

Annual Governance Statement for the Governing Body of Morley Memorial Primary School for the Academic Year 2016-17.

In accordance with the Government's requirement for all governing bodies, the 3 core strategic functions of Morley Memorial Primary School's Governing Body are:

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

Governance arrangements

The Governing Body is made up of:

- Two parent governors
- One staff governor
- The head teacher
- One local authority governor
- Ten co-opted governors.

In 2016-17 the full Governing Body met five times for committee meetings and once for a visioning day where we considered the future direction of the school.

The Governing Body has four committees:

- Resources Committee that deals with finance, premises and personnel matters. This met on five occasions.
- Learning Committee that deals with matters related to teaching, learning and behaviour. This met on four occasions.
- Performance Management Committee that monitors the performance management of staff and undertakes the head teacher's performance management. This met on three occasions.
- Salary Review Committee that deals with issues around pay. This met once.

A list of governors can be found on the school website.

Attendance record of governors

Attendance at meetings is generally good. Governors have never cancelled a meeting because it was not "quorate" (the number of governors needed to ensure that legal decisions can be made). See the school website for details of individual governors' attendance.

The work the done by the governing body over the academic year 2015 - 16

How governors ensured clarity of vision, ethos and the strategic direction of the school

- Last year, governors began the process of review Morley's values and thinking about what we want the school to be like in 4 to 5 years time. Many new children, parents and governors and members of staff (including a new head!) have joined our school since we previously ran this exercise in 2013. We want to make sure that our values reflect what our current school community believe is important and we need to make sure our vision for the school takes account of the wider context. Governors asked parents to share their views on the existing school values during parent consultation evenings

in Feb 2017. Over 150 parents had their say. A small group of parents met with governors to discuss their ideas in more details. The school council surveyed the views of children and their views were reported back to governors. Staff and governors were asked to share what they felt was important. Governors held a visioning day where we discussed the big issues for the school within the context of both external and internal challenges and opportunities. The Governing Body plans to formally agree the school's values and vision in the next academic year.

- In the Autumn term 2016, governors and the school's senior leadership team agreed five key priorities for the academic year to be included in the school's development plan. The priorities for 2015 – 16 were:
 - improving outcomes for pupils receiving pupil premium funding, improving progress in maths, particularly for girls and improving progress for all in writing and spelling.
 - Continuing to enhance teaching, learning and assessment. This included further developing practices around feedback and differentiation, further embedding new assessment procedures and further develop the quality of teaching in maths and writing.
 - Further developing leadership and management capacity. This included ensuring subject leaders have a clear vision for their subject and are engaged in regular monitoring and evaluation; strengthening leadership of arts and equalities and developing pupil leadership opportunities.
 - Further developing behaviour, safety and wellbeing of pupils. This included ensuring a new system to track inappropriate behaviour is firmly embedded, reducing low level disruptive behaviour and re-introducing a revised school council allowing pupils to have more say.
 - Improving facilities. This included ensuring the school has a costed 3 to 5 year asset management plan and planning a new outdoor learning environment.
- Governors took key decisions about the proposed building work and redevelopment of the playground.
- Governors agreed a number of policies including safeguarding, admissions and the staff pay policies and wrote the school's behavioural principals.

2) How governors held the head teacher to account for the educational performance of the school and its pupils.

- Every term, teachers tracked the progress of all children in the school in reading, writing and maths. This data was presented to the governors' Learning Committee. We looked at progress in every year group for the following groups: the whole year, boys / girls, children with special educational needs, children in receipt of pupil premium and children with English as an additional language. If progress was slower than we would expect for any of these groups, we questioned the head as to why this was and what specifically the school intended to do to remedy the situation. We have not shied away from asking challenging questions.
- We have monitored the school's progress towards meeting targets identified in the school's development plan. We have done this by looking at school planning documents, discussing at meetings what actions the school has taken, analysing data and by visiting the school to talk to teachers, teaching assistants and children.
- Governors visited the school to monitor specific areas, for example, whether the school is meeting its safeguarding responsibilities or to monitor spending of pupil premium funding.
- Governors performance managed the head teacher and monitored to ensure that teachers' performance management had taken place.
- Governors have also monitored data on quality of teaching, attendance, racial incidents and exclusions.
- We organised the 2017 parental questionnaire because we want to know how well parents think the school is doing and how it could improve. We read every response and work with the school to ensure that common themes are dealt with appropriately.
- The school website has information about how to contact governors.

3) How governors oversaw the financial performance of the school and made sure its money is well spent.

- Governors monitor the school budget throughout the year, including scrutinising income, expenditure against agreed budget, variance and outturn. Governors formally agreed the budget in May 2017. Throughout the year, the Resources Committee kept a close eye on the school's financial priorities, considering how these could best be met. Governors have monitored to ensure that proper procurement procedures have been followed. Governors have visited the school to meet with the business manager to get a in depth understanding of financial issues.

Communication

The Governing Body believes it is important that the school and wider community understand what we do. We have therefore taken measure to be as transparent as possible. The school website is our main method of communication. Our minutes are available on the school website and the website also contains information about who governors are, what the Governing Body does, how it communicates and how to contact governors. The chair sometimes writes a blog on Morley's website and information about governor activity is sometimes included in the weekly newsletter.

How you can contact the governing body

We always welcome suggestions, feedback and ideas from parents. Please contact our Chair of Governors, Nicky Odgers, via the school office or at chair@Morley.cambs.sch.uk.