



Aqueduct Primary School

'Building Tomorrow, Leading the Way'

Respect Positivity Happiness Safety Learning

Governors' Annual Report to Parents 2017 - 2018

The Governing Body is made up of a group of people with a variety of experience. They work together as a board, at a strategic level, leaving the Headteacher and senior school leaders responsible and accountable to it for the operational day to day running of the School. The main responsibilities of the Governors have been to work with the head teacher and Senior Leaders to achieve the following goals:

- Set the vision and direction of the school*
- Oversee the budget*
- Recruit staff*
- Monitor the performance of the school*
- Adopt school policies and procedures*

Who are we?

To find out more about the role of the Governors and who we are please visit our school website. There you will find a short pen portrait for each member of the Governing Body.

How we work together as a school

We are all dedicated to providing the very best outcomes for all groups of pupils. We have a clear set of values that we review regularly using feedback from staff, parents, pupils and Governors. These are at the forefront of all our decision-making and appear on all our documentation. Our new vision statement was adopted this year and reflects our belief in a positive future for all our pupils building on our chosen values.

All Governors attend ongoing training related to setting the vision for the school and their link responsibilities as well as statutory training such as child protection and safeguarding.

Governors are an integral part of the school community and attend parent meetings, fundraisers and other school events. They also create positive links with local feeder secondary schools.



The link governor for safeguarding attended an assembly on keeping safe.

Setting the vision and direction of the school

Governors have:

- Met twice termly to review the vision and strategic direction of the school
- Contributed to the school's self-review process to write a School Self Evaluation document using Ofsted grade descriptors for good and outstanding.
- Updated the school website to ensure all stakeholders have access to current information.
- Established curriculum and finance working parties where link governors and senior school leaders meet to scrutinize school performance.
- Selected governors met with the Headteacher to review the staff appraisal systems and agree pay and progression recommendations.
- Sat on interview panels to recruit new staff including senior leaders for early years and maths
- All governors have supported and challenged decisions relating to staffing organization within the school
- Met with Ofsted inspectors, during the school inspection, to give the governors perspective on how the School is performing.
- Contributed to the review and updating of the school prospectus
- Completed pupil voice interviews to listen to pupil views on their progress.



Holding the head teacher to account for the schools educational performance

Governors have:

- Reviewed specific areas of teaching and learning, identified through the RAP priorities, including literacy, maths, EYFS, SEND and PPG as part of their link Governor role. This has been done through looking at books, talking to pupils and observing lessons.



- Attended a cross section of pupil progress meetings to observe the head teachers challenge to staff using termly assessment data and setting action plans to ensure aspirational targets are set to raise attainment.
- Requested and helped to design a new termly data report to ensure governors have the evidence needed to challenge progress and attainment for all groups of children.
- Contributed to and reviewed the progress made against the termly Raising Attainment Plan (RAP)
- Chair of Governors attends the half-termly Local Authority monitoring and Intervention meetings. These include learning walks, children book reviews, pupil voice meetings and discussions about school improvement.
- Completed and Early Years ECERs (Early Childhood Environmental Rating) audit to look at the quality of provision in the reception class.



Ensuring financial resources are well spent

Governors have:

- Reviewed specific areas of the budget such as Pupil Premium, Sports partnership and SEND funding under the remit of the finance working party or link governors.
- Fulfilled statutory requirements to publish and return financial statements (see the website)
- Ratified the budget for 2018/19 at the start of the financial year.
- Attended reports on how the investment in the cornerstones curriculum is starting to raise the quality of teaching and learning across the school.
- Observed the use of the new white boards in every classroom, and how the investment in the new technology is making teaching more focused and interactive.



Ensuring statutory duties are met

Governors have:

- The Chair of Governors regularly monitors the 'Single Central Record' which holds all information related to safer recruitment of staff, volunteers and students
- Contributed to and adopted new policies relating to all aspects of the school. This year these have included anti-bullying, absence management, school disciplinary, child protection and safeguarding
- Completed annual audits such as health and safety and safeguarding.
- Monitored attendance and exclusions in line with LA guidance.
- Attended training on the new data protection guidance.

Impact

- Assessment system embedded and linked to key areas of the curriculum, regularly monitored and moderated
- Safeguarding children's board feedback informing governors monitoring of health and safety around the school. Also reported no bullying incidents.
- Feedback from parent and pupil surveys informing leadership decisions regarding changes to the behavior policy rewards and sanctions procedures. Excellent behavior management observed in lessons
- Safer recruitment in practice for all new appointments including senior teaching posts. Governor curriculum and finance working parties in place enabling more in-depth discussions around curriculum, data, budgets and provision for specific groups of children.
- Robust intervention programme in place that is regularly reviewed and adapted to meet the needs of pupils identified through pupil progress meetings and teacher assessments.
- New carousel approach to Guided reading sessions leading to more focus on individual children's goals and using a range of reading materials and different learning styles
- More robust literacy structures in place to ensure all pupils make good or better progress. Golden writes now a non-negotiable event every two weeks.
- Robust moderation processes in place for literacy and maths using children's books, pupil voice interviews and classroom observations.
- SEF written using input from governors, staff and senior leaders.
- Systematic and robust procedures in place to support SEND pupils.
- Pupils demonstrate a strong understanding of school values and how these fit in with the anti-bullying processes.



- School fund has been audited and published on the school website.
- Home school agreement in place.
- ECERs audit completed and used to inform changes in EYFS provision.
- Actions plans in place for Pupil Premium, Sports funding and Early Years.

