

# Annual Governance Statement

## 2016-2017

This annual governance statement gives a brief overview of the activities of the governing body over the last year. Its purpose is to identify the significant aspects of the last year and the part the Governing Body has played in these.

The report is organised around the three primary objectives of the governing body – setting the strategic direction of the school, holding the school to account, and ensuring the financial well-being of the school.



### Strategic Direction

Last Autumn, the decision was made to restructure the Governing Body committees, giving them a more specific remit across the school year. The Terms of Reference have been drawn up to ensure that meetings keep Governors well-informed about the main issues and give them time to explore these matters, and ask questions that deepen their understanding.

Because of work and family commitments, some Governors have more time to spend in school than others, but they are all very committed to the continuing improvement of our primary school. All members are linked to at least one class and endeavour to spend time with them at least twice a year. Governors are also attached to a Subject Leader Team and are encouraged to meet with them to discuss school improvement and development priorities. It is through these collaborative activities that Governors gain a more detailed insight into how the school operates in the short-, medium- and long-term, so that their support is relevant, well-informed and grounded.

### Holding to the school to account

The Governing Body has a responsibility to ensure that the headteacher and staff are adhering to the school's policies, and delivering the best possible outcomes for all children.



The School Effectiveness Committee meets at least termly to review policy and practice. The annual review of the school's curriculum policies is conducted by this committee (Sex and Relationships, for example), and sometimes they have considered other policies that have a direct impact on teaching and learning, or are particularly relevant in light of our School Improvement and Development priorities and initiatives, e.g. the marking and feedback policy. In this way they are kept informed about what delivery of the curriculum looks like in practice.

Data is a complex matter! All Governors have an overview of the school's data (in the last year they have tracked the progress of our Year 6 cohort, and understood the impact of developments in Year 2 assessments). However, we have realised that Governors will have a greater impact on school

effectiveness if one committee studies all aspects of data analysis as part of each meeting, including verifying appropriate attainment and progress in each core subject and for vulnerable groups of children, and being prepared to challenge school leaders if this does not happen.



Governors on the Effectiveness Committee have taken this role seriously and have asked searching questions about the data discussed, both when exploring the school's strengths and the areas for development. They understand the implications of attainment and progress for children who

attract Pupil Premium funding, those with Special Educational Needs, those who speak English as an additional language, and they have explored anomalies between boys and girls.

Led by Mrs Chamberlain, the School Effectiveness Committee distributes questionnaires to different groups of stakeholders, and then analyses results and provides feedback. Sometimes they have held extraordinary meetings for this purpose. This year the committee has canvassed opinion from staff and from parents of children in Years 2 and 6; issues have been addressed, such as the deployment of staff including higher level teaching assistants, teaching assistants and cover supervisors, and direct action has been taken as a result.



## Management of Resources

As you will no doubt be aware from the media, pressure on school budgets is greater than ever, and Roydon Primary School is by no means immune to this. The Resources Committee monitors the school's finances at least four times each year to ensure the best value for money is being obtained, and the long-term viability of the school is secured. Staffing ratios remain very high, with all morning lessons supported by at least one teaching assistant, and teachers are also supported by four higher level teaching assistants.

Teaching and learning are well-resourced, and careful financial management ensures that Roydon stays ahead of the game when it comes to technology. iPads, laptops, PCs and software are renewed and updated on a rolling programme so that children are receiving an education that is highly relevant in this digital age. However, we do make sure that we also buy enough pencils so that children learn how to write!



Roydon Primary School is a building of many ages, and we are well-prepared as we move into a new phase of our development with the construction of eight new classrooms, a new hall, a new kitchen suite, a new office suite and various other learning spaces. It is an exciting time, but staff and Governors understand that the education of the children at Roydon Primary School is THE priority and we have been working hard to ensure that our high standards of teaching and learning will not drop when the building begins.

## Governing Body

It was a year ago that Sarah Portway took over from Nigel Huddleston as Chair of the Governing Body. Having decided to take more of a backseat as Vice-Chair, Nigel subsequently left as his work commitments became too great. In March Sarah became the Local Authority-appointed governor, allowing for Maria Chamberlain to become a Co-opted governor.



As a result of the Parent Governor elections we were sorry to lose Simon Hurst who had served on the Governing Body for many years and we thank him for all he has done to support the school. Sarah Brownsword and Sharon Moore have now joined us and we look forward to working with them and to them sharing their knowledge and expertise with us.