

## **Fritchley CE Primary and Nursery School**

### **Annual Statement and Impact Report from the Governors 2017 – 2018**

Guidance from the Department for Education specifies that the annual statement should explain how we have fulfilled our responsibilities as a Governing Board – these include:

- The Governance arrangements that are in place including the remit of any committees
- The attendance record of individual governors at full Governor and committee meetings
- An assessment of the effectiveness and impact of the Governors and committees with details of any challenges that have arisen.

This report covers the school year from September 2017 to July 2018.

#### **Governance arrangements**

Our Governing Board is made up of representatives from the school, parents of children at the school, the Local Authority and co-opted members of the community, and was re-constituted in 2017. We await the appointment of a new vicar to secure a representative from the Church.

There are 11 Governors, a pen portrait of them can be found on the noticeboard in school and has been published on the school website.

- 1 Elected Staff Governor
- 1 Headteacher Governor
- 2 Elected Parent Governors
- 1 Local Authority Governor
- 5 Foundation Governors
- 1 Associate Governor

The 11 governors carry out this volunteer role, giving up their own time to benefit the school and the children. We are fortunate that the governors have a range of skills and backgrounds which are highly relevant in promoting effective governance. The range of skills and knowledge includes financial, legal, management, health and safety, safeguarding and early help and education, including the education of children with special needs and/or disabilities and also children vulnerable to under achievement for other reasons. We undertake an annual audit of the skills that the governors have, to confirm that we have a good range of skills, experiences and backgrounds, reflecting our local community. This also gives us an opportunity to address any training needs we may have and how they can be met.

The approach that we take as governors is intended to be strategic, providing both challenge and support to the Head and all the staff who are responsible for the day-to-day running of the school. We aim to provide supportive challenge, with the clear focus of achieving the best possible outcomes for all the pupils and early years children in terms of their academic and personal development. We also oversee the financial management of the school.

In reviewing the way the school works, the governors have gained an understanding and respect for all the staff in the school and the work they do. We endeavour to keep abreast of national and local policy changes and the potential impact when they filter down to a local level – for example the impact of changes to the way that funds are allocated to schools or changes to the local housing plan.

We have two committees. One focuses upon the teaching and learning in the school and the links that the school forges with the local community. We regard this as an important aspect of the school's role. The other committee addresses everything associated with the resources available to the school, including the budget and, its most important resource, the staff. These committees meet on a regular basis and their recommendations are taken to full governing body for discussion and approval.

In addition to their roles on committees, Governors undertake school visits and learning walks and also try to join in as many of the rich array of activities that the school provides, as possible. Individual governors are linked to specific curriculum areas or aspects of the school's pastoral life to provide more specific support, understanding and challenge.

Our principle aim is to ensure that the school continues to provide at least a "good" education, as determined by OFSTED and other external and internal evaluations. We seek to support the cycle of continuous improvement. The main focus for this is the school development plan. We contribute our time and energy to ensure the school is well run and continually improves so that each child receives the best possible education and outcomes.

We feel extremely privileged to work on behalf of the school, which derives its success from the hard work of parents, children and our staff.

## **Sub Committees**

***Teaching, Learning and Community*** This committee is chaired by Rob Warren, a Foundation Governor.

The Committee scrutinises all pupil progress and attainment data, monitors the quality of impact of our interventions to support pupils who need additional assistance with their learning, monitors the impact of the use of our Pupil Premium Funding and Sports Funding and monitors the quality of teaching throughout the school. The Committee oversees the curriculum and its effective delivery both in the school and in the early years and foundation stage. It also looks at ways in which the school embeds ambition and drives pupil involvement and also the involvement and engagement of parents and the wider community.

### *Questions we ask*

- Has the school got a clear and effective approach to measure pupil progress and attainment?
- What rate of progress should we be seeing? How is it measured?
- How is the new curriculum impacting on improving writing amongst all groups of children? How do we know? How is it evidenced?
- Is there appropriate progression across the school?
- How successful are the various groups of children in the school?
- Is there a series of planned interventions that are measurable and sustainable which will impact on the physical and emotional wellbeing of our children, staff, Governors and parents/carers?
- What part does the school play in the community and how is community involvement promoted?
- How does the school communicate effectively with parents and secure their and the pupils' feedback?

***Resources*** This committee is chaired by another of the Foundation Governors, Roger Taylor.

The key role of this Committee is to oversee the effective and efficient use of all the resources available to the school to promote the pupils' achievement, safety and well-being.

### *Questions we ask*

- Are our budget and financial procedures robust?
- Are we getting value for money?
- Are our resources used to best effect to maximise the achievement, safety and well being of all children and pupils?
- Is the school in a good financial position?
- Are our resources, including the school site, buildings and IT used to best effect to maximise achievement, health and safety, and well-being of pupils and staff?

## **Attendance**

We have at least one full Governing Board meeting each term. Attendance at meetings is generally good, with any absences explained.

		13/07/17	28/11/17	12/02/18	30/04/18	09/07/18	09/10/18	Total
Frances James	Foundation	1	1	1	1	1	1	6
Chris Baker	Foundation	1	1	1	0	0	1	4
Roger Taylor	Foundation	1	0	1	1	1	1	5
Rob Warren	Foundation	0	1	1	1	1	1	5
Karin Baker	Headteacher	1	1	1	1	1	1	6
Ruth Townsend	Foundation	1	1	1	1	1	0	5
Richard Roberts	Parent	1	1	0	1	1	0	4
Paul Eastwood	Parent	1	n/a	1	0	1	0	3
Ian Smith	Local Authority	n/a	n/a	n/a	Observed	1	1	2
Esther Davenport	Staff	n/a	1	1	1	1	Sub 1	5
Wendy Lynam	Associate	n/a	n/a	n/a	n/a	n/a	n/a	n/a

## **Impact and future development**

The major focus for our continued work and development is the school improvement plan. This is developed after close scrutiny of the current performance and recent past achievement of the pupils and children in the school and the early years and foundation stage. We also consider any feedback we have from the questionnaires or surveys undertaken with parents and children. There is a resources plan, attached to the school development plan, to ensure that the resources available to the school are targeted to achieve the objectives detailed in the school improvement plan.

As governors, we all endeavour to be well known and accessible to the staff. We want to channel our energies to ensure that the challenge and support we offer is directed as effectively and helpfully as possible. We also welcome contact from parents of children in the school.

In September 2017, Philip Brooks retired as our vicar, this combined with a number of other changes within the diocese, has given us some challenges, however, our work with the Church and the local community over the last year has included a number of joint worship events with other Church schools in our parish. We look forward to the appointment of a new vicar.

Safeguarding continues to be of paramount concern and importance to all Governors. Our Safeguarding Governor (Chair of Governors –Frances James) liaises with the Headteacher by attending regular meetings, checking safeguarding policies, procedures and records, ensuring that staff and governors are appropriately trained and that the safeguarding team have the supervision that they need, and reporting back to the full governing body. Safeguarding is a standing agenda item on the agenda of the full governing body. Governors are confident that children's welfare and safeguarding is given the highest priority.

Governors have attended a refresher on safeguarding run by the Headteacher, the Designated Safeguarding Lead, annually for the past two years. This training is attended jointly with the staff. We consider this to be very important. The Single Central Register is regularly audited (at least termly) and the training records are kept up to date including Government initiatives, such as Prevent. Safeguarding will always remain of the greatest importance for the governing body.

Introduction of the new General Data Protection regulations, regarding how data about pupils and their parents/carers is handled, has necessitated some procedural changes within school. We have been fortunate to be guided through this work by a governor who has specific expertise in this area of work.

The Chair of Governors meets regularly with the Headteacher to discuss all aspects of the work of the school. In addition, there is a termly meeting of the Headteacher, Chair and Vice Chair (Chris Baker) and the chairs of the two standing committees to review progress against the objectives in the school development plan. This has enabled us to recognise the good progress made by the pupils in all aspects of the curriculum, including those potentially vulnerable to under achievement and to identify ways in which it could be even better.

Yours Sincerely

Frances James

Chair of Governors

October 2018