



Annual Statement of the Governing Body 2015-16 Deighton Gates Primary School

The major focus of the Governors is to ensure that our pupils progress appropriately in their education by working with and holding the Senior Leadership team to account. The Governing Body appreciate that for this to happen the pupils must be supported by a well led, enthusiastic, professionally competent and motivated staff all working together within a safe, supportive, stimulating environment. Governors appreciate too the requirements of our children’s parents and carers and their need to be satisfied about the overall leadership and management of the school and how it affects safeguarding, learning and the enjoyment of children.

To achieve their objectives governors must continually evaluate the role they have played within the life of the school, and publish relevant information to all interested parties. This statement is part of the evaluation process.

The Governing Body consists of 11 members plus the Headteacher:

Name	Type of Governor	Term of Office
Mrs Claire Harrison	Head Teacher	2010- present
Ms Laura Sayer - Chair	Co-opted	2014-2018
Mr Simon Cavell – Vice Chair	Parent	2015-2019
Mrs Jean Chapman	Co-opted	2014-2018
Mr Andrew Thornhill	Parent	2015-2019
Mr William Todd	Foundation	2015-2019
Miss Helen Duffy -Deputy Head Teacher	Co-opted	2014-2018
Mr Luke Dancer	Staff	2015-2019
Mr Charlie King	Local Authority	2015-2019
Mrs Phillipa Bolton	Parent	2014-2018
Mrs Sandra Swift	Foundation	2016-2020
Mr Robert Hart	Parent	2015-2019

There are currently no vacancies.

The Governing Body has three core strategic functions which are:

- **Ensuring clarity of vision, ethos and strategic direction**

Governors are responsible for setting the school’s strategic framework, identifying priorities for school improvement and monitoring progress towards these goals. We are also responsible for setting a school ethos of high expectations of behaviour, progress and attainment of all pupils and of conduct of staff and governors.

- **Holding the Headteacher to account for the educational performance of the school and its pupils, and the performance management of staff**

Governors must provide challenge to the school and hold the teacher and senior leaders to account for improving the quality of teaching and learning and school performance. We do this through questioning and regular monitoring and analysis of data on children’s performance and progress. Governors hold the headteacher to account for the performance management of teachers. The Headteacher’s performance management is conducted by Governors.

Overseeing the financial performance of the school and making sure its money is well spent

Governors look at financial statements and ask questions to ensure that the school makes efficient use of its budget and provides best value for money.

Each year the Governing Body considers:

- Standards of attainment and progress in all year groups and groups of children across the school
- Safeguarding pupils and staff
- Attendance
- Staffing
- Finance
- Health and Safety
- Regular review of the School Development Plan and School's Self Evaluation

During 2015-16, the Governors have in particular focused on:

- Further development of the New National Curriculum
- New arrangements for assessment for children beyond levels
- New statutory assessment arrangements
- Further development of the Wharfe Valley Learning Partnership
- Induction of new governors
- Review of the behaviour policy

The following areas are some of the ways in which the Governing Body impact on the strategic management of the school:

School Development Plan (SDP)

Governors work co-operatively with the Headteacher and Senior Management Team in the preparation for writing and the monitoring of the School Development Plan. The Plan sets aims for the school. The current SDP is based on priorities identified from data, school self-evaluation and Ofsted priorities. The SDP is set out with clear aims, the key tasks will be completed in order to achieve these aims and the success criteria in order to measure outcomes. The SDP is monitored and reviewed termly, with an evaluation overview being presented to governors.

Governor visits

The governors are invited to visit the school as part of their monitoring of the SDP and of specific issues, such as Health and Safety and Safeguarding. Each Governor is developing a link with a particular cohort of children and will follow them through the school as they progress. Some governors have additional responsibilities such as SATs, Child Protection and SEN.

Data analysis

Data is made available to governors through termly meetings with verbal and written presentations followed by question and answer sessions with the Headteacher and Senior Management Team. Thus the governors are able to benchmark their data against similar schools, the Local Authority and schools nationally to ensure the schools standards and expectations are high and able to be closely scrutinised. This is supported by a School Improvement Partner from the Local Authority. Particular scrutiny is placed on pupil progress across all ability groups including vulnerable groups and on the effective use of pupil premium.

Policies

Governors review all relevant policies to ensure that all guidance is current and up to date. Specific attention is paid to ensure that the school complies with the Department for Education mandatory policy list and the Local Authority recommended list.

Financial management

The impact of the governors' role in the school ensures that the budget is managed effectively and improvements are effective and continuous. The Governors bring a wide variety of expertise and this helps the school to move forward.

Governor Meeting Attendance

Governor attendance is monitored.

Review

The Governing Body, the Headteacher and all members of staff work constantly to improve and develop the provision for children. The trend in outcomes at Key Stage 1, Key Stage 2, early Years and Year 1 phonics continues to be strong. Statutory Assessment for the end of 2016 is under the new Age Related Expectations assessment procedures and the Government have yet to release agreed accountability measures. Results of Statutory Assessment will be displayed on the website once they are available. The Local Authority moderated assessment in the Early Years which validated the school's assessment practice and procedures as strong.

Future plans for 2016-17

In line with the School Development Plan and the national agenda, the focus for the strategic development of the school involves the following areas of focus for Governors:

- Review and redevelopment of the curriculum for Personal, Social, Emotional and Health Education (including a review of Sex Education)
- Further development of the teaching of spelling
- Exploring the implications of the Academies Agenda for the school and the Wharfe Valley Learning Partnership.
- Development of the role of Governor for Pupil Premium