

**Annual Governance Statement for
the Governing Body of
Hillside Junior School
Academic Year September 2017 - July 2018**

In accordance with the Government's requirement for all Governing Bodies, the three core strategic functions of the Hillside Junior School Governing Body is:

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

Governance Arrangements

The Governing Body of the school is consulting about reconstituting the governing body to make the following changes from December 2017.

From:

- 6 x Parent Governors
- 1 x Local Authority (LA) Governor-
- 1 x Staff Governor
- 1 x Headteacher ex officio
- 4 x Partnership Governors
- 1 x Co-opted Governor

To:

- 4 x Parent Governors
- 1 x Local Authority (LA) Governor-
- 1 x Staff Governor
- 1 x Headteacher ex officio
- 3 x Partnership Governors
- 4 x Co-opted Governor

The governing body will seek to find co-opted governors from the parent body but it will allow the board to ask people with the right skill set to make sure the board can run efficiently and meet their statutory duty if they cannot be found.

The total number of Governors will remain at 14

The Full Joint Governing Bodies meet twice per term. Every Governor is also a member of at least one of our Committees which also meet at least once a term. These Committees are:

- Finance, Premises, Health & Safety (joint with the Infant School)

	<ul style="list-style-type: none"> • Curriculum & Inclusion and Wellbeing • Personnel (Joint with the Infant School)
<p>Work Done on the Governing Board and its Committees</p>	<p>The Governing Board continually challenges and supports the school and the Senior Leadership Team to raise standards and outcomes for the children. All this work is done by a range of committees who feedback to the FGB. It works closely with the Governing Body of Hillside Infant School which has its FGB on the same night and there is a joint section in each meeting for areas of business that concern both schools. It has joint committees with the Infant School for Finance, Premises and Personnel issues but deals with curriculum matters separately. The committees have delegated powers which are outlined in the 'delegation planner' attached to this document. Once a term we meet as a separate Governing Body.</p> <p>The School Governing Board and Committees and responsibilities are structured as follows:</p> <p><u>Full Governing Board Meetings</u></p> <ul style="list-style-type: none"> • General update from HT including statutory figures (Numbers on Roll/ Special Educational Need and Disabilities / Vulnerable children/ Safeguarding and an update of the Self-evaluation and review of the School Development plan • Feedback from committee work • Fulfilling statutory responsibilities • Feedback from named specific governors linked to parts of the development plan. • Governor training and visits • Review of School Development Plan <p><u>Curriculum, Inclusion and Wellbeing Committee</u></p> <ul style="list-style-type: none"> • Reviews of School Development Plan / Self evaluation • School data and performance • Any external reports on curriculum and teaching (Annual School Review etc.) • Feedback on monitoring • General updates about the curriculum (events/trips/visitors/music/sports/curriculum days etc.) • Inclusion information • Reviews of curriculum team action plans • Summaries of Upper and Lower School Leader actions <p><u>Personnel Committee</u></p> <ul style="list-style-type: none"> • Staffing • Statutory information • Performance management

- Absence
- Any disciplinary matters

Finance and Premises Committee

- General updates(day to day running and any works carried out)
- Statutory information
- Orders and quotes requiring Governor authorisation
- Setting budget
- Monitoring of the budget
- General update
- Health and safety
- Buildings
- Schools Financial Value Standard (SFVS)
- Bench Marking

- The first 'short inspection' was carried out on 8 December 2015 , since the school was judged to be good in November 2010. This school was judged to be continuing to be good.
- External monitoring has reinforced the views of the current SEF to say that the leadership team has maintained the good quality of education in the school since the last inspection.
- It confirmed that the school had secured further improvements in the quality of education since Mrs Shepherd had become Headteacher in December 2012.
- It said there was a 'established culture of ambition and high expectations for everyone. All pupils, irrespective of background, ability and gender, thrive in a safe and nurturing environment. Consistency is at the heart of all the school's work, because the school's policies and procedures are constantly and effectively implemented. Pupils appreciate the praise and rewards they receive in recognition for their excellent behaviour, conduct and effort. Interesting, well-pitched activities and strong relationships secure pupils' very positive and mature attitude to learning. This has a significant impact on their progress. Pupils enjoy their learning, particularly when they visit a wide range of places of worship and local London attractions, including the trip for the whole school to the World Para Athletics Games last year. These experiences help to promote pupils' understanding of British Values, as well as encouraging them to be tolerant and to appreciate individual differences.' It helps the pupils understand and develop their own resilience.
- The inspector praised the way 'You are constantly looking for ways to secure further improvements. This provides your staff with a clear mandate to research and implement innovative improvement strategies. You have developed a cohesive school where everyone is on board to make sure that the

school is well on its journey to outstanding.'

- All inspection evidence, from discussions to questionnaires, reflected high levels of satisfaction from pupils, parents and staff.
- The leaders, including governors, were praised for the clear policies relating to safeguarding. The safeguarding, e-safety and radicalisation policies reflect the latest statutory guidance.
- It judged Governance has been strengthened. It judged they had been recruited to make sure that they have the right skills, experience and knowledge to bolster their effectiveness. It said 'Governors have a good insight into the school's performance, including how well the school performs compared to all schools nationally. They are rigorous in holding senior leaders fully to account for their work.'

Some milestones from the year:

- This year Governors have agreed to oversee a large expansion programme with the school planning to increase from a two to a three form entry in 2019. A new building is planned for September 2018 and this has started to be built.. This will give the school additional teaching and learning space
- The report did ask Leaders and governors to ensure that the rate of attendance improves for disadvantaged pupils so that it is at least in line with all pupils nationally. This continues to be a focus in the development plan and we were pleased to see attendance improve throughout last year. .
- This year the governors have been keen to promote and support the research going on in the school to increase the wellbeing of the students, to see staff trained in wellbeing and use mindfulness. There has also been a focus on the children's physical health . .

Presentations to Governors- Governors have been interested to see the animation on Bullying produced by the year 5 children which has given them a direct way of seeing how the school promotes British values (posters, school council for democracy etc.); students produce high quality work and this is celebrated as is visible in displays (seen in the school and presented on the animation). We are looking forward to seeing the new anti-bullying presentation due later this year.

	<p>Curriculum, Inclusion and Wellbeing Committee</p> <p>Governors took part in: Visits to the classroom – to watch new initiatives like the wellbeing exercises in action. Governors have been in to talk to curriculum coordinators about the new maths schemes. It has given governors a chance to see the excellent relationship staff have with the children, the behaviour of the children which continues to be excellent.</p> <p>Governors were presented with:</p> <ul style="list-style-type: none"> • New assessment model – explained so that governors can support and challenge; evidence presented of impact of this assessment model post-NC levels; data suggests positive impact and outcomes • Detailed data analysis of pupil progress and attainment – areas of strength celebrated; strategies discussed for areas to develop and then these were reviewed in each meeting. It was explained how this evidence is triangulated with learning walks (e.g. writing and talk to write strategy) and book scrutiny by leaders in the school; • Attendance data and strategies – the ‘traffic light’ system for attendance has been popular with the children and the ‘extra playtime’ as a reward for full class attendance has proved a strong incentive to come to school. • Governors have been invited to feedback from external assessors on the Quality of teaching data obtained from teachers’ observations, book scrutiny and learning walks. • Monitoring Reports.
<p>Future Plans for the Governors</p>	<p>Governors will be monitoring the progress of the development plan with a named governor taking a lead in each area:</p> <ul style="list-style-type: none"> • Pupils will develop a Growth Mindset approach to learning • Pupils will have the skills to lead a physically and mentally healthy lifestyle • Pupils will be mathematicians with skills and knowledge to tackle any problems confidently • Vulnerable pupils will have good attendance in school and be supported through a network of mentors and buddies.
<p>How you can contact the Governing Board</p>	<ul style="list-style-type: none"> • We always welcome suggestions, feedback and ideas from parents – please contact the Chairs of Governors, Mrs. Joy Mason, via the school office. • Also, if you have aspirations to become a governor at some point in the future and have skills you could offer, please get in touch.