



## **Annual Governance Statement- September 2019**

### **Governance Arrangements:**

The Governors are part of the Leadership of the school. Together with the leadership team they have strategised, planned, monitored and supported every aspect of the school's work. This has happened through termly Full Governing Body meetings, regular committee meetings, and Key Lead Governors with Subject Leaders across Teaching and Learning. Each Governor establishes an understanding of school management, curriculum and learning across Key 2 through individual visits to meet staff and observe lessons and other activities. They have also attended Governance training sessions during the year.

A list of Governors and their roles can be found on the school website.

### **Attendance record of governors:**

Governors have very good attendance at all meetings. To attract new governors, discussions take place in meetings to raise parents' awareness of parent places on the governing body and in considering community leaders who have an interest in supporting their local school. The budget is monitored closely by the governors by those involved in the Finance committee and for all governors in the termly governor meetings. Governors are aware of the excellent practice of the school's finance administrator. Governors ensure the school achieves value for money by involvement in any staff/environmental changes that may need choice of staff or best value contractors for example

Governors carefully consider all areas of the School Improvement Plan.

- Governors receive a termly report about staff training/development
- The school is working with other schools in areas of Teaching and Learning

### **The Work of the Governing Body**

#### **Core Functions**

Aside from the Full Governing Body, we have three committees: Finance, Premises and Personnel Committee, Curriculum Committee and Safeguarding, Health and Safety and Attendance Committee. In addition, individual governors take a key lead in monitoring the progression of learning which is found on our website. Each committee has a 'Terms of Reference' statement. The minutes of the Full Governing Body are available at the school office. From time to time highly confidential matters are discussed and these happen in Part 2 of the agenda. All Governors sign annually a Code of Conduct.

### **Effectiveness and Impact**

The school has a 'School Development Plan' (SDP). This is reported on to the Governing Body every term. The Governance team constantly ask themselves how the work they are doing helps to develop the quality of learning and progress for the children. They question the school on its

priorities, targets and action plans contained in the SDP. Then governors will ask what impact have these actions achieved and how will any shortfall be corrected to achieve targets set.

A good example is the provision of Reading at the school. The leadership team had identified the need to strengthen the provision of Reading. CPD reviewed and focus training provided to teaching staff in the areas of vocabulary, inference, prediction, explanation, retrieval and summarisation and also on fluency and stamina. Focused whole class reading sessions are set 3x a week to highlight and develop key areas.

ICT technology and resources is another example. When new updated ICT equipment was put forward by the leadership team to support learning for all children, the Governors agreed to the expenditure. Moderation of writing and KS2 target setting are other examples. Governors attended moderations meetings to agree and finalise teacher assessments in writing, reading and maths. Governors also discuss key data presented by the headteacher giving the results of pupil achievement, attainment and progress; so that governors can be sure that the school is on track to fulfil its targets for all pupils. Review of assessment across the curriculum is being discussed.

Governors focus on how the Pupil Premium Grant & Sports funding is being spent by the school and what impact this has had on pupil outcomes. The results of which are published on the school website.

The Finance, Premises and Personnel Committee looks at the maintenance and development of the school premises, and agrees and makes recommendations to the FGB about how the school budget should be set. Mrs Msallem, Mr Rockall, Mrs Regan, Mrs Clarke and Mrs Pardalis are responsible for Safeguarding, Health and Safety and Attendance. They carry out termly checks of the premises with Mr Geraghty, the school's caretaker. Governor's priority is safeguarding; our "Nominated Governor" for safeguarding, Mrs Msallem (chair) and Mrs Pardalis (headteacher) report any safeguarding matters and what action has been taken.

In the spring term, the FGB approved the 2019/20 budget plan for the school. The priority of our budget is focused on ensuring the curriculum provision is rich, broad, balanced, bespoke and relevant. The FGB are responsible for the renewal of our policies & procedures. Statutory policies are being updated in accordance with legislation. These can be seen on our school website.

Overall effectiveness of the school is a '2' overall. The following areas from the last OFSTED report show how the good rating was maintained. The leadership team has maintained the good quality of education in the school since the last inspection. Enthusiastic leadership and unwavering expectations have ensured that the school has gone from strength to strength. Headteacher leads through the school motto, 'achieving is believing'. Leadership is delegated effectively so that all staff play a pivotal role in the school's performance. Consequently, staff are very proud to work at Limes Farm Junior School. There is a culture of trust and transparency with pupils and parents that help the school to communicate well with them. Pupils are overwhelmingly positive about their school experience and celebrate the differences that make them each unique. They say that 'the school really helps children to improve their confidence and self-esteem. We are all treated the same and it doesn't matter if you speak a different language or believe in something different, the school thinks we are special no matter what.'

At the previous inspection, the school was asked to improve the difference marking and feedback has on pupils' progress and also to provide more challenging activities for the most able pupils. You have taken appropriate action to address these aspects. Inspection evidence, looking at work in pupils' books and the school's current progress and attainment information, shows that what you

are doing is making a difference and, despite some pupils having low starting points, pupils are achieving better outcomes. The school ensured that staff had an early and thorough understanding of the new national curriculum. As a result, the curriculum and assessment systems are now well embedded within the school. Leaders use this assessment information effectively to review the progress being made by different groups of pupils and individuals across a range of subjects. Staff are able to support pupils who are falling behind to catch up quickly. Most notably, this work is contributing to the improving progress of disadvantaged pupils. The school has gone from strength to strength since its previous inspection. The school's resolute belief that teaching is a consistently strong focus is securing effective teaching and learning. It is due to positive, transparent working relationships with the neighbouring infant school and rigorous monitoring and evaluation that the starting points for pupils are meticulously checked and verified as accurate. The progress pupils make is improving and is ensuring that pupils leave the school achieving at least the expected national standard in reading, writing and mathematics.

Despite the school having many strengths, the governors and the school team do not stand still but continue to review school development work to provide an even better provision for all pupils. The school environment is attractive, thought-provoking and exudes fun and inspiration. Leaders and governors have nurtured a culture and environment in which safeguarding underpins the school's work and pupils are kept safe. The school ensure that all staff and governors participate in regular training in all aspects of safeguarding, including how to support the prevention of radicalisation and extremism. Staff use this training effectively and make appropriate referrals. Pupils' personal development, behaviour and welfare, including their attendance, are monitored meticulously. Timely, suitable action is taken to address any issues or concerns. This includes working with external agencies when necessary. Staff record incidents precisely and leaders act on any issues appropriately. As a result, all potential risks are assessed and minimised, and pupils are well cared for. Pupils say that they feel safe in school. Parents and staff agree. Pupils confidently explain what they would do in a range of situations to keep themselves safe. The curriculum plays a positive role in helping pupils learn how to keep safe, for example from cyber bullying or misuse of social media. Pupils knowledgeably talk about staying safe online. Pupils also say that behaviour is good. They feel confident approaching any adult in the school as they know that staff will alleviate their concern. Pupils both acknowledge and value their diversity. They take pride in helping each other to feel comfortable and happy at school. One pupil said, 'It's about caring about each other no matter what year you are in and looking out for each other. Sometimes even we need help even though we are the oldest children here.' Governors are aware of all staff training and make visits to the school to monitor their particular area of responsibility.

Following the 2016 OFSTED report, areas that have been a focus include:

Next steps for the school Leaders and those responsible for governance should ensure that:

- an increasing number of pupils apply their curriculum knowledge more precisely so that they make even quicker progress to attain the national high standard in reading, writing and mathematics
- they act on the advice from the local authority so that all governors are as effective as the best ones with the support and challenge that they give to leaders. Future Plan for the governors Our School Development Plan will reflect our whole school review. Focus Development areas for Governance:
  - Continue to strengthen Governor monitoring roles in line with Ofsted Framework

- Ensure that all Governors have a clear understanding at the beginning of the academic year of where the school is placed in their journey of improvement

**How the Governing Body can be contacted**

The Governing Body welcome suggestions, feedback and ideas from parents-please contact our Chair of Governors, Mrs M Msallem, via the school office.

If you are interested in becoming a Governor, please contact the Chair of Governors.