



Annual Governance Statement for the Governing Body of Cockfield Primary School 2019 - 2020

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.

The Role of the Governing Body

Governors work closely with the Headteacher, school staff and representatives from the LA (Local Authority).

The role of the school governor is demanding but very rewarding. School governing bodies are responsible for working with the school to ensure that it delivers good quality education. Together with the Headteacher, who is responsible for day-to-day management, they set the school's aims and policies.

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 – to act as a critical friend to the Headteacher.
- Overseeing the financial performance of the school and making sure its money is well spent – ensuring accountability.

Other important duties include:

Determining how the school's budget is spent

<p>The appointing and dismissal of staff Hearing appeals and grievances Forming policy on the school's curriculum and collective worship Setting standards for pupils' behaviour and discipline Making sure school buildings are welcoming and safe Setting and monitoring the school's aims and policies</p>	
<p>Governance Arrangements</p>	<p>The governing body of the school was re-constituted in 2015 and consists of the following members: The Head Teacher 1 staff governor 4 elected parent governors 1 local authority governors 3 co-opted governors</p>

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.

(THIS MAY BE IN PERSON, VIA EMAIL, THROUGH VIRTUAL MEETINGS – DURING COVID-19 PANDEMIC)

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

Head teacher's performance management

Personnel and Discipline

A code of conduct for governors has been reviewed and agreed

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.

Governors have carried out a skills audit.

Curriculum

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.

(GOVERNORS ALONGSIDE STAFF WILL NEED TO AUDIT CURRICULUM COVERAGE AND SKILLS BEING TAUGHT. THEY WILL DISCUSS WHAT STRATEGIES ARE IN PLACE TO SUPPORT CHILDREN TO FILL THE GAPS IN LEARNING WHICH HAVE OCCURRED DURING COVID-19)

Finance

The budget statement is agreed by this committee in consultation with the Head teacher.

The Oracle statement is considered and any discrepancies discussed.

	<p>Personnel 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.</p> <p>Training for governors Governors are encouraged to attend LA (Local Authority) training events to become better informed and more able to support and challenge the school. Individual governors access training on a needs basis linked to their governor roles and responsibilities on each committee.</p> <p>Governors have taken part in budget training to gain a better understanding of school finances</p> <p>Governors have also taken part in ASP (Assessing Pupil Progress) training, Special Educational Needs, Safeguarding, LGBT+ training AND Ofsted training.</p>
<p>Key issues faced and addressed by the Governing Body</p>	<p>Achievement</p> <p>Maths Since the introduction of the new NC (National Curriculum) 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. A subscription to Classroom Secrets has been taken out, which has a wealth of planning and resources. We also use resources from Twinkl and White Rose to support our teaching. We have changed our approach to the teaching of maths, staff are using concrete apparatus, followed by using pictorial representation and real-life and outdoor maths. Staff have also received training from the Local Authority – looking at how we build up to Greater Depth, fluency, problem solving/reasoning/variation, mastery including greater depth.</p> <p>Writing Governors continue to recognise the need for writing to be a focus, this is particularly so for boys. School has become part of the North East Literacy Campaign – which involves training for staff. Governors have approved a subscription to Classroom Secrets, Literacy Shed and Literacy Shed Plus and Grammarsaurus which both provide a wealth of resources for staff and children. Staff have received training from the LA, looking in more detail at Greater Depth writing. Governors have ensured that writing is a focus in all curriculum areas</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

(COVID-19 PANDEMIC – ASSESSMENTS HAVE NOT BEEN CARRIED OUT IN THE SAME WAY AS NORMAL AND THERE IS NO REQUIREMENT TO REPORT R, Y1 PHONICS, Y2 ASSESSMENTS, Y4 TABLES TEST OR Y6 ASSESSMENTS)

of all cohorts, SEND (Special Educational Needs and Disabilities) and , PP (Pupil Premium) and gender groups.

- 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 is constantly reviewed and changes are made in light of the new approach in school, to ensure it is not too onerous for staff
- 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.

2017- 2018 Appointment of KS1 teacher, Y5/Y6 class to be split am – Y5 taught by DHT (Deputy Headteacher)

2018 -2019 in order to cover maternity leave and ensure the smooth running of the school, Y1 teacher moved to EYFS (Early Years Foundation Stage), NQT (Newly Qualified Teacher) appointed for Y3/Y4

2019 – 2020 Acting Deputy appointed to cover DHT maternity leave

Leadership and Management

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

- We have ensured that NQTs, (Newly Qualified Teachers) are well supported, a very experienced NQT (Newly Qualified Teacher), tutor is in place.
- The curriculum continues to be very well resourced – changes have been made in light of the new Ofsted focus. A curriculum has been designed which meets the specific needs of our children. Topics are planned which build on children's skills and celebrate our local heritage.
- 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 – we have been part of My Neighbour and Me Project, Commonwealth Project, Harmony and the Educate and Celebrate programme
- Governors have met with members of staff to discuss specific areas of the curriculum and gain understanding and knowledge of the areas of responsibility – staff report on action plans at governor meetings.
- 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.

(COVID-19 THE CURRICULUM WILL NEED TO BE RE-ORGANISED TO ENSURE WE ASSESS WHERE CHILDREN ARE, CLOSE THE GAPS AND BUILD ON SKILLS)

Behaviour and Attitudes, Personal Development

- 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 fencing and door security systems to ensure the safety of all children, staff and visitors.
- Information leaflet for staff regarding safeguarding procedures has been written
- Safeguarding Information leaflet for Volunteers and Visitors completed
- We continue to develop children and equip them for the next stage e.g. pupil task force, investing in children, votes for schools, visits from universities, Primary Futures.

(WE HAVE UPDATED SAFEGUARDING INFORMATION IN LIGHT OF COVID-19, ALL STAFF AND GOVERNORS HAVE READ THE INFORMATION)

Assessment and Impact**Impact on Achievement:**

Attainment 2019 %	Expected standard	National	Higher than expected standard	National
R	88	73	13	27
W	75	79	19	20
M	81	79	13	27
GPS	75	78	13	36
R W M	69	65	0	11

	Progress Score
R	0.9
W	0.9
M	0.8

The impact of Sounds Write

Phonics Results

	Year 1		Year 2	
%	School	National	School	National
2017	89	82	100	67
2018	77	81	50	92
2019	93	67	67	56
2020	NOT REPORTED			

Impact on the Quality of Teaching

- We are kept well informed through the HT report about the quality of teaching from her monitoring

	<p>programme.</p> <ul style="list-style-type: none"> • Teaching is now judged to be good in all classes with a high proportion being outstanding. This is due to high expectations, appropriate CPD (Continuing Professional Development) 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 (Service Level Agreement), which provides coaches and enables sports staff to work alongside our teachers to upskill and support the delivery of the subject. CPD (Continuing Professional Development), is also provided through the SLA (Service Level Agreement). • 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). The children regularly use this before and after school and for after school club • We have introduced Forest Schools
<p>Future plans for the Governing Body</p>	<p>Governors have identified the following actions to improve their effectiveness.</p> <ul style="list-style-type: none"> • Governors to be more involved in SEF (School Self Evaluation) and SIP (School Improvement Planning) • Develop the monitoring role of governors further – meet with subject leaders regularly to monitor developments in subjects throughout the school • Identify training needs • Continue to develop relationships between staff and governors through monitoring visits and informal meetings • Become more visible as governors in the school – children more aware of who they are and their role • Governor responsibilities have been assigned to each area of the New Ofsted Framework – roles will be monitored at least termly

Contact Details

The Governing Body welcomes suggestions, feedback and ideas from parents/carers. Please contact the Chair of Governors c/o the school office.

Details of the full Governing Body are on the school website.

