

## **GOVERNOR STATEMENT/Annual Report 2015-16**

The Governing Body of this school publishes an annual statement describing how we have carried out our responsibilities during the year. This is in line with recommendations from the Department of Education.

The Governing Body has 3 main functions:

- To monitor strategic direction and ethos of the school
- To support and challenge the head teacher in providing the best possible education for the pupils and monitoring performance
- To ensure the school is resourced well and to ensure best value for the school

The full Governing Body met 4 times in 2015/16. In addition the 4 committees met once per term. These committees have responsibilities delegated from the Full Governing Body. Governor attendance is good and we have not had to cancel a meeting because it was not quorate (the number of governors required to make legal decisions).

There are a number of documents the Governors use to monitor the school:

- The school self-evaluation form (SEF). The school evaluates itself against the current Ofsted criteria. It is composed of a number of sections which the governors review in turn. In 2015/16 the evaluation was that Handcross was OUTSTANDING and this was supported by the end of KS2 SATs results that were well above the national averages.
- The school development plan (SDP) identifies areas of development through the year. Key issues are agreed by the head teacher and staff. These are scrutinised by the Governing Body at the start of the school year and they monitor progress against this schedule on a regular basis through visits and meetings. This year Governors monitored the new assessment procedures and the teaching of SPAG.
- The school's financial value statement (SFVS) is a self-evaluation and audit toolkit which enables Governors to ensure the school budget is managed properly. It is reviewed by the Finance and Staffing Committee, the head teacher and the Business Manager.

An important part of the Governors' role is to examine the school's performance data to ensure all pupils make expected progress. This is carried out by the Children and Learning Committee and the Data Review meeting.

The main responsibility for overseeing the financial performance of the school falls to the Finance and Staffing Committee who work with the head teacher and business manager to monitor spending and make sure money is well spent against SDP priorities. This year the biggest capital spend has been the new classroom, Seagulls,

which (among other things) facilitates the tuition of music and mathematics for high achievers. Termly reporting keeps Governors up-to-date on school spending and enables Governors to identify any issues.

A key issue on the SDP has been the introduction of the new curriculum and assessment procedures. This was made more difficult by the very late publication of assessment guidelines by the DfE. In the absence of these guidelines the staff worked incredibly hard to establish their own assessment framework.

The Governing Body also took part in Prevent training a new Government initiative to safeguard children from radicalisation.

#### Future Plans 2016-17

The following SDP priorities have been identified:

- To ensure more children more children achieve ARE in maths reasoning
- To ensure more children achieve ARE in spelling, including use of Spellodrome
- To develop self-assessment and editing in Writing
- To extend the use of computers to teach aspects of learning such as spelling, multiplication tables, punctuation and grammar
- To extend provision for high achieving children through the teaching of Mandarin and enrichment projects, e.g. the Houses of Parliament project
- Write a comprehensive guide on our approach to teaching and learning for teachers new to the school
- To develop the role of TAs to maximise their impact on learning

Jan Elliott

Chair of Governors

Autumn 2016