

Annual Governance Statement for the Governing Body of Sunnybrow Primary School 2015

School Vision/Mission Statement

Sunnybrow Primary School: a place where everyone has the chance to shine.

‘Imagine a place where everyone can learn together in a safe, caring and stimulating environment while growing in self-esteem and confidence.

Aims

These aims are designed to ensure that the school meets the needs of all, taking into account gender, ethnicity, culture, religion, language, disability, level of ability, sexual orientation, age and social circumstances. We strive to include and engage all pupils and to prepare them for full participation in a diverse society.

We aim to:

- create an inclusive community, in which everyone is equally valued, regardless of gender, race, culture, religion or disability;
- strengthen partnerships between pupils, staff, parents, governors and the wider community;
- develop an awareness, tolerance, respect and understanding of other cultures and different ways of life;
- encourage social, moral, spiritual and cultural growth; developing confidence, self-esteem, respect and responsibility for ourselves and our environment;
- provide a creative and challenging curriculum which encourages independence and promotes life-long learning and high aspirations;
- raise awareness of personal safety while providing a secure environment with clear and effective procedures ensuring the safety of everyone;
- create a positive, vibrant environment which motivates and inspires;
- promote the importance of a healthy lifestyle;
- equip pupils with the skills and knowledge to function well as citizens of the future;
- recognise and nurture the unique abilities and achievements of each pupil.

The Governing Body of Sunnybrow Primary School has a strong focus on its three core strategic functions:

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

<p>Governance arrangements</p>	<p>The Governing Body of Sunnybrow primary School was re-constituted in October 2014 and consists of the following members: The Head Teacher, 1 staff governor, 2 parent governors, 1 authority governor and 4 co-opted governors.</p> <p>The full Governing Body meets once each term and we also have a number of committees that meet to consider different aspects of the school in detail. We have a finance and premises committee who meet each term. We also have a curriculum committee which considers the school curriculum and we also have a pay review committee. We also have committees that meet if required to consider pupil discipline and staffing matters.</p> <p>Several governors have areas of special responsibilities and visit classes to improve their knowledge and understanding of their areas. These areas of special responsibility include: SEND, e-safety, health and safety, safeguarding and child protection and anti-bullying. It also allows them to see the impact of the strategic decisions that are made by the Headteacher and the Governing body.</p> <p>Governors are welcomed in to school each term to monitor a curriculum area. Monitoring information is shared at governing body meetings.</p>
<p>Attendance record of governors</p>	<p>Most governors have an excellent attendance record at meetings and we have never had to cancel a meeting because it was not quorate (the number of governors needed to ensure that legal decisions can be made).</p>
<p>The work that we have done on our committees and in the governing body</p>	<ul style="list-style-type: none"> ○ New curriculum. The governors have closely monitored the implementation of the new National Curriculum from September 2014. ○ Staff appointments. The governors were instrumental in the appointment of a new EYFS teacher for January 2015. They assisted in the shortlisting and interview process. Governors also appointed a temporary LSA for KS2 due to increasing pupil numbers. ○ Leadership transition. The governing body supported the transition between the Substantive Headteacher and Acting Headteacher during a period of maternity leave. ○ SEND reforms. Governors agreed to fund the SEND Co-ordinator to complete the SEND qualification. They also monitor the changes that the SEND Co-ordinator has made in school in light of the reforms and provides support for her in this role. ○ Attainment and progress of pupils. Governors monitor the attainment and progress of all pupils and groups of pupils each term. This includes information from the

	<p>Headteacher's report to governors, FFT Governor Dashboard and the governor pages from Raise Online.</p> <ul style="list-style-type: none"> ○ Resources. The Finance and Premises Committee has considered the budget closely and authorised the purchase of several resources including: a reading scheme, a class set of ipads and re-development of the EYFS outdoor area. They have also authorised several building refurbishment projects. ○ Policy review. The governing body have ratified several statutory policies this year. ○ SIP. Governors monitor the progress of the school improvement plan. ○ Volunteering. Several Governors are actively involved in daily school life. Governors volunteer in school by listening to readers and assisting in classes. They help to organise school events and participate in special events and celebrations. <p>Minutes of the Governing Body and Committee meetings are public documents. They can be viewed by making a request at the school office.</p>
<p>How these actions have benefited the school</p>	<ul style="list-style-type: none"> ○ New curriculum. We know that the curriculum in place in school fulfils statutory requirements and is suited to the needs of the children. ○ Staff appointments. A skilled and experienced teacher was appointed for EYFS. They met all the requirements necessary for the post. As a result of this appointment, we are expecting a higher percentage of children achieve a Good Level of Development. The additional LSA is expected to have a positive impact on closing the gap for SEND and Disadvantaged pupils in KS2 in the coming academic year. ○ Leadership transition. There was a seamless transition between leaders during which the school continued to progress and develop appropriately during the Substantive Headteacher's period of leave. ○ SEND reforms. We are now compliant with the legislation and reforms. SEND is well monitored by the governing body. ○ Attainment and progress of pupils. As the governors are so knowledgeable about the attainment and progress of pupils, they willingly challenge the Headteacher regarding the data. They have a good understanding of how our school compares to other school nationally and our areas of strength and weakness. ○ Resources. The purchase of the new resources has enhanced the provision for the pupils. All of the purchases

	<p>support the development of the new 2014 curriculum. The building works improve the school environment.</p> <ul style="list-style-type: none"> ○ Policies. The policies are compliant with current legislation and were adopted in the relevant fashion. ○ SIP. By monitoring the progress of the school improvement plan, governors are able to ensure that the strategic development of the school is robust and cohesive. Governors are aware of what is happening in school and understand the impact of each area of development. ○ Volunteering. Governors have an excellent knowledge of daily school life which enables them to inform the whole governing body. They have a positive relationship with staff, pupils and parents.
<p>Future plans for the Governing Body</p>	<ul style="list-style-type: none"> ○ Continue to develop the skills of the governing body through further governor training. ○ Plan for and complete training on the governor portal. ○ Continue to develop the monitoring role of the governing body. ○ Involve governors in writing the School Improvement Plan. ○ Governors to become more aware of the performance management of teachers and how objectives are set and differentiated.
<p>Contact Details</p>	<p>The Governing Body welcomes suggestions, feedback and ideas from parents/carers. Please contact the Chair of Governors c/o the school office.</p> <p>Details of the full Governing Body are on the school website.</p>