1. Overview

The Governing Board conducts its business to take account of the three roles of governing boards as outlined in the Department for Education’s Governance handbook:

- Ensuring clarity of vision, ethos and strategic direction;
- Holding the Headteacher to account for the educational performance of the school and its pupils;
- Overseeing the financial performance of the school and making sure its money is well spent.

We remain committed to ‘working together to capture and nurture the imagination of young minds’ so that children become excited by learning and develop their talents. Through our work, described below, we have held senior leaders accountable for the quality of teaching and learning. All governors understand that the day to day management of this school is the responsibility of the Head teacher and senior leadership team and they work to ensure that they are not drawn into operational detail.

The Governing Board ensures that school complies fully with statutory safeguarding procedures. All staff have signed a record to confirm they have read Part 1 of the DfE statutory guidance "Keeping Children Safe in Education". The Governing Board has familiarised itself with the document and worked with the safeguarding lead and other senior leaders in school to complete the annual safeguarding audit in May 2018.

Information on the school website has been reviewed and governance information complies with current requirements.

2. The Composition of the Governing Board

At the start of the academic year 2017-18, we were seeking governors with particular skill sets. With some help from the Local Authority Governance Service and the Inspiring Governance website we appointed three governors, each of whom brought essential knowledge and skills: a parent governor with a law degree and management experience in contract design and negotiation; a governor with considerable educational experience at headship and consultancy level; a governor with financial and staffing expertise who works as a commercial manager with a very large national company. There is currently one vacancy on the Governing Board for a Local Authority Governor. Our previous Local Authority Governor’s term of office ended in September 2018.

There have been a number of new governors appointed during the last twelve months and, as a result, we have:

- required every new governor to complete approved formal induction training
- drafted an information pack for prospective governors and written guidance for new governors
• provided mentors for new governors from amongst our experienced governors and from a partner school where Ofsted recently judged governance was strong

3. Meetings of the Governing Board and Attendance
The Governing Board has conducted its business in the following ways:
• The full Governing Board has met four times in the year to co-ordinate the work of individual governors and committees
• Our three committees each meet once a term, with delegated authority to make decisions on behalf of the Governing Board and systematically monitor and evaluate impact in their specific areas of responsibility. One covers teaching and learning issues; one looks at pupil support and partnerships; the third is responsible for resources: finance, premises and staffing.
• All meetings are now clerked by a trained professional clerk, able to advise us on our statutory duties.
• Each governor has accepted responsibility for a specific aspect of school improvement and meets with the relevant senior leader once a term to review progress and provide a written report to governors. Governors follow Local Authority guidance when they meet with school staff in order to ensure a purposeful meeting.
• We have agreed a schedule that ensures we give quality time to review policies
• Each governor has been informally linked to a particular year group: serving a social rather than a governance function but reflecting the importance this school attaches to relationships

Through partnership working, governors have received termly external reports. The focus of each of these was agreed by the school, reflecting current priorities:

• Pupil Premium
• British values
• Children’s Writing

Governors are expected to attend all meetings and provide an explanation when they have to give apologies – as occasionally happens in busy lives. Apologies for non-attendance are considered on an individual basis; governors are aware, through the code of conduct, that non-attendance, which includes apologies not being accepted, will result in the removal of a governor six months from the date of first non-attendance. You can see the pattern of attendance and apologies on our school website. This will be updated every September.

4. Process of Self-Evaluation
The Governing Board and Senior Leadership Team completed a self-evaluation of the school in the summer months and the final document has taken into account:

• our school vision
• end of key stage results
• internal monitoring of pupil progress and attainment
• external reports
• governor visits
• previous Ofsted report
• national priorities
• lessons learnt from governor training

5. School Improvement Plan Priorities: 2018-19

Through self-evaluation, we have prioritised the following 4 areas for school improvement:

1. Attainment and progress in writing
2. Attainment and progress in reading
3. Attainment and progress in mathematics
4. Provision of a rich and balanced curriculum

6. Priorities for Governance in the Next Academic Year: 2018-19

Having reflected on the work of governors this year, we have identified the following 3 priorities for this academic year:

1. To focus on in-year impact (milestones) of school improvement actions
2. To ensure high quality external evaluation of children’s attainment and progress
3. To ensure we are GDPR compliant