



Annual Governance Statement for the Governing Body

of

West Cornforth Primary School

2019-2020

At West Cornforth Primary School, we value all pupils as individuals and offer education and care in a stimulating environment. Our mission is to create a safe environment in which every child has the opportunity to reach the highest levels of achievement in all aspects of learning. We aim to develop children's confidence, motivation and desire to learn. We will do this through planning and delivering a wide range of creative, challenging and effective learning opportunities that meet the needs of all our children. We will promote a positive school ethos based on mutual respect and the understanding of rights and responsibilities. We want everyone to feel welcome and safe at school.

We will promote local, national and international links, to develop a deeper understanding and respect for the diverse world in which we live and prepare our children to function well as global citizens of the future. As a school community we will work together to create a happy, healthy, safe and caring environment in which learning can take place with enjoyment.

The school aims:

- ◆ To develop strong home school partnerships.
- ◆ To provide a happy and welcoming school where children enjoy learning and fulfil their potential through a broad and balanced curriculum.
- ◆ To respect, value and include everyone in our community, regardless of race, religion, culture or ability.
- ◆ To develop our children's self-esteem and self-confidence so they feel proud of themselves, proud of their achievements and proud of their school.
- ◆ To develop in our children lively, enquiring minds, the ability to question, to argue rationally and to apply themselves to realistic tasks and challenges.
- ◆ To develop within each child the powers of imagination, creativity and self-expression.
- ◆ For children to become self-disciplined with a clear understanding of right and wrong.
- ◆ To nurture each child's emotional and spiritual development.
- ◆ To involve parents in all aspects of their child's education.
- ◆ To prepare and educate children about the wider world beyond the local area.
- ◆ To provide opportunities for professional and personal development for all staff.
- ◆ To be central to our community and develop supportive partnerships.

The Governing Body of West Cornforth 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.
3. Overseeing the financial performance of the school and making sure its money is well spent.

Governance Arrangements

The governing body of West Cornforth Primary School was re-constituted in 2017. The body is made up of the headteacher, one staff governor, one local authority governor, one elected parent governor and seven 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 the effective governance and success of the school. Governor attendance is good and we have never cancelled a meeting because we have not been quorate. (*The no. of governors needed to ensure that legal decisions can be made.*)

The full governing body meets at least once each term; we also have a number of committees to consider different aspects of the school in detail. At West Cornforth Primary, we have a Finance Committee, which focuses on finance and premises, an Achievement and Learning Committee and a Personnel Committee. We also have committees that meet, if required, to consider pupil discipline and staffing matters.

Meetings

Committees meet at least twice termly to discuss issues in further depth and to agree on policies and practice. For each committee, we have developed our terms of reference to meet the needs of the school. A code of conduct for governors has been reviewed and agreed.

Governors have special responsibilities. They visit classes to improve their knowledge and understanding of their areas. It also allows them to see the impact of the strategic decisions made by governors. Governors complete reports which are presented at full governing body meetings.

A skills assessment was completed 2017-2018 and reviewed 2018-2019. The outcomes are used to identify strengths and weaknesses in the governing body. The assessment will be repeated each year.

Finance

The Finance Committee meets twice a term. The budget statement is agreed by this committee, in consultation with the headteacher. The oracle statement is considered and any discrepancies discussed. The school office manager keeps governors informed about projects and spending. Minutes from meetings are shared with all governors. Questions which challenge are highlighted.

Training for governors

Governors are encouraged to attend the LA training events to become better informed and more able to support and challenge the school. Individual governor's access training on a needs basis linked to their governor roles and responsibilities on each committee.

Key Issues faced and addressed by the governing body

The governing body has focused upon school improvement and, in particular, on the changes that have been made by DFE and the government to the school curriculum, assessment procedures and the arrangements for SEND children. Governors have looked at ASP and FFT data, the school self-evaluation and the school improvement plan in detail.

Overall Effectiveness

Key priorities 2019-2020:

- ◆ Close the attainment gap between boys and girls at the end of EYFS.
- ◆ Close the attainment gap between free school meals/not free school meals at the end of EYFS.
- ◆ Increase the percentage of KS1 pupils achieving the expected standard in R, W and M (67% compared to 66% nationally).
- ◆ Increase the percentage of KS1 pupils achieving the higher standard in R, W and M (4% compared to 11% nationally).
- ◆ Ensure more able pupils make as much progress at the end of KS1 as the lower and middle attaining groups .
- ◆ Ensure pupils born in the autumn and spring terms make as much progress at the end of KS1 as those who were summer born (0% 2018).
- ◆ Continue to increase the percentage of KS2 pupils achieving the higher standard in R, W and M (0% 2018/10% 2019)
- ◆ Continue to increase the percentage of KS2 pupils achieving the higher standard in R, W and M (0% 2018/10% 2019)

Special interest governors monitor all aspects of the above improvements. Governors participate in whole school monitoring and progress meetings. They listen to children read across the school.

The Quality of Education

Key priorities 2019-2020:

- ◆ Ensure curriculum end points are clear and pupils know what to do to reach the end points.
- ◆ Ensure the curriculum is planned and sequenced, so that new knowledge and skills build on what has been taught before and towards its clearly defined end points.
- ◆ Ensure the subject curriculum contains content that has been identified as most useful, and ensured that this content is taught in a logical progression, systematically and explicitly enough for all pupils to acquire the intended knowledge and skills.
- ◆ Ensure the subject curriculum is designed and delivered in a way that allows pupils to transfer key knowledge to long-term memory. It is sequenced so that new knowledge and skills build on what has been taught before and pupils can work towards clearly defined end points.
- ◆ Provide training and support to ensure teachers have expert knowledge of the subjects that they teach.
- ◆ Ensure teachers have the ability to enable pupils to understand key concepts, presenting information clearly and encourage appropriate discussion.

Governors are kept informed about the quality of teaching and learning by leaders. A rigorous monitoring plan is followed which includes 'deep dives', lesson observations, learning walks and talking to children. Governors support the headteacher to appoint relevant, high quality staff at all levels.

The senior leadership team (including the governing body) has high expectations of all teachers and staff within the school. Governors are kept well informed through the head teacher's report and progress, attainment data, behaviour and attitude are discussed during full governing body. Under performance is challenged. The result of effectively tackling weak teaching has resulted in strengthening teaching overall. Teaching was judged to be outstanding in November 2018. This is due to high expectations, appropriate CPD and excellent guidance and support.

Behaviour and Attitudes

Key priorities 2019-2020:

- ◆ Ensure clear routines and expectations for the behaviour of pupils across all aspects of school life, not just in the classroom, are established and consistent throughout the school.
- ◆ Ensure a strong focus on attendance and punctuality so that disruption is minimised.
- ◆ Continue to develop pupils' motivation and positive attitudes to learning.
- ◆ Continue to develop a positive and respectful school culture in which staff know and care about pupils.
- ◆ Continue to foster an environment in which pupils feel safe, and in which bullying, discrimination and peer-on-peer abuse – online or offline– are not accepted and are dealt with quickly, consistently and effectively whenever they occur.

Monitoring across the school has enabled governors to prioritise spending on resources etc. to support positive behaviour in school and improve systems and routines. Health & safety governors are aware of issues relating to the building and are able to prioritise spending accordingly. We have reviewed relevant policies and ensured that all training for safeguarding is up to date. Attendance is reported on and reviewed at full governing body meetings and issues around absences are discussed.

Personal Development

Key priorities 2019-2020:

- ◆ Continue to help develop responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults.
- ◆ Continue to develop and deepen pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance.
- ◆ Promote equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique.
- ◆ Promote an inclusive environment that meets the needs of all pupils.
- ◆ Continue to develop pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others.
- ◆ Develop pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy.
- ◆ Enable pupils to recognise online and offline risks to their well-being and make them aware of the support available to them.
- ◆ Enable pupils to recognise the dangers of inappropriate use of mobile technology and social media.
- ◆ Develop pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities.
- ◆ Develop pupils' age-appropriate understanding of healthy relationships through appropriate relationship and sex education.

Moral Development

- ◆ Continue to develop pupils' ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England.
- ◆ Develop an interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

Social Development

- ◆ Teach pupils' to use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds.
- ◆ Encourage a willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.

Cultural Development

- ◆ Develop an understanding and appreciation of the wide range of cultural influences that have shaped pupils' own heritage and that of others.
- ◆ Teach and encourage an appreciation of the range of different cultures in the school and further afield, as an essential element of their preparation for life in modern Britain.
- ◆ Develop an ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- ◆ Continue to develop pupils' knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- ◆ Encourage a willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.
- ◆ Continue to develop an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity.

Leadership & Management:

Key priorities 2019-2020:

- ◆ Ensure continuing professional development for teachers and staff is aligned with the curriculum, so it develops teachers' content knowledge and teaching content knowledge over time, so that they are able to deliver better teaching for pupils
- ◆ Continue to engage parents and the community thoughtfully and positively in a way that supports pupils' education.
- ◆ Consider the workload and well-being of their staff, while also developing and strengthening the quality of the workforce.
- ◆ Continue to have high ambitions for all pupils, including those who are harder to reach.
- ◆ Ensure the use of pupil premium is founded on good evidence.
- ◆ Ensure leaders and those responsible for governance all understand their respective roles and perform these in a way that enhances the effectiveness of the school.

Research suggests that leadership and management can be highly effective when they are shared by different individuals and distributed across different levels in a school. The development of middle leaders in school has improved accountability and has impacted positively on all areas of school life.

The governing body is very involved in monitoring process and have a clear picture of school improvement issues. This has strengthened leadership and enabled the governors to play a more critical, informed role in driving school improvement.

The governing body has become more involved in monitoring all aspects of school improvement. New governors have been key in this role and developed action and monitoring plans in consultation with the headteacher. Governors have improved their knowledge and understanding of key school documents; SIP, SEF and FFT and ASP.

Governors have planned and carried out meetings with their partner subject leaders to discuss specific areas of the curriculum and gain understanding and knowledge of their area of responsibility. Governors visit the school to monitor their areas and this is to develop further this next year.

Future plans for the Governing Body

Governors have identified the following actions to improve their effectiveness:

- ◆ The headteacher is to share school targets with governors in the spring term, so they can be tracked and monitored through the year.
- ◆ Further develop the monitoring role of governors to ensure school targets are challenged and met.
- ◆ Recruitment of new governors is based upon the outcomes of the skills audit.
- ◆ Continue to identify training needs following the completion of the skills audit.
- ◆ Continue to develop relationships between staff and governors through monitoring meetings.

Contact Details

The Governing Body welcomes suggestions, feedback and ideas from parents/carers. Please contact the Chair of Governors (Mr. Dennis Ramsey) c/o the school office. Details of the full governing body are on the school website.





