



Annual Governance Statement for the Governing Body of Cockfield Primary School

School Ethos and Values

At Cockfield Primary school everyone will feel welcomed, respected and valued as equal members of the school community.

We are committed to providing a safe and caring learning environment where everyone has the opportunity to reach their full potential.

We will promote a culture of respect, responsibility and understanding of others.

We all work for our school to be a happy place where good behaviour is expected and all children enjoy their educational journey.

In accordance with the Government's requirements for all governing bodies the 3 core strategic functions of Cockfield Primary School's governing body are;

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

Governance Arrangements

The governing body of the school was re-constituted in 2015 and consists of the following members:

The Head teacher
 2 staff governors
 5 elected parent governors
 2 local authority governors
 3 community governors
 1 observer

The full governing body meets once a term with a number of sub committees considering different aspects of school life in greater detail. Considerable time is spent interrogating the Head teacher's report. National Government and Local Authority guidance is received.

Governors have excellent attendance at meetings and we have never had to cancel a meeting because it was not 'quorate' (the number of governors needed to ensure that legal decisions can be made).

Currently we have the following committees:

Curriculum
Finance and Premises
Appeals
First/Pay review

	<p>Head teacher's performance management</p> <p>Personnel and Discipline</p> <p>A code of conduct for governors has recently been reviewed and agreed</p> <p>A governor portal is available for governors to access school documents</p> <p>Governors all have special responsibilities and 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.</p> <p>Governors have carried out a skills audit.</p> <p>Curriculum</p> <p>At each meeting governors assess pupil progress against agreed targets by analysing and interrogating data presented by staff. The implications of our analysis are discussed.</p> <p>Finance</p> <p>The budget statement is agreed by this committee in consultation with the Head teacher.</p> <p>The Oracle statement is considered and any discrepancies discussed.</p> <p>Personnel</p> <p>The committee oversees the staffing of the school and those matters which touch on the effectiveness of both teaching and support staff. Particular attention is given to ensuring that interventions to assist learning are targeted appropriately. As we have no music/MFL specialists on the staff we have employed teachers for ½ day per week to teach the subjects.</p> <p>Training for governors</p> <p>Governors are encouraged to attend LA training events to become better informed and more able to support and challenge the school.</p> <p>Individual governors access training on a needs basis linked to their governor roles and responsibilities on each committee.</p>
<p>Key issues faced and addressed by the Governing Body</p>	<p>Achievement</p> <p>Maths</p> <p>Since the introduction of the new NC it was recognised by governors and staff of the school that mathematics teaching needed to focus more than ever before on the acquisition of skills and applying these to gain a deeper understanding of each area. A need for arithmetic to be taught daily for at least 15 minutes was also recognised. Governors agreed to the purchase of new resources and a new scheme.</p> <p>Writing</p> <p>Governors continue to recognise the need for writing to be a focus, this is particularly so for boys.</p> <p>Agreed to training for all teachers – Lee Parkinson</p> <p>Agreed for HT to find further training for all children and in particular underachieving/reluctant writers.</p>

Quality of Teaching

To ensure the quality of teaching is consistently good and often outstanding

- Governors are kept informed about the quality of teaching and learning by leaders. We know that a rigorous monitoring timetable is followed which includes lesson observations, work scrutiny, learning walks and talking to children.
- All teachers and staff within the school have very high expectations.
- Termly data sheets are shared at full governing body meetings which show the attainment and progress of all cohorts, SEN, PP and gender groups.
- DHT has been a leader in teaching and learning, to support and improve the quality of teaching. She still works with less experienced colleagues to respond to any underperformance, support and guide new staff and ensures CPD meets the needs of each teacher.
- Governors agreed on the standard marking and feedback policy which is used across the school, it is reviewed at least annually and it's use in school has been monitored by S Todd.
- Supporting the HT to appoint relevant, high quality staff at all levels
- Agreed to changes to the staffing structure within school, to meet the needs of the children. Ks1 class to be split (am) – taught by DHT and senior teacher

Leadership and Management

Maintaining the quality of teaching, ensuring all staff are aware of the leadership roles and the implementation of the new curriculum.

- We have ensured that NQTs are well supported, a very experienced NQT tutor is used throughout school.
- The new curriculum continues to be resourced.
- New assessment resources have been bought to track progress – reviewed and revised termly
- Governors have discussed how the school promotes British values and information for parents is on the website – school has joined the big classroom
- Governors have met with members of staff to discuss specific areas of the curriculum and gain understanding and knowledge of the areas of responsibility.
- Areas of responsibility have been re-allocated.
- Governors visit the school to monitor the areas and this is to develop further in the future.
- Governors support in school on a regular basis and also on school visits.

Behaviour and Safety

- We have reviewed relevant policies and ensured that all training for safeguarding is up to date.
- A safeguarding governor has been appointed and training has been completed.
- We review attendance and issues around absence.
- We have installed new fencing and door security systems to ensure the safety of all children, staff and visitors.

Assessment and Impact	Impact on Achievement:				
	Attainment 2016 %	Expected standard	NA	Higher than expected standard	NA
	R	91	66	45	
	W	73	74	27	
	M	100	70	45	
	GPS	91	72	45	
	R W M	73	53	27	
		Progress KS1 – KS2			Progress Score
	R	Significantly above NA			6.5
	W	Not significantly different from NA			1.9
M	Significantly above NA			6.2	
	The impact of Sounds Write				
	Phonics results				
	Year 1		Year 2		
%	School	NA	School	NA	
2014	60	74	63	66	
2015	67	77	83	64	
2016	85		100		
	Impact on the Quality of Teaching				
	<ul style="list-style-type: none"> We are kept well informed through the HT report about the quality of teaching from her monitoring programme. Teaching is now judged to be good in all classes with a high proportion of outstanding. This is due to high expectations, appropriate CPD and excellent guidance and support. Good team work and sharing of good practice. The leadership structure has improved accountability and has impacted on all areas of school life. More extracurricular activities are in place so more children can access clubs. Children receive quality PE sessions which focus on developing skills, physical development, healthy living and teamwork. We have a PE SLA which provides coaches and enables sports staff to work alongside our teachers to upskill and support the delivery of the subject. We have also purchased new outdoor PE equipment to improve the skills of the children e.g. balancing, co-ordination, upper body strengths (this is also used for children who have movement difficulties). 				
Future plans for the Governing Body	Governors have identified the following actions to improve their effectiveness.				
	<ul style="list-style-type: none"> Governors to be more involved in SEF and SIP planning Governors to become more aware of Performance Management of 				

	<p>teachers and how objectives are set and differentiated. HT to provide anonymised documents.</p> <ul style="list-style-type: none"> • Develop the monitoring role of governors further • Identify training needs • Develop relationships between staff and governors through monitoring visits and informal meetings • Become more visible as governors in the school • Governors to complete skills audit and create own action plan
Contact Details	<p>The Governing Body welcomes suggestions, feedback and ideas from parents/carers. Please contact the Chair of Governors c/o the school office.</p> <p>Details of the full Governing body are on the school website.</p>