



Interim annual statement of governance, January 2020

Dear staff, pupils, parents, carers and wider Worplesdon Primary School community,

While we are nearly at the end of January, I hope that you have all enjoyed a wonderful festive period and have seen in the New Year in style. On behalf of the Governing Board at Worplesdon, may I wish you and your family health, happiness and much success for the coming year.

In September 2019, the Vice Chair and I wrote to all staff to provide an update on recent changes to the Governing Board, and to set out our priorities for the coming academic year. During September, the school newsletter was used to announce these changes at a high level to parents, carers and interested community. I am writing to you now to provide a more detailed breakdown of our activities, targets and achievements in order that you are fully informed, our activities are transparent, and there is a public mechanism with which we in governance can be held to account.

Worplesdon Primary School wants the best possible education for each and every child at our school. **Our mission is to develop a love of learning and life**, which we will achieve through building resilience, inspiring curiosity, developing teamwork and independence, and instilling empathy in our pupils.

In this context, and in line with statutory guidance, the Board is responsible in helping to achieve this by:

- Ensuring the clarity of our vision, ethos and strategic direction;
- Holding the school's leadership to account for the educational performance of the school and its pupils, and the effective and efficient performance management of our staff; and
- Overseeing the financial performance of the school and making sure its money is well spent.

To ensure that Governance at Worplesdon leverage best practice from around the country the Board engaged last year with commitment and focus with a full review led by both an external School Improvement Partner, and a National Leader of Governance. We celebrated where our combined skills and experience were strong, and recognised where there were opportunities to improve. Our resulting action plan for Governance ties closely to the **school development plan (SDP)**, which if you have not read it, I would urge you to. It is available on the school website.

This year is the third year of our three-year SDP cycle. The schools fourth improvement objective is to improve Leadership and Management, and within this focus we have included an item specifically to 'further develop the effectiveness of the Governing Body'. I am therefore going to use this statement to set out clearly:

- 1 The annual objectives of Governance as agreed in the SDP, what we have achieved to date, and the impact of any actions taken
- 2 Planned objectives for the Spring and Summer Terms, and
- 3 Key Performance Indicators that we are using to judge our own effectiveness



Using this framework, I will then write to you all again at the end of the academic year in July with a 'Statement of Governance'. Having made these objectives public in January, we will be able to judge our own effectiveness in accomplishing them, but more importantly understand the impact of our actions in supporting and challenging the school to achieve the best possible outcomes for the young people at Worplesdon.

The community that supports the school is paramount to the school's success. It is through the collective contributions of staff, pupils, parents, carers and the wider community that we are able to realise the potential of all pupils to fully develop a love of life and learning. It is my expectation that this process of keeping you informed on how governance, in turn, contributes shall now remain in place for the years to come.

If you have any questions regarding this statement, or Governance at Worplesdon Primary School in general please do not hesitate to contact me or Stephen Pitman (Vice Chair - spitman@worplesdon.surrey.sch.uk).

Kind regards,

Matthew Woodruff
Chair of Governors

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1 The annual objectives of Governance as agreed in the SDP, what we have achieved to date, and the impact of any actions taken			
#	Objective	Action taken	Impact
1	Revise Governance structures, Board Meetings, Focus Groups and working practices to ensure best practice nationally and effective discharge of statutory duties.	<p><u>Autumn Term:</u> New structures have been introduced based on separately chaired 'Working groups' working outside of meetings in the areas of:</p> <ul style="list-style-type: none"> Resources (Finance, Staffing and Facilities) Pupils, Families and the Community Curriculum and Assessment <p>National best practice has been leveraged through attendance at regional (West Midlands) Department for Education conferences, as well as Surrey based training and events.</p>	<p>Board meetings are operationally effective leaving more time focussing on strategic matters and those directly impacting pupil outcomes.</p> <p>Roles are clearer which ensures that no statutory duty is overlooked.</p>
2	Implement succession planning, annual self-review, skills audit and training and induction to ensure both capacity and capability within the GB.	<p><u>Autumn Term:</u> We have reformed the Board to include not only Chair and Vice Chair, but three additional Chairs of specific focus areas. Succession planning is actively discussed, and forms part of the new annual self-review. All governors have completed a new, online, self-review framework based on best practice from the National Governors Association (NGA). A repeatable, online, skills audit has been built and completed by all, with output available for training needs analysis. A new Induction process has been written and is now available to new governors appointed this term. A new training log process has</p>	<p>Skills audit has already led to the targeting of advertising for new governors successfully with skills in data, and experienced headship. Governor induction and training plans can now help new and existing governors to further develop their required skill set.</p>



		been established online, and access to high quality training from both Surrey's 'Better Governor' and the NGA online is now provided, in addition to in person training options by Simply4S Governor Services.	
3	Implement an annual plan of work, including the strategic monitoring and assessment of the SDP, school visits and policy implementation ensure the school's performance is fully supported and held to account against Ofsted criteria and financial benchmarks.	<u>Autumn Term:</u> Both the 'Resources' and 'Pupils, Families & Community' focus groups have contributed their annual plan of work. Monitoring of the SDP has started with governor school visits on Behaviour and Attitudes. The termly Safeguarding governance visit has taken place. The implementation of policies according to schedule has been verified – through school visits and interviews with relevant staff. Financial Monitoring has been conducted both at Board meetings and via attendance in school.	Confidence that the schools financial planning is robust, and framework is in place to ensure value for money. Policy review demonstrates compliance in implementation. SDP monitoring confirms progress against SDP success criteria.
4	Implement mechanisms for transparency, accountability and continuous improvement of impact of Governance through (bi)annual statement, key performance indicators and 360 review.	<u>Autumn Term:</u> A new 360-degree review for the Chair of Governors has been established and trailed. It is based on best practice from the National Governors Association. Key performance indicators have been defined for monitoring both the schools progress and governance continuous improvement. Governance development targets have been included in the School Development Plan.	Leadership in governance is better understood and more distributive / shared leading to better integration with school monitoring. Parents and the wider community will understand better the role and impact of governance.

2 Planned objectives for the Spring and Summer Terms

#	Objective	Planned Action
1	Revise structures to ensure best practice nationally and effective discharge of statutory duties.	<u>Spring Term:</u> Continue to embed national best practice from National Governance Association (NGA) and Surrey 'Better Governor' services and training. <u>Summer Term:</u> Conduct a self-assessment on the new structure effectiveness and impact and take forward recommendations for 2020/2021
2	Implement processes to ensure both capacity and capability within the GB.	<u>Spring Term:</u> Co-opt a governor with a background in Marketing and brand management. Ensure the Board has appropriate mechanisms and outreach for recruiting talent with identified skill sets. <u>Summer Term:</u> Complete governor self-assessment and Chairs 360 review processes



		12-month review following external 2019 Governance review
3	Implement an annual plan of work to ensure the school's performance held to account against Ofsted criteria and financial benchmarks.	<p><u>Spring Term:</u> Complete the SDP monitoring baseline visits for Quality of Education, Personal Development, Leadership and Management, and EYFS monitoring. Finalise all new working group objectives, with a particular spotlight to finalise the annual plan of work with input from the 'Curriculum and Assessment' focus group. Policy implementation review according to schedule</p> <p><u>Summer Term:</u> Complete the final SDP monitoring visits across all sections of the SDP Policy implementation review according to schedule</p>
4	Implement mechanisms for transparency & accountability	<p><u>Spring Term:</u> Issue first bi-annual statement of governance (this document) and monitor progress against key performance indicators. <u>Summer Term:</u> External review of actions completed since 2019 review and next steps. Publish Annual Statement of Governance.</p>

3 Key Performance Indicators that we are using to judge our own effectiveness			
	Category	Indicators / Evidence	Current Status
1	SDP Objectives for Governance	Effective structures, Capacity and Capability, Plan of work, Accountability & External review	Amber
2	Quality of Education	Teaching & Learning observations, End of Year Expectations met & external audits	Green
3	Behaviour and Attitudes	Observed behaviour, Attendance & Persistent Absence	Green
4	Personal Development	Parental questionnaire & External audit	Green
5	Leadership and Management	Accurate SEF, collaborative SDP, Staff workload and wellbeing	Green

Key: Green – on track to achieve objectives, Amber – progress made but not all targets may be met, Red – not on track to achieve objectives