**Annual Governance Statement for the Governing Body of**

**Aberford Church of England Primary School**

**September 2020**

**Chair of Governors: Emma Johnson**

**Vice Chair: Melanie Steed**

1. **Overview**

The governing body conducts its business to take account of the three roles of the governing bodies as outlined in the Governors’ Handbook:

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

The day-to-day management of the school is the responsibility of the Head teacher.

The governing body also ensures that the school complies fully with statutory safeguarding procedures. All staff have signed a record to confirm they have read Part 1 of the DfE statutory guidance “Keeping Children Safe in Education”. The governing body has familiarised itself with the document and are working with the safeguarding lead in school to complete the annual safeguarding audit.

1. **The composition of the governing body**

The composition of the governing body is:

* Headteacher
* 1 x Local Authority (LA) governor, recommended by the LA and approved by the governing body
* 2 parent governors, formally elected through a ballot of parents unless the election is uncontested
* 5 co-opted governors, nominated and appointed by the governing body
* 1 staff governor, formally elected by staff employed at school
* 2 foundation governors, appointed by the foundation (Diocese of York)

There are currently no vacancies on the governing body. Current and recent (in the last 12 months) governors and business/other interests declared are provided in the table below. Governors and associate members, if appointed, arereminded that they should declare any changes as and when they occur.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name of governor** | **Category of governor and committees served** | **Date appointed and term of office** | **Relevant business/personal interests** | **Any other educational establishments governed** | **Relationships with the school staff including spouses, partners and relatives** |
| Emma Johnson | Co-opted  Temporary Ex-Oficio  Foundation Governor | 28.09.2016 | None | None | None |
| Mel Steed | Parent | 28.11.2013 | Solicitor at University of Leeds | None | None |
| Jenny Eastwood | Parent | 03.12.2017 | Chair of PTA | None |  |
| Suzanne Phillips | Foundation Governor | 30.04.2013 |  | Chair of Governors  Micklefield Primary School |  |
| Rowena Summers | Co-opted | 05.12.2018 |  |  |  |
| Mike Oakes | Local Authority | 11.07.2018 | Parish Council Member |  |  |
| Michelle Hilton | Co-opted | 11.07.2018 | Peripatetic Music Teacher |  |  |
| Carole Barker | Co-opted | 10.06.2020 | None |  |  |
| Libby Tinworth | Co-opted | 10.06.2020 | None |  |  |
| Jo Warner | Teacher/Staff | 17.09.2014 |  |  |  |
| Nicola Crossley | Head Teacher | 01.06.2020 |  |  |  |
| Rebecca Blackmore | Co-Opted | 28.09.2014 | None |  | Daughter of lunchtime supervisor |

1. **Meetings of the governing body and attendance**

The full governing body meets 4 times a year; all meetings are clerked by a trained professional clerk. There are also 4 governing body committees which meet 3 times a year and which have delegated authority to make decisions on behalf of the governing body.

The governing body operates with the following committees:

* **Resources committee** - responsible for staffing, performance management, equality and diversity, finance, property management, health and safety and nutritional standards.

**Committee chair: Mike Oakes**

* **Teaching, learning and pupil support committee -** responsible for teaching and learning matters including target setting, standards and achievement, SEN (including reporting annually on the success of the SEN policy), monitoring teaching and learning and curriculum provision and ensuring that the governing body is represented at school improvement discussions.Also responsible for behaviour, safeguarding, attendance, children, parent and staff voice, extra-curricular activities, cluster and other partnerships.

**Committee chair: Jenny Eastwood**

* **Ethos committee** – responsible for the children’s spiritual, moral, social and cultural development, ensuring Christian values are taught and lived within school.

**Committee chair: Suzanne Phillips**

* **Strategic committee** – provides an opportunity to focus on standards and achievement across the governing body, and enables strategic direction setting for the governing body.

**Committee chair:** **Mel Steed**

Governors have good attendance at meetings overall. Apologies for non-attendance are considered on an individual basis; governors are aware through the code of conduct that non-attendance, which includes apologies not being accepted, will result in the removal of a governor six months from the date of first non-attendance.

The following is an attendance record for individual governors at meetings of the full governing body and committees.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Committee** | **Date** | **Nicola Crossley** | **Emma Johnson** | **Mel Steed** | **Suzanne Phillips** | **Rowena Summers** | **Jo Warner** | **Jenny Eastwood** | **Mike Oakes** | **Carole Barker** | **Michelle Hilton** | **Libby Tinworth** | **Becky Blackmore** |
| **Autumn Term** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| FGB | 18.09.2019 | N/A | √ | √ | √ | √ | √ | √ | √ | N/A | √ | N/A | apols |
| Ethos | 17.10.2019 | N/A | √ | √ | √ |  |  |  |  | N/A | apols | N/A |  |
| Resources | 20.09.2019 | N/A | √ | √ | √ |  |  |  | √ | N/A |  | N/A |  |
| T&L/PS | 15.11.2019 | N/A | √ |  | √ | apols |  | √ |  | N/A |  | N/A |  |
| Strategic | 13.11.2019 | N/A | √ |  | √ |  |  | √ |  | N/A |  | N/A | apols |
| FGB | 04.12.2019 | N/A | apols | √ | √ | √ | √ | √ | √ | N/A | √ | N/A | apols |
| **Spring Term** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ethos | 16.01.2020 | N/A | √ | √ | √ |  |  |  |  | N/A | apols | N/A |  |
| Resources | 31.01.2020 | N/A | √ | √ |  |  |  |  | √ | N/A |  | N/A | √ |
| Extraordinary FGB | 14.02.2020 | N/A | √ | √ | √ | √ | N/A | √ | √ |  | √ |  | √ |
| T&L/PS | 13.03.2020 | N/A | √ |  | √ | √ |  | √ |  | N/A |  | N/A |  |
| Strategic | 09.03.2020 | N/A | √ |  | √ |  |  | √ |  | N/A |  | N/A | √ |
| FGB | 18.03.2020 | N/A | COVID | COVID | COVID | COVID | COVID | COVID | COVID | N/A | COVID | N/A | COVID |
| **Summer Term** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ethos | 30.04.2020 | COVID | COVID | COVID | COVID | X | X | X | X | X | COVID | X |  |
| Resources | 01.05.2020 | COVID | COVID |  | COVID |  | COVID |  | COVID |  |  |  | COVID |
| T&L/PS | 12.06.2020 | COVID | COVID | X | COVID | COVID |  | COVID | X | X | X | X |  |
| Strategic | 13.05.2020 | COVID | COVID |  | COVID |  |  | COVID |  |  |  |  | COVID |
| Resources (BUDGET) | JUNE 2020 | √ | √ |  | √ |  | √ |  | √ |  |  |  | √ |
| FGB | 10.06.2020 | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| **Total Number of Meetings** |  | 2 | 13 | 8 | 11 | 6 | 4 | 8 | 7 | 1 | 6 | 1 | 8 |
| **Meetings attended** |  | 2 | 12 | 8 | 11 | 5 | 4 | 8 | 7 | 1 | 4 | 1 | 5 |
| **Percentage attended** |  | 100% | 92% | 100% | 100% | 83% | 100% | 100% | 100% | 100% | 67% | 100% | 63% |

* COVID – during the COVID pandemic and school closure a number of sub-committee meetings were cancelled (these are highlighted in RED),
* Note additional Extraordinary FGB meeting held in Feb 2020 to confirm appointment of new Headteacher

1. **The remit of the governing body and its committees**

The school leadership team completed a self-evaluation of the school in November 2020 taking into account pupil assessment results where available (noting the cancellation of statutory tests for pupils during the last academic year as a result of COVID-19 school closures), the school’s internal assessment and monitoring of pupil progress and attainment and the curriculum and the most recent Ofsted report. Input and expertise from the Local Authority School Improvement Advisor (SIA) was also obtained and the resulting school self-evaluation (SEF) document then informed our school improvement plan (SIP). The SIP has identified and prioritised the following areas:

**Quality of Education**

**Priority one**

**Curriculum:** to construct an ambitious curriculum, underpinned by our school’s distinctively Christian Vision, designed to give all pupils the knowledge and cultural capital they need to succeed in life. All subject leadership is being developed and effective use of monitoring skills will follow in the training programme.

**Behaviour and Attitudes**

**Priority two**

To build academic **resilience** and **challenge** across the curriculum (independence).

**Leadership and Management**

**Priority three**

**Maths** **–** Implement a rigorous **tracking and assessment** which ensures all children are on track to meet their targets and clearly identifies which children are falling behind so that they can be targeted.

**Maths** **– development of subject leader -** Alongside the fluency, the mastery approach and reasoning is needed to provide a well-rounded approach to Maths.

**Personal Development**

**Priority four**

Ensure planned opportunities for **Spiritual, Moral, Social and Cultural** development equip pupils to be capable, caring and confident citizens within school and within wider society.

Prepare for SIAMS inspection

**Effectiveness of early years**

**Priority five**

Effectiveness of early years provision. Implement a new EYFS curriculum which reflects the whole school priorities.

1. **The effectiveness and impact of the governing body 2020/21**

The governing body last completed an internal review of governance on March 7th 2017. The areas for improvement identified on our governors’ action plan are as detailed below.

Key Area 1: Do we have the right skills on the governing body?

* Finalise the skills audit to provide an accurate picture of governor strengths and knowledge gaps
* Actively seek a governor with property management skills/someone willing to consider chairing in the future, utilising local contacts to identify candidates and registering with Inspiring Governance/ SGOSS
* All governors attend induction training or refresher training when their term of office is renewed to continually update knowledge of strategic responsibilities
* Arrange Safeguarding training for all new governors then refresh this every three years
* All governors to have an understanding of external data available for scrutiny through external support
* Link governor for safeguarding and Pupil Premium to visit school and ask pertinent questions using guidance document from GSS
* Meet recommended criteria that at least two governors have up to date training
* Meet recommended criteria that at all PM governors have attended training
* An up to date and personalised school complaints policy and robust procedures in place and available on the website

Key Area 2: Are we as effective as we could be?

* All link governors to understand their roles fully and visit school to monitor areas
* Ensure an induction system in place which provides support for new governors to facilitate their induction and participation in GB business
* Monitor progress on GB action plan and consider writing an annual governance statement

Key Area 3: Are we fulfilling our statutory responsibilities?

* Ensure website is compliant

Key Area 4: Do we have a clear vision for the school?

* Governors to understand how British Values are incorporated into school life

Key Area 5: Are we having an impact on outcomes for pupils?

* All governors to have a good understanding of progress of pupils and how this links to actions in the school development plan

Key Area 6: Do we hold school leaders to account?

* Performance management governors be reassured that a robust process is in place

Key Area 7: Are we properly engaged with our school community, the wider school section and the wider world?

* Increase parental involvement and feedback
* Parents and stakeholders to have a better understanding of the governors’ roles and work
* Increase understanding of governing body work and ensure transparency to stakeholders
* Increase governor awareness of best practice from other schools

Key Area 8: Does the Chair show strong and effective leadership?

* Strong chair ready to take over from end of Summer 2018

**The Governing body intend to undertake a further skills audit in the forthcoming academic year 2020/21**