

**Annual Governance Statement for the Governing Body of Parkside Community
Junior School
Sept. 2016 to July 2017**

In accordance with the Government's requirement for all governing bodies, the three core strategic functions of Parkside Junior School's Governing Body are:

- 1. Ensuring clarity of vision, ethos and strategic direction.**
- 2. Holding the headteacher 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 Parkside Junior undertakes to conduct all of its functions in accordance with the recommendations contained in the document:-

'WORKING TOGETHER' - A CODE OF PRACTICE FOR GOVERNING BODIES

The Governing Body of Parkside Junior School is made up of a total of 11 Governors and 1 Associate Governor. (Full details are given on the "About Us - Governors - Statutory Information" section of the school website.)

In order to better carry out its duties the Full Governing Body also operates 2 committees:-

- **Teaching and Learning** whose remit is:-
 - 1.To oversee and monitor the following sections of the school self-evaluation summary (SES) and School Improvement Plan (SIP):
 - Outcomes for pupils
 - Quality of teaching, learning and assessment
 - Personal Development, behaviour and welfare
 - Social, Moral, Spiritual and Cultural
 - 2.To oversee and monitor statutory school policies and documents relating to the delivery of the curriculum.
 - 3.To be responsible for the school's Safeguarding measures and to request a termly update from the Headteacher on safeguarding issues.
- **Resources for Learning** whose remit is:-
 - 1.To oversee and monitor the following section of the school self-evaluation summary (SES) and school improvement plan
 - Leadership and Management.
 - 2.To oversee and monitor statutory school policies and documents relating to financial and budgetary issues , staffing , premises, Health and Safety.

Attendance record of governors The full Governing Body and both committees all meet 4 times per year. (Full details of each governors attendance are given on the "About Us - Governors - Statutory Information" section of the school website.)

The work we have done on our committees and in the Governing Body meetings

Over the school year the Governors have ensured that the necessary strategies have been in place and delivered to facilitate the successful implementation of the School Improvement Plan (SIP). The plan for 2016-17 was drawn up by the school's Senior Leadership Team in response to issues raised from 2015-16 end of year internal data and KS2 SATS results. Also, the plan had to address the issue of our conversion to a primary school from Sept. 2017. It has to be formally approved by the Full Governing Body at the beginning of the school year and progress towards its stated aims monitored by them over the course of the year.

For 2016-17 the SIP comprised 3 priorities:-

- **PRIORITY 1:** To reduce the gap in attainment of disadvantaged pupils in receipt of pupil premium with their peers.

Governors supported and monitored this priority by:-

- Continuing to have a dedicated Pupil Premium Governor.
- Continuing to recognise that social and emotional problems represent covert barriers to a child's learning and supporting the pastoral work being carried out at Parkside by continuing to employ a Child and Family Wellbeing Officer.
- Monitoring how the Pupil Premium money was being spent.
- Attending regular meetings to discuss progress and attainment of disadvantaged pupils in receipt of pupil premium.
- At Teaching and Learning Committee receiving progress and attainment data for disadvantaged pupils in receipt of pupil premium and comparing this with the progress and attainment of non-disadvantaged pupils. Where negative gaps for disadvantaged pupils were identified ensuring actions were being put into place to address the issue.
- Attending meetings with the external reviewer of our pupil premium provision and ensuring their recommendations were acted upon.
- Pupil Premium Governor undertaking regular meetings with the school's Pupil Premium/Intervention Manager together with a Learning Walk and Book Scrutiny.
- Continued to support the financing of 2 part-time supply teachers to deliver interventions to disadvantaged pupils.
- Approving the recommendation from the Head that reducing the gap in attainment between disadvantaged pupils and their peers be one of the Teachers Performance Management targets.

Impact: The gap in attainment of disadvantaged pupils in receipt of pupil premium with their peers has been significantly reduced or eliminated.

- **PRIORITY 2:** To improve attainment and progress in reading.

Governors supported and monitored this priority by:-

- Approved the actions given in the SIP to achieve Priority 2.
- Appointing a Governor with responsibility for Reading.

- Reading Governor undertook Learning walk to look at reading provision throughout the school.
- Reading Governor helped organise a visit by disadvantaged pupils to a large bookshop in Derby and also obtained funding from her employer to enable each attendee to come away with a book of their choice.

Impact: Attainment and Progress in reading has improved.

The success criteria given in the SIP are:-

- Reduce the number of pupils working below their chronological age to 10% of the school. Achieved
- Pupils to make at least 2 band points per term: Achieved.
- Year 6 to pupils to achieve standards in line or in excess of national.
 - Achieved for attainment.
 - Not achieved for Progress but the gap between the progress of pupils at Parkside and their peers nationally has been significantly reduced. Progress measures are above floor standards.

Increasing progress and attainment in Reading will continue to be a priority for 2017-18.

- **PRIORITY 3:** To develop high quality EYFS and KS1 provision for primary conversion in Sept 2017.

Governors supported and monitored this priority by:-

- Approving a change of name for the school to **Ashbourne Primary.**
- Deciding to remain a LA school at least whilst the transition to a primary school is achieved.
- Supporting the Head in setting a suitably flexible staffing structure for 2016-17 that supported a smooth conversion.
- Supporting the Head in the appointment of a EYFS/KS1 Leader.
- Stressing that they wanted the new EYFS/KS1 Leader to be in post from Easter 2016 and releasing funds to allow this to happen. This decision has been proven to be amply vindicated as evidenced by the workload involved in our successful conversion.
- Together with the Head attending meetings with the LA regarding the conversion process especially appertaining to building works, ensuring school received adequate funding for equipment vital for EYFS/KS1 provision and the allocation of school places.
- Approving new school policies which take into account our new status as a primary school.

Impact:

- Louise Shaw (LS) was appointed and started at Easter 2017.
- All senior and middle leaders have met with LS and action plan in place for Sept 2018.
- Senior leaders have a good knowledge of EYFS curriculum and assessment through training by LA and partnership working with other schools.
- The curriculum has been well planned by LS and high quality resources

purchased.

- Learning environments in line with Reggio Emilia approach (by Aug 2017).

Pupil Support

Following delegation to schools of monies used to support the education and wellbeing of vulnerable and potentially vulnerable children in April 2016 Governors supported the SLT in their desire to use this funding to access support services directly rather than "buy-into" the LA scheme, i.e. maintain the status quo.

After evaluation this approach was adjudged by all concerned at Parkside to have been a success with waiting times to access Early Help and referrals being significantly reduced. Therefore, Governors agreed to continue with this approach from April 2017, an initiative that drew favourable comment from the OfSTED Inspector during our inspection.

OfSTED:

As part of their remit governors continually support the school's Senior Leadership Team by helping to ensure that we meet all our statutory obligations both regarding governorship and delivery of the National Curriculum to our pupils. The culmination of EVERYONE'S efforts over a number of years was a very strong **GOOD** when we were inspected by OfSTED in March 2017.

The Governing Body would like to take this opportunity to publically say "THANK YOU AND WELL DONE" TO ALL THE STAFF

Strategic Planning for the future

Governors have approved a School Improvement Plan for the academic year 2017-18. This plan has been drawn up by the school's Senior Leadership Team to address issues identified through both KS2 results and, just as importantly, the analysis of data regarding the progress and attainment of all pupils during the last academic year. Governors will continue to monitor closely both the successful implementation of the plan and its impact as we mature as a primary school.

The School Improvement Plan 2017-18 has 3 priorities:-

PRIORITY 1:

- To accelerate progress of pupils working towards Age Related Expectations

PRIORITY 2:

- To improve attainment and progress in reading.

PRIORITY 3:

- To ensure EYFS and KS1 provision is at least good.