered on an individual basis; governors are aware through the code of conduct that non-attendance, which includes apologies not being accepted, will result in the removal of a governor six months from the date of first non-attendance.

The following is an attendance record for individual governors at meetings of the full governing body and committees.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Committee** | **Date** | **Philippa Boulding**  | **Suzanne Phillips**  | **Steph Light** | **Victoria Smith** | **Emma Johnson** | **Becky Blackmore** | **Tracey Hill** | **Mel Steed** | **Martin Otter** | **Sharon Ockleton** | **Jo Warner** | **Jenny Eastwood** | **Catherine McCoy** | **Jonathan Singh** |
| **Autumn Term** |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |
| FGB | 28.9.16 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |   |   |   |
| Ethos | 11.10.16 | 1 | 1 | 1 |   | 1 |   |   |   | 1 |   |   |   |   |   |
| Resources | 21.10.16 | 1 | 1 |   |   | 0 | 1 | 1 | 1 |   |   |   |   |   |   |
| T&L/PS | 8.11.16 | 1 | 1 | 1 | 1 |   |   |   |   |   | 1 |   |   |   |   |
| Strategic  | 16.11.16 | 1 | 1 | 1 | 1 |   | 0 |   |   | 1 |   |   |   |   |   |
| FGB | 7.12.16 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |   |   |
| **Spring Term** |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |
| Ethos | 17.1.17 | 1 | 1 | 1 |   | 1 |   |   | 1 | 1 |   |   |   |   |   |
| Resources | 3.2.17 | 1 | 1 |   |   | 1 | 1 | 1 | 1 |   |   |   |   |   |   |
| T&L/PS | 10.2.17 | 1 | 1 | 1 |   |   |   |   |   |   | 1 |   | 0 |   |   |
| Strategic  | 10.3.17 cancelled |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| FGB | 22.3.17 | 1 | 1 | 1 |   | 1 | 0 | 1 | 1 | 1 |   | 1 | 1 |   |   |
| **Summer Term** |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |
| Ethos | 25.4.17 | 1 | 1 | 1 |   | 1 |   |   | 1 | 1 |   |   |   |   |   |
| Resources | 5.5.17 | 1 | 1 |   |   | 1 | 1 | 1 | 1 |   |   |   |   |   |   |
| T&L/PS | 15.5.17 | 1 | 1 | 0 |   | 1 |   |   |   |   |   |   | 1 |   |   |
| Strategic  | Cancelled |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Resources | 30.6.17 | 1 | 1 |   |   | 1 | 1 | 1 | 1 |   |   |   |   |   |   |
| FGB | 12.7.17 | 1 | 1 | 1 |   | 1 | 1 | 1 | 1 | 0 |   | 0 | 1 | 1 | 1 |
| **Total Number of Meetings** |   | 15 | 15 | 11 | 4 | 12 | 9 | 8 | 10 | 8 | 4 | 4 | 5 | 1 | 1 |
| **Meetings attended** |   | 15 | 15 | 10 | 4 | 11 | 7 | 8 | 10 | 7 | 4 | 3 | 4 | 1 | 1 |
| **Percentage attended**  |   | 100% | 100% | 91% | 100% | 92% | 78% | 100% | 100% | 88% | 100% | 75% | 80% | 100% | 100% |

1. **The remit of the governing body and its committees**

The governing body and senior leadership team completed a self-evaluation of the school in October 2017 taking into account SATs results, the school’s internal monitoring of pupil progress and attainment, changes to the assessment of pupils and the curriculum and the recent Ofsted report. The self-evaluation then informed our school improvement plan which has prioritised the following areas:

Effective leadership and management

Priority one: Further develop the leadership and management of the school in order to continue to raise standards/accelerate progress across the school by:

1. Embedding Subject Leaders’ clear roles, responsibilities and accountability for continuing to raise standards and increase progress
2. Ensuring that Governors continue to build on current practice to challenge the school in its journey to outstanding

Quality of teaching, learning and assessment

Priority two: Raise the quality of teaching over time and thereby increase the progress that all pupils make by:

1. Ensuring that depth of learning in the curriculum is embedded across all subjects
2. Ensuring that further opportunities are available for staff to observe and learn from the best practice within and beyond school to improve their own teaching
3. Further develop formative and summative assessments to maximise impact on teaching and learning

Outcome: Positive progress across all subjects and end of year targets met

Personal development, behaviour and welfare

Priority three: Ensure SMSC equips pupils to be thoughtful, caring and active citizens in school and wider society

1. Children’s SMSC development embeds the fundamental British values

Outcomes for children

Priority four: Further improve attainment and progress across the school and meet challenging targets by:

1. Increasing the percentage of pupils reaching EXS and GD at KS1 to above National
2. Increasing Maths, Grammar and Science attainment of Expected Standard and Greater Depth/Higher Standard in KS2 to above National and maintaining the high percentage of attainment in Reading
3. Increasing the progress score for Maths and Grammar to positive
4. Further diminishing the difference in achievement for disadvantaged children

Effectiveness of early years

Priority five: Further embed the effectiveness of the early years provision by:

1. Embedding high quality planning, assessment and observation practice
2. Ensuring children are extremely well prepared academically, socially and emotionally for Key Stage 1
3. **The effectiveness and impact of the governing body 2016/2017**

The governing body completed an internal review of governance on March 7th 2017. The areas for improvement identified on our governors’ action plan are as detailed below.

Key Area 1: Do we have the right skills on the governing body?

* Finalise the skills audit to provide an accurate picture of governor strengths and knowledge gaps
* Actively seek a governor with property management skills/someone willing to consider chairing in the future, utilising local contacts to identify candidates and registering with Inspiring Governance/ SGOSS
* All governors attend induction training or refresher training when their term of office is renewed to continually update knowledge of strategic responsibilities
* Arrange Safeguarding training for all new governors then refresh this every three years
* All governors to have an understanding of external data available for scrutiny through external support
* Link governor for safeguarding and Pupil Premium to visit school and ask pertinent questions using guidance document from GSS
* Meet recommended criteria that at least two governors have up to date training
* Meet recommended criteria that at all PM governors have attended training
* An up to date and personalised school complaints policy and robust procedures in place and available on the website

Key Area 2: Are we as effective as we could be?

* All link governors to understand their roles fully and visit school to monitor areas
* Ensure an induction system in place which provides support for new governors to facilitate their induction and participation in GB business
* Monitor progress on GB action plan and consider writing an annual governance statement

Key Area 3: Are we fulfilling our statutory responsibilities?

* Ensure website is compliant

Key Area 4: Do we have a clear vision for the school?

* Governors to understand how British Values are incorporated into school life

Key Area 5: Are we having an impact on outcomes for pupils?

* All governors to have a good understanding of progress of pupils and how this links to actions in the school development plan

Key Area 6: Do we hold school leaders to account?

* Performance management governors be reassured that a robust process is in place

Key Area 7: Are we properly engaged with our school community, the wider school section and the wider world?

* Increase parental involvement and feedback
* Parents and stakeholders to have a better understanding of the governors’ roles and work
* Increase understanding of governing body work and ensure transparency to stakeholders
* Increase governor awareness of best practice from other schools

Key Area 8: Does the Chair show strong and effective leadership?

* Strong chair ready to take over from end of Summer 2018

**IMPACT:**

The governing body completed a review of governance in XXXX facilitated by the Governor Support Service. The areas for improvement identified on our governors’ action plan are:

1. To strengthen strategies to engage with the school community, including parents , staff and the children
2. To ensure that every governor is aware of their specific role on the governing body, for example for child protection, that all visits to school are recorded and that reports are given at relevant governing body meetings.
3. All governors to undertake training on performance data

Impact :

1. The parental survey undertaken in January 2016 shows an increase in parents’ positive views on communication with the school, including the governing body, from 85% to 96%
2. The governing body’s statutory duties are met, for example in respect of child protection, and this is evidenced through governor visits reported
3. All governors have done performance data training and have identified that the gap between those children in receipt of pupil premium are still not achieving as well as their peers. The governing body recruited a new deputy headteacher in March 2016 with a thorough data knowledge and experience which has improved the in-year monitoring of the children’s progress. Governors have considered the EEF research on impact of different strategies on pupil progress and closely monitor interventions used by the school for children in receipt of pupil premium funding. In-school data which has been moderated by the School Improvement Advisor and a local headteacher shows that the gap between these children and their peers is narrowing at a greater pace than previously.

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