

Annual Governance Statement for the Governing Body of Holbrook Primary School, Trowbridge. 2014 – 15

The governing body of Holbrook Primary School is committed to fulfilling its functions effectively and to demonstrating accountability for its work each year. We do this by:

1. producing comprehensive, publicly available, minutes of all meetings.
2. providing parents and carers with a report of our work each term.
3. maintaining documentary evidence of the work of governors and our impact.
4. compiling an annual governance statement (a new legal requirement).

This first governance statement gives details of governance arrangements; a brief review of the key issues addressed by governors during the academic year 2014/15 and our assessment of the impact of the governing body on the school.

Towards the end of the report we have summarised our priorities for 2015/16.

What do we do?

In accordance with the Government's requirement for all governing bodies, the 3 core strategic functions of Holbrook School Governing Body are:

1. Ensuring clarity of vision, ethos and strategic direction.
2. Holding the head-teacher 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.

Governance arrangements

There are 3 main committees:

- Full Governing Body
- Performance and Standards
- Resources

Each committee meets approximately 6 times during the year. Additionally, there are specific panels that meet when required e.g. staffing, pupil discipline, complaints. The terms of reference for each committee are detailed in the governing body's scheme of delegation which can be found in the governors' section of the school website.

<http://www.holbrooktrowbridge.co.uk/>

Attendance record of governors

Governors have an excellent attendance record at meetings during 2015-16. Please see the end of this report for details of individual governors' attendance at meetings.

Review of the 3 core strategic functions:

1. Ensuring clarity of vision, ethos and strategic direction.

In all three of the main committee meetings, Full Governing Body, Performance and Standards, and Resources (includes finance and premises), targets are monitored and discussed. Following an OFSTED inspection in January 2014 we approved the school's strategic development plan and agreed that the main priorities were to improve teaching and the effectiveness of leadership and management. The plan has been regularly reviewed and monitored during Full Governing Body meetings and Performance and Standards committee meetings.

Governors attended a staff development day in June where we worked with staff, led by the Head Teacher, to consider the implications and effectiveness of the school's aspiration statements. This was highly productive and resulted in the school prioritising its commitment to sustainability, in all its forms, for 15/16 and beyond.

2. Holding the headteacher to account for the educational performance of the school and its pupils

The Full Governing Body regularly reviews pupil progress and performance and meets with the Head Teacher to challenge any areas of concern, for example, we consider a variety of internal and external data such as comparison of national standards with those achieved at Holbrook. The Performance and Standards Committee takes the opportunity to consider any matters related to educational performance in more detail. For example, we scrutinise data related to pupils with any special educational needs. We also regularly consider evidence of the broad and balanced curriculum provided for Holbrook pupils.

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

The primary goal of the Resources Committee is to ensure that the school's financial and physical resources are used to gain maximum benefit for pupils currently at the school. This includes ensuring that finances are allocated in accordance with the school's strategic priorities, ensuring best value for money is obtained from purchase of services and resources and assessing our own performance against the Schools' Financial Values Standards.

What have governors done during the year?

Terms 1 and 2

5 Governing Body meetings were held. The focus of our meetings in term 1 was to approve the Strategic Plan, approve Action and Development plans, scrutinise end of year pupil performance reports for 2013/14, set new pupil performance targets for 2014/15 and approve the Governors' Improvement Plan. We agreed that more tightly focussed termly plans would enable the school to monitor actions more closely. In term 1 the focus was on quality of teaching, subject leadership and behaviour. The improvement in behaviour, as a result of the implementation of the Behaviour for Learning Policy, was immediate. Governors were reassured by the colour coding system that enables the tracking of pupil progress in meeting their targets. Subject leadership has provided a focus for meetings and reports have been received to assist with monitoring and review. A particular focus has been the implementation of the new assessment system that meant there are no levels in the new national curriculum. Governors have been pleased to note the attention given to developing tracking of progress with the new system.

Governors have also received reports on the work of the Inclusion Manager. We monitored closely how Pupil Premium money was spent as well as reviewing the progress of pupils with Special Educational Needs and Disabilities.

Individual governor visits to the school reported on: use of pupil premium, monitoring English Action plan with particular focus on the teaching of phonics, implementation of music policy and general monitoring visits.

Terms 3 and 4

We received up to date subject reports, including the results of pupil conferencing and noted where more resources were needed in order to support curriculum delivery. It was pleasing to hear that behaviour continued to improve further and that the Inclusion Manager had been instrumental in successful liaison with families. Governors were reassured that staffing gaps were being addressed and teachers were fully supported by the Senior Leadership Team. Strength of the school is the willingness of the staff to be open and transparent when there are concerns. This enables governors to take a realistic view and provide support and challenge as appropriate.

Individual governor visits to the school reported on: progress of more able pupils, pupils with Special Educational Needs and the use of Spellodrome.

Terms 5 and 6

Detailed reports on pupil attainment and progress were received. The school has worked hard to ensure that booster classes have been set up for those pupils who needed extra support. Subject leader reports were reviewed and governors, along with the Wiltshire Improvement Adviser, were impressed with the end of year assessment results.

Governors attended a number of meetings about becoming an academy. We noted that nationally an increasing number of primary schools are taking this route. At this stage we remain open and will continue to explore a number of options.

Individual governor visits to the school reported on: Science and the new curriculum, Special Educational Needs, general monitoring visit.

We reconstituted the governing body in accordance with government regulations to include: 2 parent governors, 1 local authority governor, 1 staff governor, 1 headteacher governor, 7 co-opted governors. This new constitution is effective from September 2015 and the formal instrument of government can be found in the governors' section of the school website

Summary of main governor visits during 2014-15

<u>Name of governor</u>	<u>Reason for visit</u>	<u>Date of visit</u>
Margaret Hunt	To attend the 1 st meeting of the subject leaders working party	15.9.14
Michelle Frisby	SEN – meeting with SENCO	Sept 14
Paul Berry	To meet with English subject leader	8.10.14
Margaret Hunt	To attend the 2 nd meeting of the subject leaders working party	13.10.14
John Edney, Margaret Hunt	To observe the learning environment around school	21.10.14
Paul Berry	Monitoring English action plan and in particular the teaching of phonics	20.11.14
Angela Hope	Meeting with the subject leader for music & monitoring the implementation of the music policy	9.12.14
Paul Berry	To ensure the school phonics programme is operational in EYFS, KS1 & Y3	11.12.14
Margaret Hunt	To attend the 3 rd meeting of the subject leaders working party	15.12.14
Michelle Frisby	To meet with the pupil premium lead	Dec 14
Margaret Hunt	To attend the 4 th meeting of the subject leaders working party	9.1.15
Michelle Frisby	SEND	15.1.15

Margaret Hunt	To gain an understanding of Spellodrome by observing Brunel pupils using it	16.1.15
Angela Hope, Paul Berry	Raising the profile of vocabulary in writing	11.2.15
Angela Hope	Strategic use of data – to familiarise with use of Raise online and other data sources	23.2.15
Martin Cope	Introduction as link governors for more able pupils	27.2.15
Michelle Frisby	SEN	3.3.15
Margaret Hunt	A monitoring walk through the school	4.6.15
Paul Berry	General visit	12.6.15
Michelle Frisby	SEN	15.6.15
Angela Hope	Review of Science	26.6.15

In addition, many governors have attended training to enable them to carry out their role, e.g. training on understanding data.

Assessment of Governors' Impact on the School

The contents section of the documents folder maintained to demonstrate the work of governors and their impact on the school in 2014-15 can be found in the governors' section of the school website. Our assessment of our impact on the school can be summarised as:

Ensuring clarity of vision, ethos and strategic direction by:

- agreeing strategic plan for 2014-16 (Autumn 2014)
- producing and communicating aspirational statements which make clear the school's vision, ethos and strategic intent (Autumn 2014)
- monitoring school performance against strategic plan (ongoing throughout the year)
- taking account of parents' views to inform school improvement priorities
- assessing school performance against aspirational statements (Summer 2015)

Holding the headteacher to account for the educational performance of the school and its pupils

- ensuring legally required information is posted on the school website
- having a relentless focus on driving up academic standards for all pupils
- requiring clear success criteria are established for improvement plans and evaluation of impact against success criteria takes place (throughout the year)
- improved learning environment e.g. displays in hall (throughout the year)
- requiring the head teacher to provide regular evidence that the school provides a broad and balanced curriculum for all pupils

Overseeing the financial performance of the school and making sure its money is well spent

- seeking clarity of outcomes sought from investment of resources and evaluation of impact against success criteria
- providing evidence of the school's good performance against Schools Financial Values Standards (Spring 2015)
- ensuring resources are prioritised for the most pressing school improvement priorities

Priorities for 2015 to 2016

- Continue discussions about whether to seek academy status
- Agree suitably challenging pupil performance targets and continue to support and monitor pupil progress and, in particular, maintain focus on demands of new assessment method
- Implement succession planning for leadership roles on governing body
- Devise longer term strategic plan for the school
- Monitor progress of housing developments in the locality and consider implications for school

Holbrook Primary School Governing Body as at September 2015

Governor	Category	Term of office expiry date
Margaret Hunt	Local authority	31 st August 2019
Paul Berry	Co-opted	31 st August 2019
Michelle Frisby	Parent	29 th March 2016
John Edney	Co-opted	31 st August 2019
David Halik	Co-opted	31 st August 2019
Kevin Hartley	Co-opted	31 st August 2019
Roger Whitewick	Headteacher	Not applicable
Martin Cope	Co-opted	31 st August 2019
Angela Hope	Co-opted	31 st August 2019
Vacancy	Staff	
Vacancy	Parent	
Vacancy	Co-opted	

Holbrook Primary School Governors' attendance Record for 2014 – 2015

Register of attendance at Governors FGB meetings 14-15

<u>Name</u>	<u>9.9.14</u>	<u>18.11.14</u>	<u>13.1.15</u>	<u>3.3.15</u>	<u>21.4.15</u>	<u>16.6.15</u>	<u>21.7.15</u>
Margaret Hunt (Chair)							
Michelle Frisby							
Martin Cope							
Paul Berry							
John Edney							
Kevin Hartley							
Sue Ellison							
Donna Thorne							
David Halik							
Angela Hope							

Register of attendance at Governors Performance & Standards meetings 14-15

<u>Name</u>	<u>21.10.14</u>	<u>25.11.14</u>	<u>20.1.15</u>	<u>17.3.15</u>	<u>28.4.15</u>	<u>13.7.15</u>
Margaret Hunt						
Michelle Frisby						
Martin Cope						
Paul Berry (Chair)						
John Edney						
Angela Hope						

Register of attendance at Governors Resources meetings 14-15

<u>Name</u>	<u>14.10.14</u>	<u>27.1.15</u>	<u>8.6.15</u>
Margaret Hunt			
Martin Cope			
Paul Berry			
John Edney (Chair)			
Angela Hope			
Kevin Hartley			
David Halik			

<u>Key</u>	
	Attended
	Apologies received and approved
	Did not attend (no apologies sent)
	Before/after term of office

How you can contact the governing body

We always welcome suggestions, feedback and ideas from parents. Please contact the Chair of Governors or the Clerk to the governing body via the school office or by email at governors@holbrook.wilts.sch.uk. A profile of each governor can be found in the governance section of the school website.