

## **Annual Governance Statement for the Governing Body of Monteagle Primary School September 2015**

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

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

### **Governance arrangements**

The Governing Body of Monteagle Primary School was re-constituted in March 2015 and is now made up of:

- 2 elected parent governors.
- 1 headteacher.
- 1 elected staff governor.
- 1 local authority governor.
- 4 co-opted governors.
- 2 associate governors.

Governors are appointed by the Governing Body and are people who, in the opinion of the governing body, have the skills required to contribute to the effective governance and success of the school. Detailed pen portraits which highlight the skills our governors bring to their role can be found on the school website. The table in appendix 1 summarises the roles of our governing body.

The full Governing Body meets once each term, and we also have a number of committees to consider different aspects of the school in detail. These also meet termly in addition to the full governing body meeting. At Monteagle Primary school we have the following committees:

**Resource committee:** Looking at issues regarding finance, premises and personnel, health and safety and safeguarding arrangements.

**Standards committee:** Looking at issues regarding student progress and attainment, student attendance, progress of different groups including disadvantaged students and SEND, monitor school curriculum and ensure appropriate safeguarding arrangement and promotion of British values within the school.

We also have a Headteacher performance management committee and a panel A and panel B (for appeals) committee for pupil exclusions, staff discipline, competence, grievance and redundancy.

Terms of reference for the committees can be found on the school website.

### **Attendance records of governors**

Governors have excellent attendance at meetings and we have never cancelled a meeting because it was not “quorate” (the number of governors needed to ensure that legal decisions can be made). See appendix 2 for details of individual governors’ attendance at meetings last academic year.

### **The work that we have done on our committees and in the governing body**

A key priority for the governing body last year was to appoint a permanent headteacher to lead the school. This has been achieved. Feedback from staff is very positive and staff morale is good. The headteacher has already shared his vision with staff and has gained their trust and support. There is a shared focus for the improvement work that is being undertaken and initial visits suggest that this is already having an impact.

Other priorities for the governing body were:

- Supporting the senior leadership team in Improving the quality of teaching and learning through staff performance management and planned CPD and support.
- Supporting the interim headteacher in restructuring support staff provision.
- Encouraged the school to participate in the LEA teaching and learning group.
- Strengthen the governing body and reduce the numbers of staff representatives. We have appointed a new chair of governors, a new vice chair who has leadership experience in a local secondary school, as well as appointing a new parent governor who is taking an active role. We have reconstituted the governing body.

HMI wrote during an Ofsted monitoring visit in September 2014:

*“Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection.”*

*“The quality of teaching is improving as a result of targeted support for teachers and whole school training. Teachers are taking a more collaborative approach as a result of a common approach to planning lessons. Teachers have higher expectations of what pupils can achieve. They are planning lessons which provide pupils of all abilities with well-matched and more challenging work.”*

The governing body is able to offer more support and challenge as can be seen in the minutes of governing body meetings and in the work that has been achieved in the last year. Ofsted's monitoring visit 9<sup>th</sup> September 2014 commented:

*“Governors are proactive. They have strengthened the governing body by reviewing their collective expertise and sought additional governors to bridge specific gaps in knowledge and skills. They have undertaken training to help them hold the school to greater account. The minutes of meetings show that they are providing greater challenge to school leaders. Each governor is now linked to a key area of the school and expectations for monitoring and reporting to the governing body have been established. “*

In an external Teaching and learning audit in June 2015, carried out by J Eacott a trained Ofsted inspector from silver blue consultancy, the following was noted:

- pupils say they feel secure and safe;
- pupil behaviour is good;
- play spaces are good and add to the good social aspects of the school;
- significant changes over the past year+ have enabled the school to be in a strong position to improve, there are beginnings of good practices;
- the staff to be employed from September are up for the challenge, prepared to improve their practices and have a willingness to ensure that the school reaches a good standard in a short period of time;
- the newly appointed headteacher is experienced and has the vision to move the school forward; and,
- governors have a clear picture of the school and are able to ask probing questions.

We believe the school is now in a good place which will allow the new headteacher and his leadership team with the support of the governing body to drive forward the improvements that are needed.

### **Future plans for the governors**

To monitor the work of the school as outlined in the school improvement plan to bring about rapid improvement in the progress of current students at the school.

These are summarised below:

#### ***Effective leadership and management:***

- Remodel leadership structure.
- Strengthen the governing bodies leadership capacity through training and an increased presence in the school.

***Quality of teaching, learning and assessment:***

- Embed in practice “good teaching is defined by good learning by ensuring monitoring is focused on pupil outcomes.
- Decouple monitoring and CPD, create opportunities for staff to reflect on practice through regular coaching and use of NAHT quality framework for learning and teaching, IRIS connect.

***Personal development, behaviour and welfare:***

- Develop whole school behaviour system stay on green, support behaviour through early intervention.
- Further develop robust attendance and punctuality procedures.
- Continue to ensure staff and governors receive training and support on all aspects of safeguarding.

***Outcomes for pupils:***

- Introduce inspire mathematics grounded in a mastery approach to raise attainment and progress in maths.
- Embed letters and sounds, daily supported reading and the power of reading, grammar for writing to improve attainment in reading and writing.
- Introduce a context for learning in the foundation subjects using “Guerilla approach”.
- Use of PE, Music and French through specialist teachers.

***Effectiveness of early years:***

- Introduce baseline assessment “Early Excellence”.
- Enhance learning in reception by restructuring outdoor provision and focused activities to be complimented by “Big Play activities”.

**How you can contact the governing body**

We always welcome suggestions, feedback and ideas from parents – please contact the Chair of Governors, Mr Martin Ekers, via the school office. You can see the full list of governors; their attendance at meetings; minutes of governing body meetings and more information about what we do, on the Governors’ page of the school website and in appendix 1 and 2 of this document.