**Annual Governance Statement for the Governing Body of Morley Memorial** **Primary School for the Academic Year 2015-16.**

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 2015-16 the full Governing Body met five times for committee meetings.

The Governing Body has three 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 three 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 appendix for details of individual governors’ attendance.

**The work the done by the governing body over the academic year 2014 - 15**

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

* Our vision for the school was developed in 2013. Our core purpose is “Making learning irresistible”. We aim to create independent, resilient, motivated learners.  We will do this through:
	+ Brilliant teaching and facilities that provide the support and challenge that is appropriate for all learners.
	+ Providing a creative curriculum that stretches and rewards all learners.
	+ Engaging all parents in their children’s learning and the wider community in the life of the school.
	+ Helping all children at Morley develop the social skills they need to thrive.
* In the Autumn term, 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 2014 – 15 were:
	+ Further improving pupil outcomes. This included closing the gap in attainment and progress between boys and girls; further improving outcomes for pupils eligible for pupil premium; ensuring pupils at risk of underachievement are identified early and supported with effective interventions
	+ 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; building the leadership team; ensuring leaders provide excellent support for teachers.
	+ Continuing to enhance teaching, learning and assessment. This included embedding new assessment procedures; developing professional development opportunities for staff; ensuring staff development is linked to school development priorities.
	+ Developing the curriculum. This included reviewing long and medium term plans and ensuring classrooms are effective learning environments.
	+ Further developing behaviour, safety and wellbeing of pupils. This included introducing a new system to track inappropriate behaviour; reviewing and developing the role of the school council; improving attendance.
* Governors took key decisions about the proposed building work and redevelopment of the playground.
* Governors agreed a number of policies including special educational needs, safeguarding, admissions and the staff pay policies.

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 2016 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 2015. 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.