

## Annual Governance Statement for the Governing Body of

Moorside Junior School - July 2016

**“...governors have a wide range of skills and are very closely involved in checking that the school is improving. Governors visit regularly, ask challenging questions and help to check the quality of pupils work. They regularly talk to groups of pupils to find out more about behaviour, safety and the curriculum. Governors discuss their findings with senior leaders to take any necessary action.”**  
**OFSTED Inspection Report May 2015**

### The Role the Governing Body

In accordance with the Government's requirement for all governing bodies, the three core strategic functions of Moorside Junior School Governing body are:

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

As governors we ensure that we know and understand the school priorities, demonstrate a commitment to the success of the school, and hold the senior leadership team to account. Governors understand their responsibilities and fulfil monitoring requirements.

Governors consider the school's priorities that form part of the school development plan and targets are set for the forthcoming year. Some targets may respond to current data that details pupil progress others may respond to for example the latest OFSTED report. This year Governors have considered last year's priorities and the next steps that are required. There have also been emerging priorities that the school have identified and that Governors have been tasked to monitor.

The Governing Body have 2 sub committees: the Resources Committee and the School Improvement Committee which feed into the Full Governing Body. Within each committee governors are given a key area of responsibility such as safe guarding, pupil premium, health and safety or SEN (special educational needs ) while other governors are linked to a school priority e.g. spelling, mental maths, marking .

The resources committee focuses on budget and finance, health and safety issues and building management. The school improvement committee consider issues such as the school curriculum, pupil premium, SEN and evaluate the monitoring that has been undertaken by governors. These meetings occur once per half term.

Minutes from these minutes are shared with all governors and matters arising are considered at the Full Governing Body meetings where reports are received from the head teacher. A range of issues are discussed in these half termly meetings and can include looking at school data, training, safeguarding and addressing key issues that are facing the school.

Governors understand the evidence that relates to the impact of intervention and teaching with regards to the progress and attainment of all pupils. We are in a position to ask about the strengths and weaknesses in the school and understand what measures are being undertaken to ensure all children benefit from an inspiring curriculum which provides a range of experiences to promote learning.

### Governance Arrangements

The Governing Body of Moorside Junior School was reconstituted in September 2013 and is now made up of:

4 parent governors  
6 co-opted governors  
1 staff member  
1 Local Authority member  
Head teacher

### The Moorside Junior School Governing Body – Current Membership

Governor	Category	Term of Office Expiry Date
Louise Phythian-Lee (Chair )	parent governor	August 2017
Ian Chapman (Vice chair )	co-opted governor	December 2017
Lee-Ann Prince	parent governor	December 2017
Stephen Dunning (chair resources committee )	parent governor	August 2017
Alison Ogier	parent governor	November 2019
Stephanie Ruddy	co-opted governor	August 2018
Annette Beckwith (chair SIC committee )	co-opted governor	December 2018
Graham Shaw	co-opted governor	December 2018
Keith Miller	co-opted governor	January 2020
Louise White	Head teacher	Ongoing
Claire Russell	Staff member	December 2018

Resigned 2015/6

Bernard Bateman Local Authority Governor  
Lee Ann Prince ( from July 2016 ) parent governor  
Steph Ruddy (from July 2016) co-opted governor

Vacancies : From September 2016

1 parent governor 2 co-opted governors 1 Local Authority Governor

### Attendance Record of Governors

A record is kept by the clerk to the governing body of governors' attendance at meetings, details of attendance can be found on page 4.

### **Some examples of the work governors have undertaken during this school year :**

- In September 2015 the yearly programme for Governor monitoring was set out which identified the activities to be undertaken by individual governors such as learning walks, book scrutinies and meetings with key partners . All these monitoring activities focussed on the key school development priorities and are part of our responsibility to scrutinise the school's performance. Governors have become increasingly knowledgeable about the school priorities and understand the relevant available data.
- Alongside the key priorities for this year additional priorities for the school were emerging and governors were tasked to link with individual staff members to focus on 3 particular areas – peer mentoring, transition and parental engagement. Governors undertook meetings with staff and have

contributed to the development of the schools planning in these areas.

- At the start of the school year Governors are linked to a specific responsibility such as SEN, Child protection, health and safety and pupil premium. These individual governors take a lead in monitoring these areas and they may also undertake additional training to enhance their understanding and support them in fulfilling their responsibilities.
- Governors have reviewed a number of school policies throughout the year many of which are available on the school website.
- The school has used pupil premium funding to provide music lessons and the governor with PP responsibility heard a violin performance and spoke to the young people involved for whom it had provided a positive impact.
- Pupil premium intervention is being further supported by Achievement Unlocked which is a Local Authority run project that looks at strategies and programs for children in receipt of PP and determines how they can best be evaluated for impact on the pupils. The school has been invited to participate in this initiative and as Governors we have attended training events to enable us to be clear about our responsibilities to PP children and also enable us to become effective in our monitoring of the Improvement unlocked action plan which the school has produced. The action plan for this initiative will be delivered during the next academic year and the monitoring undertaken by governors will be linked to this plan.
- The governor taking a lead for SEN has worked closely with the staff member who shares this responsibility. As a consequence of their reports all governors have been able to understand the monitoring arrangements around measuring the impact of SEN provisions and the interventions offered by School. Governor activity has focussed on measuring the effectiveness of an intervention allowing for enhancements and adaptations to achieve the best results in a more timely way. Governors have been able to understand the interventions for SEN pupils and the SEN lead in school sends a termly report to governors with action points and next steps to further enhance the provisions. The progress of pupils with SEN is shared with governors. (All data is anonymised)
- This year has seen a clear expectation on schools to fulfil their Prevent Duty in enabling staff to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties. Governors have also developed an understanding about how the school's curriculum can build pupils' resilience to radicalisation by promoting fundamental British values. The governor with responsibility for Prevent has attended appropriate training which has increased our ability to monitor effective compliance. The monitoring undertaken and the information shared within our governor meetings have enabled governors to see how British values is embedded within the school's curriculum, enabling pupils and teachers to challenge extremist views, through a culture where controversial issues can be sensibly debated and questioned. Governors have seen evidence that our School and staff are mindful of creating a nurturing environment in which pupils are happy to approach them with any problems or issues they face.
- Governors have a responsibility to monitor Health and Safety within school. This year the Governor taking a lead in this area has met with our H&S adviser on a termly basis. Together they have identified and rectified any potential safety areas within the school. Governors have a responsibility to make sure that actions and recommendations from our advisor are implemented to ensure a safe school environment is maintained.
- The Resources Committee have responsibility for making sure the school gets the best outcome for the money allocated. Governors within this committee also address issues such as building maintenance, staffing and H&S. Governor activity this year has supported the school in achieving best value and reviewed the budget allocation.
- Another of our responsibilities is to seek feedback from our stakeholders. Parental questionnaires that have been completed during the last year have been shared with governors and we have also sought views of staff members and pupils.
- A Governor has met with some of the school council to gain an insight into the children's perspective of the school. The children were asked whether they would recommend the school, if there were things that could be done differently and also their views on projects and themed weeks run in school this year. Overall the feedback was very positive about their school. The

children unanimously felt that Moorside Juniors was a school they would recommend to others. They described the school as 'fun' and giving you 'new experiences'. The children had particularly enjoyed the project work especially the Vikings and the themed weeks including the anti-bullying, science and Queen's birthday celebrations. The council highlighted areas they would like to be improved including more time for year 3 children with their year 6 buddies at playtimes. We will continue to develop our links with pupils in school during the next year as part of our ongoing monitoring activities.

- A significant amount of Governor activity this year has centred around progress towards the amalgamation of Moorside junior and infant schools. For some time, the Governing Body have been aware of the challenges and difficulties which arise from operating as separate schools. In collaboration with the Governing Body at Moorside Infant School, we arranged a session in January to talk with representatives from North Yorkshire County Council to understand what options might exist in the future for bringing the schools closer together. The subsequent decision by Mrs Calvert (Head teacher, infant school) to retire at the end of the current academic year brought the whole topic of amalgamation into focus for both governing bodies. A Joint Steering Group was established with membership from both Governing Bodies, to begin the formal process of amalgamating the two schools. Work was started by the Joint Steering Group to move through the process of establishing an amalgamated "Moorside Primary School" in readiness for September 2017. Unfortunately, in March the amalgamation process was forced to stop as a result of Moorside Infant School's "Inadequate" Ofsted judgement.
- The Governing Body at Moorside Junior School remain committed to bringing the schools closer together, as we believe that this is better for pupils, their families and the wider community. We are continuing to work hard to try to make this happen as the Infant school goes through the statutory process of becoming a Sponsored Academy. This has involved discussion and consultation with the Department for Education, North Yorkshire Country Council and the Governing Body at Moorside Infant School. The decision taken by both governing bodies for Mrs White to perform an Executive Head teacher role across both schools from September 2016 is seen as an important part of this process.
- As governors we recognise the importance of ensuring we can deliver the best service to the school. Following a review of governance in September 2015 an action plan was created to enable the Governing Body to develop and strengthen its role. All recommended actions have now taken place and will continue to be implemented in the future. The governing body will continue to review our strengths and vulnerabilities to ensure we develop and move forward as a governing body.
- All governors have completed an updated skills audit, the final matrix identifying areas of strength and any gaps in experience and knowledge. There were no significant gaps in the skills of the Governing Body; this process will be carried out annually to identify any potential gaps due to changes in the membership. As far as possible we will aim to recruit governors according to the skills and experience that we need to further enhance the governing body.
- We recognise the importance of supporting new governors and with this in mind a governor produced a personalised comprehensive governor induction record and information pack that is in line with recommendations from the Local Authority for all new governors. This pack and induction programme will be implemented from September 2016 for all new governors.
- As governors we have a responsibility to understand the data that relates to our school to enable us to compare results locally and nationally. All schools produce a mass of data, all of which is important and there are numerous actions during the year, which need to be tracked by Governors. We found that wading through the data is a time consuming business and trying to keep track of all the audits the staff should carry out is extremely difficult. As a consequence a governor has developed a business score card which will assist us in our understanding of data. The scorecard is used to concentrate on what is seen as the most important items of data where weightings are given to individual items within it. This will enable governors to easily identify items in the scorecard that need to be prioritised. This sense of balance is most important and one of the major reasons why scorecards, similar to the one produced for the school, are regularly used in commercial businesses. In presenting information in the same way for our meetings we hope to be able to compare data more easily. The first issue of the Scorecard is due out next month and will be implemented in full from September 2016.

- Governors are required to keep account of assets within school and a governor has now developed an assets management plan. The governors have gathered information about asset condition, insurance, maintenance requirements, replacement date and replacement costs, being mindful about the capital requirements of the school going forward. All the base data has now been collected and an extended spreadsheet has been produced which is capable of being cut numerous ways to report this information in a readily accessible way. This plan will enable governors to make decisions around asset condition and replacement which is another of our responsibilities.
- The school receives sports premium monies to develop sport within school. Governors receive an annual report about how this money is allocated in school and consider the impact of the sporting experiences being offered to the children.
- Governors have undertaken a range of training this year and all governors have now completed level1 safeguarding training.
- In the last year the school received support from a National Leader in Education and governors were able to receive reports about the impact of her intervention and understand the recommendations that the school had adopted. Governors have a responsibility to evaluate support to the school and with this in mind we have also considered the role of the North Star teaching alliance which the school joined last year.
- The role of a Behaviour mentor was formalised in school this year and governors have received reports about the impact of this role not only for our most vulnerable learners but for all pupils in school. Governors also receive regular information about the behaviour of children in school and this includes data relating to the number of red cards received within year groups.
- The performance management of the head teacher is undertaken by the Chair and Vice Chair with an annual review taking place in the autumn term. Governors also receive information about the support and training being made available to staff to ensure we continue our commitment to provide appropriate CPD for all our staff.
- The School improvement Committee meets every half term where governors report on their monitoring activities. For example the governor who has a responsibility to monitor marking and feedback to pupils provided information about her observations from book scrutinies and from talking to pupils. The governor responsible for looking at maths met with children to look at the resources available to pupils and how they were being used and shared her findings with governors.

#### **Strategic Planning for the Future**

- To implement a comprehensive induction programme for new governors.
- To fill existing vacancies within the governing body.
- To develop succession planning across the governing body.
- To evaluate the business score card.
- To identify monitoring and evaluation activities that link to the achievement unlocked action plan.
- To review and develop the existing action plan for governance.
- To continue to explore options to amalgamate the 2 schools.
- To consider the recommendations from the OFSTED inspection.

#### **How to contact your governing body**

Email Louise Phythian-Lee Chair of Governors

cofg@moorside-jun.n-yorks.sch.uk

**The Moorside School Governors' Attendance Record for 2014-2015 (%)**

Governor	full governors meeting ( 6 meetings)	Committees (R=resources S=school Improvement )
Louise Phythian-Lee	100%	100% (S)
Ian Chapman	100%	100% (R)
Stephen Dunning	100%	100%(R)
Lee Ann Prince	50 %	50% (S)
Stephanie Ruddy	33 %	66%(S)
Annette Beckwith	100%	100% (S)
Graham Shaw	66 %	100% (R)
Claire Russell	100%	100% (S)
Alison Ogier	80 %	100% (S)
Keith Miller	80%	100% (R)

There have been a number of additional meetings due to the amalgamation plans which most Governors have been able to attend.

In addition to attending meetings Governors have undertaken monitoring tasks in school and have visited the school on a regular basis.

Governors who have been asked to focus on a particular issue within the school development plan have done so undertaking rigorous monitoring and Governors who have responsibility for a particular priority such as pupil premium and SEN have liaised with relevant staff and completed written reports for governors. These activities have taken place throughout the school year.

One of our governors comments "I am a Governor who joined the team at Moorside in January 2016, having had previous experience as a Governor at a secondary school. I have been greatly impressed by the enthusiasm of the Headteacher and her staff to achieve excellence in all that they do. There are many challenges ahead for all of us who care about the quality of the education our children receive and I can genuinely report that we are making every effort to deliver the service parents and children deserve."