

OXSPRING PRIMARY SCHOOL GOVERNING BOARD

ANNUAL STATEMENT FOR 2018 -2019

The purpose of governance is to provide confident, strategic leadership and to create robust accountability, oversight and assurance for educational and financial performance.

The Governing Body has three core functions:

Establishing the strategic direction by:

- Setting and ensuring clarity of vision, values, and objectives for the school
- Agreeing the school improvement strategy with priorities and targets
- Meeting statutory duties

Ensuring accountability by:

- Appointing the Headteacher
- Monitoring the educational performance of the school, and progress towards agreed targets
- Performance Managing the Headteacher
- Engaging with stakeholders
- Contributing to school self-evaluation

Overseeing financial performance by:

- Setting the budget
- Monitoring spending against the budget
- Ensuring money is well spent and value for money is obtained
- Ensuring risks to the organisation are managed

Oxspring Primary Governing Body operates a Circle Model of Governance whereby the Governing Body works as a 'whole team', meeting 6 times per year. Following the Self Review in June 2019 the governors agreed that this structure works well and facilitates greater efficiency and effectiveness.

The Governors' Year Planner ensures that the Governing Body meets its statutory obligations and follows good practice and is reviewed and amended accordingly each year as part of the governors' self-review process.

The Governing body can 'commission' assignments or activities arising from the business of a governors' meeting, which will be recorded in the minutes. Any 'commissioned' working groups will have Governing Body drafted agreed terms of reference. In order to ensure its core functions are fulfilled the Governing Body delegates monitoring responsibilities to 'monitoring pairs' or 'individuals'. These include the statutory required individual roles and those focused on School Improvement Priorities.

Provision is also made for governors to form committees to deal with:

Pupil Discipline and Exclusion; Staff Dismissal; Barring of a Parent; Applications for Special Leave; Complaints; Grievances; Pay Appeals; Flexible Working; Headteacher's Performance Review.

The Governing Body reviews its performance on a yearly basis and identifies specific priorities it will address in the coming year's Governor's Development Plan. This is monitored through the Monitoring and Evidence Overview planner.

The Governing Body also maintains a Strategic Assessment and Monitoring Group (SAM). It meets 3 times a year or more often as appropriate, and has a core membership, but is open to all governors to attend if they wish or if there is an item of particular interest.

The structure, membership and attendance records can be found on the school website, as can the governors' Register of Business Interests. Terms of Reference, Delegation Planner and the Governors' Handbook, are also on the website.

The Governing Body is made up of parent, LA, co-opted and staff governors in accordance with the School Governance Regulations 2012. Although there have been some changes in the membership of the Governing Body it was particularly encouraging to end the academic year with a membership of 12.

The Co-Chairs of the Governing Body meet with the Head Teacher on a regular basis to offer both support and challenge. Link governors also visit

school as part of their monitoring role. Records of these and all visits by governors are held in school and uploaded on the secure governors' area on OneDrive to facilitate the sharing of information.

Setting the vision and strategic direction of the school

The Vision

Oxspring 2020

Our Vision

'Embracing Learning – a school for all'

Full details of the school's vision and how we intend to achieve this can be found on the website.

The values of the school continue to be: Learn, Endeavour, Aspire, Respect, Nurture.

The Strategic Direction

The strategic direction of the school is set out in the very detailed School Improvement Plan (SIP) and focussed on the right priorities. The plan is clear about who is responsible and actions are identified. The SIP is approved by the Governing Body and reviewed along with the Development Schedule on a regular basis for updates, challenge and agreement.

The priorities for the academic year 2018– 2019 were re written following the Ofsted Inspection and in line with the 2019 Ofsted framework:

1. Quality of Education:

- Writing – To develop a whole school approach to the teaching of spelling, in order to improve consistency and attainment.
- Maths- To further develop problem solving and reasoning skills in maths.
- Reading – To enhance the profile of reading between home and school.

- SEND – To embed an effective and robust assessment system for SEND pupils.

2. Behaviour and attitudes:

- To further enhance the role of Pupil Parliament and achieve Investors in Pupils status.

3. Personal Development:

- To further develop opportunities for supporting pupil and staff emotional wellbeing and mental health.

4. Leadership and Management:

- To further enhance the monitoring skills of middle leaders.
- To further develop safeguarding systems and procedures.

5. EYFS:

- To further develop maths in the Early Years.

Hold the Headteacher to account for its educational performance

The Headteacher presents a governor's report to the Governing Body, three of these being comprehensive, while the alternate three comprise headlines and updates. These along with all the papers for the governors' meetings are uploaded onto the governors' secure OneDrive area. A 'Governor Feedback' pro forma, inviting questions and comments is also uploaded onto the OneDrive. The report is set out as agreed under the new 2019 Ofsted framework headings of Quality of Education; Behaviour and Attitudes; Personal Development; Leadership and Management and EYFS. The report includes current information regarding pupil progress and achievement data, as well as the use and impact of the Pupil Premium and Sports Premium. This information can also be found on the school's website. The report includes information regarding attendance; behaviour, bullying and accidents; safeguarding; Special Educational Needs and Disabilities (SEND); and enrichment activities.

The robust monitoring timetable, 'Subjects on a Page' planning and overview, and Key Performance Indicators (KPIs), along with the Monitoring and Evaluation Milestones provided by the Headteacher within the SIP, give governors information to enable them to evaluate the rate of progress for continuous school improvement. In addition the School's Development Schedule and Monitoring Calendar provide governors with a very clear picture of how senior leaders intend reviewing their impact on the achievement and progress of pupils and feed back to governors.

The Strategic Assessment and Monitoring (SAM) group monitors and evaluates the impact of improvement strategies on outcomes for all pupils. It also receives information regarding the achievement and progress in particular, of pupils in receipt of pupil premium, more able pupils, and those identified as having special educational needs or disabilities (SEND). In addition to receiving regular updated assessment information by the Headteacher, governors have been given presentations by Subject Leaders.

Ensure financial resources are well spent.

The Governing Body receives a Finance Report as part of the Headteacher's Report, and reviews financial balances, uses financial information when making spending decisions, and ensures the school deploys its work force to maximum effect, for example employing Higher Level Teaching Assistants (HLTAs), Out Of School Staff, and the use of Sports Consultants and Coaches. Benchmarking is undertaken to compare Oxspring with 'like' schools and explore ways to implement more efficient systems and secure best practice. Some of the Penistone Pyramid's Finance Officers, including Oxspring's, established a group this year which meets to consider joint procurement and the sharing of good practice.

This last year has continued to see decreasing spending power for the majority of schools across the country. Oxspring is no different and is in fact the lowest funded school in the authority. Through very judicious financial management we have been able to maintain five class groups which has led to the excellent outcomes for pupils this year. Meetings have been held and considerable discussions have taken place, consulting with Human Resources

and council officials, to ensure that the number of teaching assistants have been maintained for the short term in order to support the pupil's safety, wellbeing and educational opportunities. The outstanding Oxspring PTA has continued, through their fundraising, to ensure that the children have access to the resources so necessary to provide them with an all-round education. The realisation of The Green was very much part of their inspirational work and has now become a much used and popular facility for the children.

The Finance Officer meets with the Finance Pair prior to each FGB meeting and then presents very detailed current income and expenditure reports, which are included with the Headteacher's Report. She also maintains a 3 year plan despite the ever reducing budget in addition to increasing demands on the limited financial resources.

The Pay Committee's remit is to receive information and recommendations from the Headteacher concerning teachers' performance reviews ensuring that there is a robust system in place regarding monitoring and that performance and pay are closely aligned when making decisions.

The governors have continued to support and work closely with the leadership of the school in their drive to ensure the very best education for our children. Governors have also:

- Met with the Inspector during the Ofsted inspection in March. It was an extremely positive outcome and governance was recognised as a strength of the school.
- Continued working alongside the Pupil Parliament (PP). Their work this year has provided the foundations and structure for the school to seek the Investors in Pupils Award in 2020. Representatives of the PP attended part of one of the Governors' Meetings to gain further insight into the cycle business and responsibilities of governors.
- Took part in discussions regarding the new pupil entrance and remodelling of the school reception area, which will make a significant impact in terms of keeping the children safe.

- Undertaken succession planning to ensure seamless continuity of Chair and Vice Chair of Governors by electing 2 Co Chairs (the original Chair and Vice Chair) and a new Vice Chair.
- Continued the governors' monitoring role through 'Governor Days', which focus on SIP priorities, as well conducting a Self-Review; Link Governor review; and the development of a publicity group, as well as developing an understanding and use of OneDrive to further enhance communications and efficiency.
- Received details reports from the SENDCo who took up post at the beginning of the academic year, regarding the developments and progress she has made, as well as training attended with all the latest information available.
- Continued to engage in wider governance issues through active participation with Barnsley Governors Association and membership of National Governance Association.
- Ensured statutory requirements regarding policies were met and up to date.
- Attended in-house training such as Pupil Premium and SEND, as well as individual governor training including Induction; Finance; School Leadership Support and Challenge; e-safety, Safeguarding and PREVENT.
- Ensured all new governors receive in-house Induction Training, and maintaining a governors' training and development record as well as a Skills Audit.
- Scrutinised the opening, delivery and supervision of SATs papers; attended Open Days for prospective parents; contributed to the school newsletter.

The Governors' Year Planner, outlining the cycle of business, can be found on the website, as can the Monitoring and Evaluation Overview.

Individual Roles and Responsibilities

Sharon Irwin – Headteacher

Paul West - staff

Pam Heggie – co-opted

**Chair of Governors and Co-Chair from
17.01.19**

**Chair of Strategic Assessment and
Monitoring**

Safeguarding

Literacy

Mike Cassidy- co-opted

**Vice Chair of Governors and Co-Chair
from 17.01.19**

PHSE/SEL/Personal Development

Investors in Pupils and Pupil Parliament

Gemma Mahoney - co-opted

Vice Chair from 17.01.19

EYFS (Early Years Foundation Stage)

**STEM (Science, Technology, Engineering,
Maths)**

Michelle Jowett – co-opted

**Special Educational Needs and
Disabilities**

Helen Sparks – parent

English (with a focus on reading)

until 26.11.18

Colin Gratton-Rayson - parent

Maths

Rhys Gapper – co-opted

IT

until 28.11.18

GDPR

Health & Safety,

Marie Hollingworth - LA

Safeguarding

Data & Assessment

Richard Abdy – parent

Finance

Laura Brown – parent

English (writing & spelling)

Sally Stanger – parent

from 01.12.19

Health & Safety

Lucy Schofield – co-opted

Finance

School Marketing