

**Annual Governance Statement for the Governing Body of
Consett Infant and Beechdale Nursery Federation
2017/18**

School Vision/Mission Statement

The purpose of **Consett Infant and Beechdale Nursery Federation** is to offer children the best possible learning opportunities in a caring, challenging, attractive environment, so that each child can develop academically and personally to his or her full potential.

The Federation aims to provide a lively, welcoming and caring place in which children are valued as individuals and as members of society.

The Federation aims to promote the well-being and development of the whole child. We are concerned with the child's aesthetic, physical, moral, spiritual and social as well as academic needs

The Governing Body of Consett Infant and Beechdale Nursery Federation has a strong focus on its three core strategic functions:

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, and the performance management of staff; and
3. Overseeing the financial performance of the school and making sure its money is well spent.

Governance arrangements

When organising our committee structure we consider individual governor strengths to ensure we are more effective in our roles. Our committees are organised in the following way:

Full Governing Body – 11 governors

Appeals

Finance and Buildings

First/Pay Review

Head Teacher's Performance

Personnel

Achievement and Data

Teaching and Learning

Meetings:

We hold a full governing body, finance committee meeting, Achievement and Data committee meeting and Teaching and Learning committee every term to cover school, LA, government and current issues.

We hold other committee meetings in response to the needs of the school.

	<p>A governor portal is available for governors to access school documents and minutes of meetings.</p> <p>Governors all have special responsibilities and visit school 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 once visits have been carried out and these are presented at full governing body meetings.</p> <p>Finance</p> <p>The finance committee agrees the budget plan taking into account the School Improvement Plan. It considers the End of Year Statements using benchmarking data to compare the school's financial performance.</p> <p>The monthly Comparison of Expenditure with Budget Report (Oracle statement) is considered and any discrepancies discussed.</p> <p>Any new governors that feel they need to develop their knowledge on school finances attend training when necessary. The school administrative manager keeps governors informed about projects and spending.</p> <p>Minutes from meetings are shared with all governors.</p> <p>Training for governors</p> <p>Governors are encouraged to attend the LA training events to become better informed and more able to support and challenge the school.</p> <p>Individual governor's access training on a needs basis linked to their governor roles and responsibilities on each committee.</p> <p>Whole governing body training has been accessed this year on:</p> <ul style="list-style-type: none"> • Understanding RAISE online • The role of a Nursery School governing body
<p>Key Issues faced and addressed by the Governing Body</p>	<p>Achievement:</p> <p>Issue : Raising achievement of Disadvantaged and More Able Children</p> <p>Actions taken:</p> <ul style="list-style-type: none"> • Governors commissioned an external review of provision for DA children and acted on advice given • Training for staff on raising expectations and challenge for MAC children • There is now a designated governor for MAC and DA children. They meet regularly with middle leaders to monitor actions and the impact of these and report back to the governing body their findings • The Achievement and Data committee looks carefully at the progress and achievement of these two groups each term <p>Quality of teaching;</p> <p>Issue : ensuring the quality if teaching is consistently good</p>

and that children make consistently good progress

- Governors are kept informed about the quality of teaching and learning by leaders. We know that a rigorous monitoring plan is followed which includes lesson observations, work scrutiny and talking to children.
- A teaching and learning committee is now established and meets once a term to monitor the quality of this area within school
- A time table of supportive visits is now in place and governors are able to report to the full governing body about progress within their area of responsibility
- High expectations are expected of all teachers and staff within the school.
- Termly data sheets are shared at full governing body meetings which show the attainment and progress of all cohorts, SEN, PP and gender groups. We challenge underperformance and follow up at team meetings.
- Governors agreed on the improvements to the outdoor play environment to extend and enrich the opportunities for outdoor learning through the introduction of OPAL
- Supporting the Head Teacher to appoint relevant, high quality staff at all levels.

Leadership and management.

Issue: To improve the ability of governors to challenge the head teacher and hold staff to account. Develop the skills of middle leaders so they make a full and telling contribution to teacher performance.

- Governors commissioned an external review of governance and have a comprehensive action plan in place to address recommendations from this. A working party meets each term to review this and ensure actions are addressed.

	<ul style="list-style-type: none"> • New assessment resources have also been developed to track progress. These will be used to set aspirational milestone targets for key point in the year and enable governors to challenge any underperformance. • Governors are currently reviewing the School Self Evaluation (SSE) and School Improvement Plan (SIP) alongside leaders in the school. • Governors have met with staff to discuss E-safety within school and draw up an action plan <p><i>Behaviour and safety</i></p> <ul style="list-style-type: none"> • We have reviewed relevant policies and ensured that all training for safeguarding is up to date. • A safeguarding and attendance governor is in place • The governors review attendance and issues around absences.
--	--

<p>Assessment of Impact</p>	<p>Impact on Achievement:</p> <ul style="list-style-type: none"> • The GLD at the end of YR is now at 65%, showing an improving trend over the last three years • Current data is showing an improvement in attainment and progress across the school in all subject areas, particularly the proportion of children reaching greater depth by the end of Y2. • The quality of teaching in writing has improved, children are more engaged and enthusiastic to access writing across all areas of the curriculum <p><i>Impact on the Quality of teaching</i></p> <ul style="list-style-type: none"> • We are kept well informed through the Head Teacher report about the quality of teaching from her monitoring programme. • Teaching is now judged to be good in the majority of classes. This is due to high expectations, appropriate Continuing Profession Development (CPD) and excellent guidance and support. Good team work and sharing of good practice. • Staff have visited a number of schools to participate with moderation activities and to share ideas/good practice and identify ways to further improve teaching and learning within our school • More extracurricular activities are in place so more children can access clubs • Children receive quality P.E. sessions including those run by external coaches, which focus on developing skills, physical development, healthy living and team work. <p><i>Impact on Behaviour and safety:</i></p> <ul style="list-style-type: none"> • Governors have a clearer picture of the deprivation of their pupils and any safeguarding concerns through the revised Head Teacher report • Provision for vulnerable children has been improved through targeted sessions to meet needs e.g. Lego therapy. Counselling with Mrs Richardson, crisis response etc. • Governors have maintained the appointment of a Family Support Worker to work alongside families who need additional targeted support
<p>Future plans for the Governing Body</p>	<p>Governors have identified the following areas to improve their effectiveness.</p> <ul style="list-style-type: none"> • Governors will demonstrate the impact of training through an ability to ask relevant, challenging questions of the Headteacher which are reflected in meeting minutes.

	<ul style="list-style-type: none"> • Governors will develop their knowledge and understanding of the school and the progress being made by all groups of pupils. This will be evidenced by informed discussions during relevant meetings, which are clearly documented in the meeting minutes. • Governors will understand and use the information to monitor the impact of teaching on pupils learning and progress. Minutes of meetings record questioning / challenge in relation to this. • Individual Governors will have a detailed understanding of the progress being made towards the achievement of key priorities and are able to provide regular updates at full Governing Body meetings.
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>