

Annual Governance Statement for the Governing Body of Sunnybrow Primary School 2018

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 age, gender, gender identity, race or nationality, religion or belief, sexual orientation, pregnancy, marriage or civil partnership 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.

School Values

The children have chosen their own set of school values to run alongside the British Values. They are:

- Honesty
- Equality
- Ambition
- Respect

- Trust

As we are moving towards embedding the Restorative Approach in school, the restorative values also apply. They are:

- Respect
- Responsibility
- Reparation
- Reintegration

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.

Governance arrangements

The Governing Body of Sunnybrow primary School was re-constituted on 25th November 2015 and consists of the following members: The Head Teacher, 1 staff governor, 2 parent governors, 1 authority governor and 5 co-opted governors.

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 Personnel, Curriculum and Pupil Discipline committee which considers the school curriculum and staffing structure and pupil disciplinary issues. This committee will meet at least once each term. We also have a pay review committee and a Headteacher's Performance committee both of which meet annually. We also have committees that meet if required to consider staffing matters and appeals.

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, Looked After Children (LAC), safeguarding and child protection, literacy, numeracy, PDBW and Premium Allocations. It also allows them to see the impact of the strategic decisions that are made by the Headteacher and the Governing body.

Governors are welcomed in to school each term to monitor a curriculum area. Monitoring information is shared at governing body meetings. A monitoring schedule is now in place which reflects School Improvement Priorities.

<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"> ○ Staff appointments. The governors were instrumental in the appointment of a new Year 3/4 teacher to enable us to have 2 teachers in Year 5/6. They also appointed a temporary teaching assistant to work in Year 3/4 to enable us to have 2 teaching assistants in Year 5/6. They assisted in the shortlisting and interview process. Governors also appointed a temporary TA to support specific SEND pupils in school. A part-time teacher was appointed to cover non-contact time for two teachers in school. A sports apprentice was also appointed. ○ The SEND special interest governor continues to 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. ○ The finance committee has completed the Schools Financial Value Standard in conjunction with the Headteacher. ○ 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 Headteacher's report to governors, FFT Governor Dashboard and ASP. ○ Resources. The Finance and Premises Committee has considered the budget closely and authorised the purchase of staff laptops, a demountable classroom, the OPAL programme and Accelerated Reader. ○ Policy review. The governing body have ratified several statutory policies this year. ○ SIP. Governors monitor the progress of the school improvement plan through regular meetings with the leadership team. They have also produced their own action plan in conjunction with the Headteacher. ○ Governors attended a Senior Leadership Team meeting to evaluate the SEF (Self Evaluation Form). They agreed to the new school improvement priorities that were identified. ○ Governors have established their own monitoring plan for the year which is tied to the School Improvement Plan. ○ Volunteering. Some 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"> ○ Staff appointments. Skilled and enthusiastic teachers are now in place in every class. New appointments met all the requirements necessary for the post. The additional teachers and Teaching Assistants are expected to have a positive impact on closing the gap for SEND and Disadvantaged pupils in KS2 in the coming academic year. ○ SEND reforms. We are now compliant with the legislation and reforms. SEND is well monitored by the governing body. ○ SFVS. Governors are now aware of the measures in place to ensure that the Headteacher is effectively managing the school budget and that robust financial systems are in place in school. ○ 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 staff laptops better enable us to meet GDPR requirements. OPAL will improve play opportunities and increase physical activity in school. Accelerated Reader will lead to a rise in pupil achievement in reading across school. The demountable classroom will enable the school to provide higher quality and an increased quantity of SEMH provision. ○ 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. Governors also have some ownership of their own development in school. By being involved in the self-evaluation progress, Governors have a thorough understanding of the strengths of the school and our next development priorities. ○ Monitoring. Governors will now regularly monitor the areas of the School Improvement Plan. Information will be shared effectively with other Governors. ○ 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. This training will be allocated following a skills audit. ○ Continue to develop the monitoring role of the governing body. Monitoring arrangements will be formalised. ○ Continue to involve governors in writing the School Improvement Plan and self-evaluation ○ Governors to become more aware of the performance management of teachers and how objectives are set and differentiated. ○ Organise and take part in an external review of governance.
<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>