



Shine from the inside out

Learning and development for all, through challenge, nurture and enjoyment

Earsham CE VA Primary School Governance Statement

School Year 2017 - 2018

In accordance with the Government's requirement for all governing bodies, the 3 core strategic functions of Earsham CE VA Primary School Governing Body are to:

- 1. Ensure clarity of vision, ethos and strategic direction;**
- 2. Hold the headteacher to account for the educational performance of the school and its pupils;**
- 3. Oversee the financial performance of the school and making sure its money is well spent.**

Governance arrangements

The Governing Body of Earsham CE VA Primary School is made up of a maximum of 2 elected Parent Governors, 1 Local Authority Governor, 7 Foundation Governors, 1 elected staff governor and the Headteacher. A total of 12 governors. The pictures of appointed governors and brief details are on the website and display board in the school foyer.

The full Governing Body meets twice each term, and there are three committees which meet at least once each term to consider different aspects of the school in detail.

- Strategic Planning Committee has a strategic and co-coordinating role which adds to the effectiveness of the work of the Governing Body as a whole. They also consider matters of Pay and Performance.
- Curriculum and Standards Committee focuses on teaching, learning and the educational performance of pupils
- Finance and Premises Committee focuses on finance matters, premises and Health and Safety

The Headteacher Review Panel and Pay Committee meets in the Autumn Term and as required. If necessary we form a Hearings Panel, Appeals Panel and Pupil Discipline Review Panel.

See page 6 for a full list of Governors in the school year 2017 - 18.

Attendance record of governors

Governors have good attendance at meetings and we have never cancelled a meeting because there were not enough governors needed to ensure that legal decisions can be made.

See page 6 for details of individual governors and their attendance at meetings.

Work done by the full governing body and committees

The full governing body used our vision statement that our pupils should 'Shine from the Inside Out' to set the priorities for the School Improvement and Development Plan (SIDP) for the next few years. Building on our strengths we identified three key areas for improvement and asked all parents for their support in achieving these.

Shine from the inside out by:

1. Respecting others and the world

We would like our pupils to know that they, along with all people, have unique talents and

abilities which make them special. Their respect for themselves, others and the world will mean that they shine by being helpful, kind and responsible citizens.

2. Developing new skills and abilities

We would like our pupils to have the essential building blocks for learning so that they enjoy learning and challenge. They will shine by developing new skills, knowledge and attributes.

3. Becoming resilient and enquiring learners

We would like our pupils to become independent learners who know that mistakes can help us to learn. They will shine by knowing that they have hope, forgiveness and the opportunity for new beginnings.

The school then set particular targets to achieve these ongoing development priorities.

The Governors are pleased to confirm that all the targets have been met. In reaching this conclusion the full Governing Body considered the following information:

- Concise, focused reports from the Headteacher and subject leaders
- External reports, for example from the school improvement partner, consultants and accrediting bodies
- Presentations from school staff, pupils and external experts
- Questionnaires to parents and staff
- Internal performance monitoring information
- Internal and external analyses of national tests using both benchmarking and comparative information
- School self-evaluation reports
- Formal and informal visits to the school to collect information and to talk to pupils and consider the progress they make.

All schools have a duty to consider their strategic future so that the school can be as effective as possible. The Governing Body has welcomed the school's ability to work effectively with other schools in the Cluster and in the Bungay Pyramid. They have met for joint training and moderation and the school is much stronger as a result. Consideration of the strategic future of the school will be an ongoing process.

The Strategic Planning Committee has considered and monitored the effectiveness of Leadership and Management and are delighted that teaching across the school was good or outstanding for all groups of learners. They have also noted that through the Great as You Are Scheme has enabled pupils to have increased confidence to stand up for what is right and to be willing to take action to address inequality. Many pupils demonstrate high levels of self-esteem and self –confidence which mean incidents of bullying and teasing are rare. There have been opportunities for parents to continue to engage and support the scheme. The Great Mate weekly pupil responsibility across the schools has made further development with pupils showing high levels of awareness for one another and being caring and protective towards their peers. They treat visitors and staff with respect, consideration and interest.

The Committee has also:

- Reviewed staff performance management targets to ensure consistency and link with the School Improvement and Development Plan.
- Reviewed staff job descriptions.
- Review staff professional development and performance.
- Reviewed staff salaries.
- Reviewed staff absence rates.

- Checked staff discipline and grievance procedures.
- Considered 'well-being' and work/ home life balance.
- Reviewed and approved the Pay and Performance Management Policy

The Curriculum and Standards Committee has considered and monitored the Quality of Teaching and Learning. In particular they have noted that:

- The school is now using the Emmanuel Project when planning in Religious Education. The plans provide teachers with more detailed information on delivering all Faiths across the school including Humanism (at upper KS2). Governors monitored one KS2 session in which the RE day linked Old Testament Stories with those found in the Koran. Whole school planning has been updated to incorporate new resources and pupils have developed a deeper understanding of difference and diversity linked to Faith.
- The school have built on the good practice developed in KS2 to develop Modern Foreign Languages.
- Parents have been offered the opportunity to complete an online Solihull parenting course to enhance and develop their parenting skills. And, to further support any parents that may have questions related to the course, a drop in session has been offered
- The school has raised expectations in reading/comprehension with the introduction of new age related PIRA reading assessments across the school.
- Pupils' knowledge and application of calculation skills in mathematics has improved and pupils can confidently use and apply calculation skills to solve problems in a variety of situations.
- The tracking system has been extended to cover all subjects so that pupils can make better progress.
- Scaled scores have been added to PITA (Point in Time Assessment) tracker which enables early identification of children not progressing as expected. Support has been put in place quickly to avoid gaps in learning widening in reading/comprehension, spelling, punctuation, grammar and mathematics.
- The school has worked with 2 outstanding cluster schools so that they can continue to develop good moderation skills and high expectation of standards across the school for subject leaders so that standards in writing continue to be at least in line with or better than national.
- The school has made progress in embedding and monitoring the tracking system for Social and Emotional aspects of development across the school. This has allowed early intervention to lessen the impact of any barriers to learning caused by crisis or social and emotional needs of the pupils. Referrals to Nurture are made as needed and pupils are offered the skills to support them to deal with identified need. This helps them to build their resilience, perseverance and motivation to succeed.
- Staff have had regular training relating to possible barriers to leaning. This enables staff to ensure all pupils are supported to develop the skills to overcome barriers and build resilience.
- The school has made progress in developing pupils' confidence to independently self-correct mistakes and to act on verbal and written feedback to improve their work. Staff

support pupils' to access materials and resources that enable them to take ownership of their learning and that motivate them to tackle challenging tasks with confidence. They are given next steps in learning which are clear, age related and achievable with motivation and effort.

The Committee has also:

- Received reports from Subject Leaders
- Received and considered the Headteacher's report on performance throughout the school
- Recommend Targets for End of Key Stage 2 National Tests
- Monitored reporting arrangements to parents.
- Ensured that SEND provision is effective.
- Reviewed the impact of the budget on the curriculum

The Finance and Premises Committee has provided guidance and assistance to the headteacher and governing body in all matters relating to budgeting and finance, with reference to 'Keeping Your Balance - standards for financial administration in schools' (Ofsted/Audit Commission).

They have also:

- Monitored Value for Money in any expenditure related to the SIDP
- Reviewed financial policy statements, including consideration of long-term planning and resourcing.
- Monitored income and expenditure of all funds and reported the financial situation to the full governing body each term.
- Ensured that the school operates within the Financial Regulations of the County Council and meets the requirements of the Financial Management Standard in Schools (FMSiS)
- Monitored the impact of spending decisions upon educational achievement in the school.
- Monitored the effectiveness of the school's Health and safety arrangements
- Carried out an annual risk assessment of the school premises
- Made termly inspections of the building and grounds.
- Considered the competencies of governors on the committee and attended training as appropriate.

Early in the summer term, the Finance and Premises Committee approved the 2018/19 budget plan for the school.

Our Safeguarding Governor gives an annual report to the governors. In particular this year they have monitored:

- Emotional and social tracking. There are now good systems in place for identifying possible issues which would benefit from some intervention in Nurture
- Staff have received training in barriers to learning. Staff have learned skills and through Collective Worship and the use of appropriate phrases in class are helping children to understand how to overcome barriers

The Headteacher reports on Safeguarding matters in her termly reports.

Governor Training

Governors have attended training on:

- Governance Now

	<ul style="list-style-type: none"> • Budget Review • Statutory Inspection of Anglican and Methodist Schools – The New Schedule <p>Our governing body clerk has attended training on:</p> <ul style="list-style-type: none"> • Data Protection Essentials <p>Minutes of Governing Body and Committee meetings are public documents. Please ask at the school office if you would like to see any of the minutes of our meetings.</p>
<p>Future plans for the governors</p>	<p>In the coming year the governing body look forward to seeing the school develop even further. The Ofsted Inspection in January 2016 identified that this is a good school and the SIAMS inspection in October 2016 identified that the distinctiveness and effectiveness of Earsham as a Church of England school are outstanding. We have the ambition and determination to be even better.</p> <p>For the next academic year we ask the school to develop our vision for the pupils in our school so that they ‘Shine from the inside out’. Building on our strengths we have identified three key areas for improvement:</p> <p>Shine from the inside out by:</p> <ul style="list-style-type: none"> • <u>Respecting others and the world</u> We would like our pupils to know that they, along with all people, have unique talents and abilities which make them special. Their respect for themselves, others and the world will mean that they shine by being helpful, kind and responsible citizens. • <u>Developing new skills and abilities</u> We would like our pupils to have the essential building blocks for learning so that they enjoy learning and challenge. They will shine by developing new skills, knowledge and attributes. • <u>Becoming resilient and enquiring learners</u> We would like our pupils to become independent learners who know that mistakes can help us to learn. They will shine by knowing that they have hope, forgiveness and the opportunity for new beginnings. <p>Our Headteacher is retiring at Easter 2019 and we wish her every happiness. We will be looking for a new Headteacher who can continue to lead the school forward to further success; someone who has the ability to help our children to ‘Shine from the inside out.’ We seek someone who shares our commitment to knowing, nurturing and supporting every child in achieving to the best of their ability so that they can ‘Shine from the Inside Out’.</p> <p>We are looking for an inspirational leader with a proven record of outstanding teaching who will fully embrace the Christian ethos of our school.</p>
<p>How you can contact the governing body</p>	<p>We always welcome suggestions, feedback and ideas from parents – please contact the Chair of Governors, via the school office. You can see the full list of governors with their pictures on the governing body notice board in the main foyer</p>

List of Serving Governors September 2017 – July 2018

Name	Date of Appointment	Term of Office ends	Type of Governor
Sue Armstrong			Headteacher
Victoria Braddock	24/04/2015	23/04/2019	Staff Governor
Sue Cramp	21/12/2017	20-12-21	Bishop's Appointed
Caroline Hutton	25/03/2018	24/03/2022	Foundation PCC
Craig Jones	15/05/2016	15/05/2020	Foundation DBE
Janine Lascelles	12/11/2017	11/11/2021	Foundation PCC
Foteini MacFarlane	31/10/2017	30/10/21	Parent Governor
David Reynolds	13/10/2014	13/10/2018	Parent Governor
Vacancy			LEA Governor
Vacancy			Foundation DBE
Vacancy			Foundation DBE
Vacancy			Foundation PCC

Business and Financial Interests

None have been declared

Governance Roles in other institutions

None have been declared

Relationships between governors and relationships with school staff

David Reynolds's wife works at the school.

The Governing Body cohesive, dynamic, and able to act decisively. However it is also taking steps to fill vacant places with governors with the particular skills and attributes which will further enhance the governing body and its work.

Governing Body Attendance Record for Academic Year 2017/18

Governor	Full Governing Body	Curriculum and Standards	Finance and Premises	Strategic Planning
Sue Armstrong	50%	100%	100%	100%
Victoria Braddock	83%	100%	-	-
Sue Cramp	50%	100%	67%	100%
Caroline Hutton	100%	100%	100%	100%
Craig Jones	50%	-	67%	-
Janine Lascelles	100%	100%	-	100%
David Reynolds	83%	-	67%	100%
Foteini Macfarlane	100%	-	50%	-

Attendance is shown as a percentage of the total number of meetings the governor could have attended.