

Annual Governance Statement for the Governing Body of Colne Engaine (CEVA) Primary School For the school year 2016/2017	
What we are about	<p>We agree with the three functions which the current government thinks we have:</p> <ul style="list-style-type: none"> • 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 <p>We believe, however, that we have a range of other functions which are equally important and without which the three functions above would be meaningless.</p> <ul style="list-style-type: none"> • We have an overriding duty of care to the staff and the pupils of the school • We must act as a critical friend to the headteacher in the hugely demanding job she has • We must ensure that the curriculum on offer to our pupils is broad and balanced and encourages learning and success • We are a church school and fostering our links with the church must be very important to us • We must recognise that we work within a community and we must embrace everyone in the community and help encourage the development of the community both inside and outside the school • We must support the school in working with other schools, giving expertise and experience to and gaining expertise and experience from other schools
Current Governance arrangements	<p>We are a Church of England Voluntary Aided school and we are required to have a governing body where the number of governors appointed by the diocese and the Parochial Church Council must outnumber other governors by 2. We therefore have a governing body which has 2 governors elected by parents, 1 governor appointed by the Local Authority, 1 governor elected by staff, the Headteacher, 3 governors appointed by the diocese, 3 governors appointed by the Parochial Church Council, the incumbent (the vicar). There is currently one vacancy for a parent governor; we are currently not moving to fill it since there are other decisions to do with academy status which will impact.</p> <p>Within that group we have a wide range of experience and skills, ranging across education, finance, the law, personnel matters, community work; we believe that as a team we are well equipped to meet the challenges of the roles listed above with a range of “hard” skills and knowledge allied to equally important “soft” skills such as empathy with our “stakeholders”, talking to people, enlisting support and engaging with the community.</p>
Attendance record of governors	<p>Governors have excellent attendance at meetings and we have not in this year cancelled a meeting because it was not quorate (the number of governors needed to ensure that legal decisions can be made)</p>
The work we have done in the full Governing Body and in committees over	<p><u>The Governing Body’s impact on the work of the school</u></p> <p>Minutes were examined for the meetings on 15/09/2016, 15/11/2016, 09/03/2017, 28/06/2017; the Code of Conduct for the Governing Body was also examined.</p> <p>The Governing Body has worked to:</p>

the year 2016 -
2017

- 1) ensure, for all pupils, learning which offers richness, progression and aspiration and well-being structures which provide support for learning by:**
 - a) regularly receiving, reviewing and where necessary challenging information on progress and attainment
 - b) regularly receiving and questioning detailed reports from the Headteacher on all aspects of the school's work
 - c) regularly receiving and questioning reports from teachers on the impact of their work in different areas of the curriculum, to ensure that the curriculum retains breadth and balance
 - d) undertaking a planned series of visits to examine and report on different aspects of learning and pupil well-being
 - e) approving the appointment of an External Adviser and examining the detailed reports on progress and attainment written by that adviser
 - f) ensuring through the responsible governor that all statutory safeguarding requirements are in place
 - g) acquiring knowledge about and questioning the school's development of the New National Curriculum and of assessment without levels
 - h) receiving and questioning regularly reports on the use of the Pupil Premium grant to ensure it is helping to close the gaps in progress
 - i) receiving reports on Children in Care and pupils with SEND to ensure that the school's work is fully focused on pupil progress and well-being
 - j) monitoring work in the curriculum to enhance Spiritual, Moral, Social and Cultural experiences and learning and to ensure the promotion of British Values
 - k) ensuring all governors have an understanding of the Prevent duty
 - l) reviewing regularly a framework of policies to support learning, progress and attainment and wider pupil welfare
 - m) keeping under review the Equality Duty and the focus on equality and inclusion in learning
 - n) regularly monitoring from headteacher reports the quality of the teaching offered to pupils
- 2) ensure, in the best interests of pupils, that it behaves with probity and financial responsibility by:**
 - a) signing a detailed code of conduct to define and clarify its role
 - b) declaring any financial or personal interests in the work of the Governing Body
 - c) detailed examination of the impact of proposed staff restructuring plans
 - d) reviewing and approving Financial Regulations and Scheme of Delegation
 - e) approving criteria for admissions to the school which are fair and transparent
- 3) ensure continued development and improvement of learning opportunities for pupils by:**
 - a) agreeing appropriate focuses for the School Development and Improvement Plan and developing a robust system for monitoring it

- b) continuing to respond pro-actively to the findings of inspection
- c) investigating in detail a possible move into a Multi Academy Trust headed by the diocese
- d) continuing to consider how the Colne Valley Consortium might be made more effective in supporting pupil learning

4) ensure that its work is focused on the learning and well-being of pupils by:

- a) undertaking training whenever possible
- b) undertaking a regular cycle of self-evaluation of all aspects of its work
- c) seeking knowledge and understanding of changes in the inspection framework
- d) taking cognizance of the results of surveys of staff and pupil opinion
- e) working with the Headteacher to evaluate the work of the school and its progress

5) ensure that in order to serve the best interests of the school its work is ordered and efficient by:

- a) determining its strategic focuses for the school and identifying and reviewing the impacts it is looking for
- b) agreeing a set of Standing Orders to avoid time wasting ambiguity in procedures
- c) reviewing the committee structure and the terms of reference of all committees
- d) making an arrangement with a local school to share governing body members as necessary to form appeal panels for staff disciplinary and and grievance matters
- e) identifying particular responsibilities to be undertaken by individual governors
- f) creating an annual schedule of meetings
- g) agreeing a scheme of delegation to clarify responsibilities
- h) undertaking a skills audit to ensure an effective range of skills is available to support the work of the Governing Body
- i) monitoring cybersecurity and development of approaches to the GDPR.

How has the work of the Children’s Learning and Well-being Committee impacted on the learning and well-being of the school’s pupils

A review was made of the minutes of meetings on 11/10/2016, 27/02/2017, 13/06/2017 and the Terms of Reference were also consulted

The committee has:

1) monitored the quality of learning and teaching by

- a) examining reports from the HT on the quality of teaching observed and triangulating with reports by the External Adviser
- b) examining and acknowledging the development of cohesive systems for lesson observation and judgements on teaching quality
- c) receiving reports from responsible governors on the anonymised review of the Teacher Performance Management system to ensure it is rigorous, robust and focused
- d) ensuring that policies and practice are in place for supporting and enhancing good learning experiences for pupils

	<p>e) monitored teaching arrangements to ensure they are appropriate for all pupils</p> <p>2) monitored that the school is effectively supporting the progress and achievement of all pupils by</p> <p>a) becoming familiar with the range of data available and specifying the data they wish to see provided by the HT</p> <p>b) close and regular monitoring of data provided by the HT and rigorous questioning about impacts</p> <p>c) agreeing the targets set for maintaining and accelerating progress</p> <p>d) receiving reports from the External Adviser on areas for development in learning, and tracking developments</p> <p>e) regularly reviewing the spending plans for Pupil Premium Grant and Sports Premium Grant and the data evidence of impact to ensure that the interventions are effective and are making a difference; making recommendations for adoption to the Resources Committee</p> <p>f) ensuring its understanding of the revised methods for assessment in Early Years Foundation Stage and their moderation; similarly with baseline assessment in EYFS</p> <p>g) working to ensure that key messages about progress and attainment from monitoring of data is communicated to all governors and all governors understand the key strengths and development focuses of the school</p> <p>h) examining the range of interventions for learning in use and ensuring a satisfactory balance of impact and cost</p> <p>3) ensured that children are safeguarded by</p> <p>a) receiving and questioning reports from the HT and from the responsible governors on Safeguarding, CiC and the SEND One Plan</p> <p>b) ensuring that policy and practice in relation to safeguarding meet statutory requirements</p> <p>c) ensuring that policies and practice are in place for teaching children to stay safe in the e-environment</p> <p>d) ensuring appropriate practice of the PREVENT duty</p> <p>4) monitored the quality of the curriculum on offer to pupils by</p> <p>a) receiving details of and acknowledging the school's curriculum plans for ensuring the New National Curriculum has effective coverage</p> <p>b) receiving and examining regular reports on different areas of the curriculum to establish impact</p> <p>c) ensuring through examination of termly curriculum webs that the curriculum provides breadth and balance</p> <p>d) ensuring that the core Christian values of the school are embedded in practice through the ERICERS and otherwise by visits, observations and otherwise</p> <p>e) making focused visits to examine areas of curriculum provision</p> <p>f) ensuring that British Values are appropriately defined and embedded in the curriculum offer</p> <p>g) ensuring that policies and practice are in place which support the maintenance and development of a broad and balanced curriculum</p>
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5) monitored the continuing development and improvement of the school by

- a) ensuring that the School Development and Improvement Plan is aligned to challenges in raising further progress and attainment but also supports other strategic objectives identified by governors
- b) receiving and questioning reports from the responsible governor on the monitoring of evidence for developments within the plan

6) shown regard for the views of stakeholders such as parents/carers by

- a) carefully considering surveys of parent/carer opinion and discussing with HT how suitable suggestions for development can be taken forward and incorporated in development plans

How has the work of the Resources Committee impacted on the well-being of the school and its pupils

A review was made of the minutes of meetings on 13/10/2016, 23/02/2017, 23/03/2017, 25/05/2017 and the Terms of Reference were also consulted

The committee has:

1) ensured that the school has acted with financial probity by

- a) careful examination and consideration of monthly reports on the finances, tracking of virements, checking of the health of the School Private Fund and of the Catering Account
- b) completion of the School Financial Value Standards document in co-operation with the Financial Officer and review of the Statement of Internal Control
- c) review and update of the Financial Regulations and Scheme of Delegation and oversight of the Office Procedures manual
- d) continuing to monitor the move from central payment to becoming a bank account school

2) ensured the health and safety of pupils, staff and visitors by

- a) regular detailed checks of the premises, facilities and equipment
- b) monitoring security of the premises and the physical security of pupils
- c) monitoring remediation where required
- d) ensuring budget for an effective cleaning contract and grounds maintenance contract
- e) supporting the Headteacher in issues over renewed fencing for the premises

3) ensured that the school budget supports the work of the school as effectively as possible by

- a) careful review of the budget plan of the school in relation to the School Improvement and Development Plan / Single Plan
- b) examining in detail a 5 Year budget plan to try to ensure there is no deficit
- c) agreeing a clear Best Value Statement to inform decisions on spend
- d) regularly benchmarking aspects of the spend to identify possible areas for saving

	<ul style="list-style-type: none"> e) reviewing all contracts to ensure best value f) monitoring the traded Catering Account <p>4) directly impacted the learning of pupils by</p> <ul style="list-style-type: none"> a) reviewing and agreeing a Charging and Remissions policy b) examining and accepting the recommendations of the Children’s Learning and Wellbeing Committee for the use of the Pupil Premium Grant and Sports Premium Grant c) supporting the Headteacher in making necessary decisions about staffing and teaching arrangements <p>5) shown regard for staff welfare by</p> <ul style="list-style-type: none"> a) regularly considering the effect of their decisions on staff b) ensuring pay awards within national and budget constraints are as equitable as possible c) ensuring that all policies and procedures regarding personnel matters are up to date and fit for their purpose.
Future plans for the governors	<p>Over the coming year we shall be particularly concerned to ensure that the curriculum and assessment changes go smoothly. We will also continue to respond to the inspection made in February 2015 and prepare for the next inspection. We will also continue our investigations and deliberations about joining the diocesan Vine Multi-Academy Trust and in the process becoming an academy, in collaboration with other local schools.</p>
How you can contact the governing body	<p>We always welcome suggestions, feedback and ideas from parents and carers. Please contact the Chair of Governors, Godfrey Evans, via the school office. You can see the full list of governors and more details about when the committees and the Full Governing Body meet on the Governors’ pages of the website http://www.colneengaine.essex.sch.uk . Look out also for updates on what we are doing in the newsletters that the school circulates.</p>