

Governors Annual Statement 2016 -2017
“The best that we can be”

“leaders and governors have high expectations of pupils in terms of learning and attainment”

“Governors are highly ambitious for the school “ (Ofsted May 2016)

Swarland Primary School Governors provide support and challenge to the school, ensure that it is well-led, resources are effectively managed, and is a safe environment. We also ensure that information is regularly shared with parents and carers, in an easily accessible manner.

This annual statement is part of that process.

- Overseeing the financial performance of the school and making sure its money is well spent.
- Holding the headteacher to account for the educational performance of the school and its pupils
- Ensuring clarity of vision, ethos and strategic direction

School Development Plan (SDP):

All the priorities for the forthcoming year are set out in the School Development Plan (SDP) The current SDP is based on priorities identified from data, school self-evaluation and Ofsted priorities and is the result of considerable analysis and input from the school leadership team and all staff. Governors work in partnership with the headteacher and staff in the formulation and monitoring of the SDP which sets priorities and targets for the forthcoming year.

The 2017-18 targets of the SDP are:

- To ensure that more able pupils make substantial and sustained progress by being consistently challenged to reach the highest standards of which they are capable.
- To ensure pupils acquire knowledge and develop and apply a wide range of skills to great effect in mathematics and writing across the curriculum
- To secure at least good progress of disadvantaged (FSM/SEND) children so it matches or is improving towards that of other pupils national, from their starting points.
- To utilise an effective assessment system to track children's progress ensuring all children reach the highest standards of which they are capable, with particular reference to maths.
- To ensure leaders and those responsible for Governance are ensuring that more able pupils are consistently challenged to reach the highest standards of which they are capable. (Ofsted 2016)
- To ensure leaders and those responsible for Governance are ensuring that school assessment information is easily understood and clearly communicated to enable sharper, more precise, focus on priorities. (Ofsted 2016)
- To develop and embed Philosophy For Children to ensure pupils discuss and debate issues in a considered way.
- To ensure pupils value their education and parents, pupils and schoolwork together effectively to ensure they rarely miss a day.

Each term Governors review the progress made in achieving the SDP priorities and targets and at the end of the academic year staff and Governors meet together to assess the year and discuss priorities for the following year. At the beginning of each school year there is a meeting where governors agree the when and how SDP priorities are to be monitored.

Governor visits:

Governors visit the school as part of the monitoring process of the SDP and to address identified issues. The visits are a valuable opportunity for governors to be able to work closely with staff members and pupils.

Governor Monitoring Visits during 2016-2017

SDP Personal Development Behaviour and Welfare

Priority 2 How to stay safe online and the dangers of inappropriate use of mobile technology and social networking sites.

Priority 3 To ensure children are prepared for the wider world and encountering racism and derogatory language and be instrumental in its prevention.

SDP –Quality of Teaching Learning and Assess-

Priority 2. Pupil's understanding of their targets and next steps

SDP Outcomes for Pupils

Priority 3 To narrow the gap in attainment between boys and girls in core subjects.

SDP Personal Dev Behaviour & Welfare

Priority 1 To develop and embed Philosophy For Children to ensure pupils discuss and debate issues in a considered way.

SDP Outcomes for Pupils

Priority 2 To increase children's opportunities to use and apply their wide range of skills to greater effect

Feedback on each visit is presented to the Governing Body, in a written report, at the next appropriate meeting.

Data analysis:

Data is made available to governors through termly meetings with verbal and written presentations followed by question sessions with the headteacher.

The governors are able to benchmark the data against similar schools, the Local Authority and schools nationally to ensure the schools standards and expectations are high.

Particular scrutiny is placed on pupil progress across all ability groups, including vulnerable groups, and on the effective use of the Pupil Premium.

Governor Training

Training is available to Governors from the Local Authority and a variety of sources.. All Governors training records are kept in school.

With the changes in assessment procedures and progress measures the whole governing body requested training on "Using and Interpreting School Data and RaisOnline" and in July a consultant from Northumberland Local Authority ran a training session for us as a group.

Policies:

Governors review all relevant policies on a programmed basis to ensure that all guidance is current and up to date.

Attention is paid to ensure that the school complies with the Department for Education mandatory policy list and the Local Authority recommended list.

School Finance:

The governors ensure that the budget is managed effectively and improvements are effective and continuous. In a school of our size each spending decision is carefully scrutinized to ensure that it represents value for money and will impact on the pupils.

Governor Meeting Attendance:

There have been 10 formal governor meetings for the year 2016 -2017

Governor attendance continues to be high, with any apologies being accepted and approved by the governing body.

The focus for 2017-2018

The governing body and staff are constantly striving to improve and develop the school.

Our focus for 2017-2018 will include:

Ensure sustained improvement in pupil progress and attainment across all ability groups including vulnerable groups.

Ensure school is meeting the needs of our Upper Key Stage Two pupils.

Ensure the Governing Body have a complete skills set

Continued training of governors to enable to support and challenge the school effectively.

Maureen Bickerdike

Chair of Governors

September 2017