

**Annual Governance Statement for the Governing Body of  
Cotherstone Primary School 2015**

**School Mission Statement**

At Cotherstone Primary School we will provide high quality teaching and learning that challenges pupils to raise their expectations and standards. We will do this in a safe environment through a creative, experimental and experiential curriculum for the development of the whole child in a secure, happy and nurturing school community.

The Governing Body of Cotherstone Primary School has a strong focus on its three core strategic functions:

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, and the performance management of staff; and
3. Overseeing the financial performance of the school and making sure its money is well spent.

**Governance arrangements**

To ensure the Governing Body operates as effectively as possible and provides the school's management with the support it needs the Full Governing Body meets three times per year. The Full Governing Body comprises of all Governors and makes strategic decisions/endorse proposals from Committees). In the interim Committees covering finance, safeguarding and personnel meet between Full Governing Body meetings.

The Finance, Premises and Pay Review Committee is made up of a selection of Governors who set and oversee the school's budget. This Committee meets every half-term.

The Safeguarding and Pupil Welfare Committee is made up of a selection of Governors who set and review policies and procedures. This Committee meets as required.

The Personnel and Discipline Committee is made up of a selection of Governors who oversee all personnel issues. This Committee meets as required. This is underpinned by two sub-committees – First/Pay Review Committee and an Appeals Committee.

**Key Issues faced and addressed by the Governing**

During 2014/15 the Governing Body and Headteacher:

- Strove to provide appropriate resources and assistance to enable improvements to take place in school;

<p><b>Body</b></p>	<ul style="list-style-type: none"> <li>• Developed effective mechanisms to communicate school developments with employees, pupils and parents/carers;</li> <li>• Actively encouraged and promoted personal development and training amongst employees and governors;</li> <li>• Tracked provision, attainment and progress of pupils with SEN;</li> <li>• Ensured new Performance Management and Teacher’s Pay Policies were in place.</li> </ul> <p>The School’s Improvement Plan for 2014/15 identified 4 key priorities and the Governing Body had a key role to play in ensuring the achievement of these priority areas as well as maintaining the school’s existing high standards:</p> <ol style="list-style-type: none"> <li>1. To monitor the impact of intervention strategies for pupils with SEN and Pupil Premium across the curriculum;</li> <li>2. To improve standards of spelling and handwriting across the school as part of on-going general writing assessment;</li> <li>3. To develop subject assessment in-line with “Curriculum Without Levels”;</li> <li>4. To develop hardware/software to match new Computing Curriculum and upgrade teacher skills.</li> </ol>
<p><b>Assessment of Impact</b></p>	<p>Through the Governing Body Action Plan for 2014/15 this sets out all the actions required by Governors throughout the academic year to assess the fulfilment of the School Improvement Plan (SIP) and its priorities.</p> <p>The school’s curriculum is broken down into a number of special interest areas. All Governors (with the exception of the Teaching Staff Governor and Non-Teaching Staff Governor) have been allocated areas of special interest and act as the Link Governor between the school for that area of the curriculum and the Full Governing Body. It is the responsibility of the Link Governor to visit the school to observe activities within their special interest area(s) remit and report back to the Full Governing body. In addition, it is also the Link Governors role to support the Head Teacher and school staff in producing policies within their area of special interest by acting as a critical friend and challenging as appropriate to ensure we have the best possible procedures and practices possible. For each Special Interest area a programme of visits is scheduled over the year which encompass a mix of classroom observations as well as explanation of results and attainment as a result of school</p>

	<p>policy and procedures.</p> <p>All Governors are encouraged and supported to attend training in order to develop in their role and to understand latest practices and to share this learning with fellow Governors.</p>
<b>Future plans for the Governing Body</b>	<p>To continue to:</p> <ul style="list-style-type: none"> <li>• Develop and implement policy;</li> <li>• Ensure financial accountability;</li> <li>• Develop the level of quality in all aspects of school life.</li> </ul>
<b>Contact Details</b>	<p>The Governing Body welcomes suggestions, feedback and ideas from parents/carers. Please contact the Chair of Governors c/o the school office.</p>
<b>Current Membership of the Governing Body:</b>	<p>There are 13 members of the Governing Body as follows:</p> <p>Dr Jane Ayre (Chair) – Community Governor  Mrs Angela Whiting – Parent Governor  Mrs Rachel Goldsborough – Parent Governor  Mrs Alison Lamb – Parent Governor  Mrs Sally Baker – Parent Governor  Dr Rebecca Jellis (Head Teacher) – Statutory Member  Councillor Richard Bell – Local Authority Appointed Governor  Mr Dave Wilson – Community Governor  Mr Peter Webb (Vice Chair) – Community Governor  Mrs Karen Lind – Community Governor  Mrs Sandra Moorhouse – Community Governor  Mrs Alison Sabey – Non-teaching Staff Governor  Mr Richard Batchelor – Teaching Staff Governor</p>