

# WHAT DO THE SCHOOL GOVERNORS DO?

## ANNUAL GOVERNANCE STATEMENT (2015/16)

### CONISTON PRIMARY SCHOOL

'WORKING TOGETHER WE CAN SUCCEED'

The Governing Body's roles and responsibilities fall into three key areas:

- strategic direction: setting aims for the school; agreeing policies, plans and targets for improvement to match those aims; monitoring and evaluating the impact of policies
- critical friend: asking relevant but probing questions in a supportive, honest and trusting manner
- accountability: holding the headteacher and staff to account for the performance of the school; to the parents and others for the work of the Governing Body in deciding the strategic direction of the school; setting the terms of reference for those individuals, committees and working parties to which the Governing Body delegates tasks.

#### **Governance arrangements**

In order to carry out the above roles and responsibilities the Governing Body has defined and agreed a Code of Conduct which sets out the commitment and behaviours expected of our governors. All governors sign up to this Code on becoming a governor at Coniston.

The Governing Body of Coniston Primary School is made up of two staff governors (including the headteacher), 3 elected parent governors, 1 Local Authority governor and 5 co-opted governors. Co-opted 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 effective governance and to the success of the school. **We currently have a parent/carer vacancy so if you are interested in becoming a governor please contact the school office for further information.**

The full Governing Body met 5 times during the year and the two committees (Curriculum & Staffing and Finance & Resources) each met 4 times during the year. Individual governors sit on at least one committee. In addition we have a Pay & Performance Committee which met once.

We have a clerk who takes the minutes at all meetings. She also advises the Governing Body on procedural matters and ensures that we meet our statutory obligations.

#### **The work we have done**

At several full Governing Body meetings we have had 30-minute presentations on new developments/initiatives to enable governors to keep-up-to-date. Topics during the year focussed upon EYFS entry assessments, parenting partnerships, interventions and end of year statutory assessments for Early Years, Y1, Y2 and Y6.

At every curriculum committee meeting we have received written reports on progress and developments within literacy and numeracy. We also receive written reports from other curriculum leaders on a rotational basis. This year we have received reports from the RE, PE, ICT and PSHE curriculum leaders. All curriculum leaders presenting written reports have also attended these meetings which has given governors an opportunity to seek clarification and to ask questions. Governors have also taken advantage of training courses provided by the Local Authority and other accredited bodies. Courses attended included Chairs and Clerk Networks and PREVENT.

During the year, governors visited the school on a number of occasions in their monitoring capacity. Each governor has a 'watching brief' and they met with the member of staff responsible for the area 2 or 3 times during the year. In addition, governors had the opportunity to join a 'learning walk' with the headteacher and deputy headteacher (where they toured the school looking for evidence for a particular focus) and to attend a pupil conferencing session led by the headteacher (pupils were asked questions on a range of subjects including their progress, how teachers support them, behaviour and safety). Governors also attended other school functions such as concerts and sports day.

In our last year's Statement we said that we wished to further develop our partnership with parents and carers. To this end we enrolled for the Leading Parent Partnership Award and are making very good progress. We hope to be ready for assessment in the early autumn. Our work has included a detailed audit of current provision; the development of a working group representing all members of the school community; the writing of an action plan. To date this work has resulted in a variety of measures including improvements to lines of communication; the introduction of a weekly coffee morning for parents/carers; improvements to the entrance area; the production of a 'Welcome Booklet' for new arrivals.

### **Future Plans for the Governing Body**

During 2016/17 we will focus on improving the quality of teaching and learning through:

- provision of continued professional development to compliment the needs of the staff and the school. This will include training for educational visits, sand tray therapy, safer practice in PE, Y2 and Y6 writing assessments and Dyslexia
- ensuring adequate resources are available to support teaching and learning. This will include the purchase of 20 laptops with charging trolley. We have also submitted grant applications to improve our Forest Skills facilities and for replacing our musical instruments
- improvements to the school environment. This will include further development of outside areas (through replacing fencing, providing seating and clearing the pond area), new dining room furniture and improved security with the installation of gate access controls.
- further developing our partnerships with families This will include the appointment of a Learning Mentor within the school to work with both children and their families and through having a Family Support Worker attached to the school, one day per week, from the Southern Brooks Community Partnership.

### **How you can contact the Governing Body**

We always welcome suggestions, feedback and ideas from parents/carers...please contact the Chair, Mike Lloyd, via the school office.

Other information about the Governing Body can be found on the governor notice board (situated in the school entrance lobby) and on the school website.

31 August 2016