

Governance Statement 2016-17

Annual governance statement for the Governing Body of Talbot Primary School

Updated 10th July 2017

Further details of the matters found in this statement are contained in a series of topic-specific documents, including the Governor minutes

1. Roles of the Governing Body

The governing body of Talbot Primary School conducts its business to take account of the three roles of the governing bodies as outlined in the Governors' Handbook:

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.

The day to day management of the school is the responsibility of the head teacher and senior leadership team.

The governing body also ensures that the school complies fully with statutory safeguarding procedures. All staff have signed a record to confirm they have read Part 1 of the DfE statutory guidance "Keeping Children Safe in Education". The governing body has familiarised itself with the document and are working with the safeguarding lead in school to complete the annual safeguarding audit.

2. The strategic direction of the school

The recent Ofsted inspection, conducted in February 2017, verified the school's strategic direction. The governing body was proven to share the passion and determination of the leadership team and provide effective challenge. The inspection noted:

"Governors regularly pose appropriately challenging questions regarding how well the school is doing and seek to remove any potential barriers to further improvement. Governors have a good strategic understanding of how well the school is doing. Key governors focus on particular school priorities and the impact leaders are having. This has further helped governors understand how well leaders are doing in terms of improving pupils' progress."

As a body, Governors were also effective in carrying out their statutory duties and understanding how additional funding is being used to support pupil progress.

In essence, the governing body continues to support the school's vision, which aims to ensure that:

"Talbot Primary will provide a safe and caring environment where the school values of 'courage, truth and loyalty' translate into meaningful characteristics so our children embrace challenge, build confidence, work hard and enjoy success, both independently and alongside their peers. We continue to build on our many strengths and enhance our capacity. As a school we aim to be outstanding so all children achieve their potential and where race, gender, disability and additional educational needs are embraced."

3. The composition of the governing body

The governing body re-constituted in 2015-16 and comprises 12 governors in total. Every governor appointed to the governing body is appointed on the basis of the skills required to contribute to the effective governance and success of the school. The number of governors in each category is determined through the Instrument of Government and is currently:

Role	Members
Head teacher	Parm Gill
1 elected staff governor	Sue Alpar
3 elected parent governors	Tanzeela Umer, Esther Davy, Louisa Smedley
1 local authority governor	John England
6 co-opted governors	Vicky Cooke, Wayne Gaskin, Niki Kilby, Elizabeth O'Shea, Gavin Sweet

There is currently one vacancy on the governing body; we are seeking to recruit an additional Governor with skills in financial management following our recent skills analysis exercise.

We currently have three Associate Governors in place: Rachel Greer, Kate Liddington (Assistant Headteacher) and Jude Rivers (Deputy Headteacher)

4. Meetings of the governing body

The full governing body meets 5 times a year; all meetings are clerked by a trained professional clerk. There are also 3 governing body committees which have delegated authority. The committees are:

- Resources sub-committee – finance, personnel and premises (meets five times a year)
- Teaching, Learning and Curriculum review sub-committee (meets five times a year)
- Pupil Support sub-committee (meets five times a year)

5. Attendance at meetings

Governors have good attendance at meetings overall. Apologies for non-attendance are considered on an individual basis; governors are aware through the code of conduct that non-attendance, which includes apologies not being accepted, will result in the removal of a governor six months from the date of first non-attendance. See Appendix for details of individual governors' attendance at meetings.

6. Governing Body priorities

The remit of the governing body and its committees

The governing body and senior leadership team completed a self-evaluation of the school in September 2016 taking into account the July 2016 SATs results, the school's internal monitoring of pupil progress and attainment and changes to the assessment of pupils and the curriculum. This self-evaluation was further enhanced by the Ofsted inspection in February 2017 and analysis of SATs results for July 2017. The School Improvement Plan for 2017-18 is directly informed by this self-evaluation and incorporates the following themes:

Ofsted action points:

- Pupils accelerate their rates of progress in writing and are provided with more opportunities for extended writing across the curriculum
- Middle leaders develop their roles and responsibilities further so that they play a greater role in further improving the quality of teaching and pupils' rates of progress
- Plans for improvement have clear timescales for when actions occur and clearly show what impact this will have on pupils' progress

7. The effectiveness and impact of the governing body 2016/17

The governing body completed a review of governance in 2015-16 facilitated by governor support service and SIA Mavis Wilkinson. The areas for improvement that have been identified on our governors' action plan are:

- Governors to take on board the depth of information and data provided by the school and grasp the main points
- Reassurance that Governors are asking strategic questions that test leaders at all levels
- Ensuring Governors are just as accountable for leadership as leaders in school, i.e. good governance is strategic awareness, good governance is strategically evaluating the impact of financial management
- To increase details of governing body content on the website and increase Governor communication with parents

- An ongoing commitment from all Governors to engage in a programme of training and development which further enhances their strategic impact

8. Impact

As a Governing Body we will achieve our goals by:

- Drawing upon the diverse community in which it is based. We remain ever perceptive to the needs of our community and its demographics and take pride in ensuring that the staff, children and parents/carers always aim for the highest possible standard for all our learners, regardless of their starting points
- Celebrating the schools understanding and knowledge of each individual child to ensure an excellent level of both academic and personal
- Providing solid foundations for all our children and empower them with the skills that will enable them to manage the complexities of modern life
- Securing excellent teaching and learning and fostering highly effective learning behaviours amongst all our children
- Continuing a proud balance between academic excellence and creative experiences through our wide range of extra-curricular opportunities
- Working in partnership and collaboration with all our parents and carers and schools in Leeds
- Listening, learning and sharing skills and knowledge for the benefit of all

Please see the attached appendices for:

- End of year summary reports from the Teaching, Learning, Curriculum and Assessment, Pupil Support and the Resources sub-committees
- Attendance of meetings

Appendix One: End of year summary report from the Teaching, Learning, Curriculum and Assessment (TLCA) sub-committee, by Victoria Cooke

The Teaching, Learning, Curriculum and Assessment (TLCA) sub-committee met 5 times during the school year for approximately 1.5 hours each time and was accountable for overseeing the implementation of three priorities from the school improvement plan.

Priority 1: Ensuring outstanding teaching, learning and assessment

Priority 2: On-going development of depth and reasoning within Maths, thereby ensuring appropriate learning structures are in place across the school to support inclusive learning, non-negotiable expectations for core skills, working walls, vocabulary and talk frames

Priority 3: Ensuring increasing robustness, consistency of approach and rigour within Reading, Writing, Spelling, Grammar and Grammar (SPAG) and handwriting across the school, based upon the secure use of assessment.

Regular items on the agenda include:

Outcomes for pupils

In 2016-7 the Governing Body reviewed the end of key stage outcomes for the previous year groups to check standards were being met and to discover if any lessons needed to be learnt. This was done through reviewing RAISEonline data and Fischer Family Trust reports. Governors were given the opportunity to scrutinise the data and challenge the Senior Leadership Team over dips in certain areas. The Governors sent a letter to parents and carers, commending the School for the 2016 KS2 results (which were the 5th highest in the city) and for the 2016 Year 1 phonics results (which were recognised by the Government Minister for school standards).

Governors explored school's target setting methodology for 2016-17 and ensured that the targets set for the year ahead were ambitious and challenging. Each term, they checked up on the progress and attainment of each year group and of key sub-groups within school. In the Spring term, Governors wanted to understand how age-standardised tests worked alongside a curriculum without levels and were shown how commercial test material was used to generate data that verified on-going, teacher assessment.

Governors in the TLCA sub-committee have developed an understanding of which sub-groups need to be targeted in order to ensure their progress is in-line with their peers. The progress of vulnerable pupils is a standing item of the agenda and each meeting has a different focus. For example, Governors wanted to know more detail about Pupil Premium children; they asked for data to show how many risk factors were linked to pupils. This gave greater context around their rates of progress over the years and whether it was sufficient.

Quality of teaching, learning and assessment

The School's approach to teaching and learning has shifted dramatically over the past two years; at its heart has been a belief that depth and breadth of learning is of paramount importance, teaching approaches need to evolve in line with our changing demographic intake and pupils should take greater ownership of their learning.

In 2016-7, the TLCA sub-committee ensured that new approaches continued to be nurtured so they remain effective and fit for purpose, e.g. developing Growth Mindset characteristics, three levels of challenge with pupil choice, peer feedback, next-step marking in green and purple pen responses by pupils. Governors wanted to be reassured that these initiatives were ongoing and were continuing to be effective for the pupils. By reviewing the Monitoring and Evaluation schedule periodically, they were able to check that the School was maintaining previous good practices and building upon them.

In 2016-17 new initiatives were also woven into the School's teaching and learning approach with the introduction of Talk Matters, Debbie Hepplewhite handwriting, discretely timetabled guided reading sessions, daily spelling slots, maths working walls and others. An overview of each approach was shared at committee meetings in the form of briefing papers, link governor feedback and/or as Q&A sessions with the Senior Leadership Team (SLT). In the autumn term, Governors wanted to understand why Talk Matters was being introduced and in the Spring term they learnt about the impact it was having for pupils. Link Governors also visited school and explored specific

issues in greater depth; this was done by meeting the School's lead on a particular strategy, learning walks, book looks, examining data, reading case studies and/or conversations with teachers/teaching assistants/pupils. Governors often prepare key questions in advance to focus the conversations and maximise the use of the time available. These sessions gave more time to issues and allowed them to be explored with more rigour.

Other systems, such as assessment, phase leadership and subject leadership, have continued to evolve. Governors have been updated about these changes and interrogated school to understand the rationale behind the decisions and to assess the outcomes; for example, by hearing presentations from phase leaders and then holding Q&A sessions. To help familiarise Governors with the School's approaches, training sessions were held to explore key themes in more detail, for example RAISEonline, Class Track and O-track. These were well-attended and especially useful for new Governors as part of their orientation process.

The School believes that Pupil Voice should be routinely considered when developing areas. Governors have asked to understand what pupils think on a wide range of topics this year; for example: puberty lessons in Year 5, the quality of hot school dinners, the way school plans and delivers assemblies and well-being. This process ensures that initiatives are "done with" pupils, rather than "done to" pupils and increases their sense of ownership. Moreover, they pupils offer insights that the adults in school are unaware of, e.g. the vagaries of pudding choices and adding an extra lesson to the puberty programme to explore specific issues in more depth.

Celebrating pupil achievements

This was added to the agenda as a standing item and allowed the SLT to share some specific examples of wider school effectiveness. For example, the value pupils got from the Young Voices Choir, participation in the Arooj project and the pupils winning the 20mph sign competition.

The TLCA committee is also responsible for:

- Standards across the school and pupil outcomes and target setting. Each year the RAISE online data is shared with governors, providing the opportunity for governors to ask questions about specific outcome data and look at any anomalies with the data. Throughout the year data is shared with the committee on rates of progress and achievement of pupils – including any underachieving groups. The progress of minority groups is also considered e.g. SEN, gender, pupil premium, black minority and ethnic, EAL and children in care, etc.
- Ensuring the curriculum is balanced, broadly based and meets the needs of all the pupils. Within this, statutory requirements must be met.
- Monitoring the impact of continuing professional development on improving staff performance. Ensuring that staff have opportunity for appropriate continuing professional development.
- Reviewing and approving school policies that are relevant to this sub-committee according to the school's policy review programme.

Appendix Two: End of year summary report from the Pupil Support sub-committee (PSC), by Liz O'Shea

The Governing body carried out substantial work last year to establish the duties and delegations for the three subcommittees. This was a useful piece of work as it ensures agendas are appropriately set and all areas of responsibility are covered. The duties and responsibilities of the PSC are detailed below. It is my responsibility as Chair, along with the other sub-committee members and the Mrs Gill, to set the agenda.

We meet 5 times a year for 1.5 hours. Prior to the meeting Governors are provided with reading material relevant to the agenda.

It is the PSC's responsibility to take the lead on:

- ensuring the health, safety and well-being of staff and pupils
- promoting community cohesion and inclusive practice relating to race, gender and disability equality
- overcoming barriers to learning
- parental and community liaison
- setting priorities for improvement and monitoring and evaluating the impact of improvement plans which relate to the committee's area of operation
- developing and reviewing policies relevant to this sub-committee as identified within the school's policy review programme and in accordance with its delegated powers

As a sub-committee the PSC accepts full delegated responsibility for the discharge of the following duties:

- agree annual attendance targets and monitor progress towards achieving these
- systematically gather the views of stakeholders and report on these, in order that outcomes are effectively used to inform planning
- to monitor and evaluate:
 - impact of the school's punctuality, attendance and behaviour policies
 - quality of the school's provision for personal development and well-being
 - effectiveness of care, guidance and support for learners
 - extent to which pupils feel safe
 - extent to which pupils adopt healthy lifestyles
 - extent to which pupils contribute to the school and wider community
 - extent to which pupils develop life skills that will contribute to their future economic well-being
 - extent of pupils' spiritual, moral, social and cultural development
 - effectiveness with which the school promotes equal opportunity and tackles discrimination
 - effectiveness with which the school promotes community cohesion
 - effectiveness of safeguarding policies and procedures and ensure that the school complies with all health and safety and other safeguarding regulations (including child protection and safe recruitment)

Along with the above duties the PSC has been responsible for the priority 'Integration of the Bulge Cohort' from the School Improvement Plan.

In fulfilling our duties as outlined above, the PSC is also ensuring the scope and breadth of its work encompasses the core areas of outcomes for pupils, effectiveness of leadership and management, quality of teaching and personal development, behaviour and welfare as outline by Ofsted. This year the PSC has assessed how the school and its leaders have met these criteria in the following ways:

Attendance

Attendance objective setting and monitoring are a high priority and reviewed at each meeting. The national attendance target for schools is 95%. We have set Talbot's target at 97% due to the important link between attainment and attendance. Mrs Gill provides a detailed report of attendance, broken down between different cohorts and analysis of changes. The report includes further analysis of low attenders, the reasons for low attendance and the measures in place to secure improvement. We are pleased to report that to date our attendance is 97%.

Special Educational Needs and Development (SEN and D)

Children with special education requirements are monitored by the PSC. This includes review of the provision, policy, spending, progress and attainment of this cohort. A specific Governor (Tanzeela Umer) is linked to SEN&D provision. This involves visiting the school and reporting back to the committee, and an analysis of the impact of

funding. Discussions were also held on how external services have effectively supported children with additional needs.

Disadvantaged Children (Pupil Premium)

Children who are deemed financially disadvantaged (defined as qualifying for free school meals or being looked after) are specifically monitored as a group. I am the Governor linked to this area. Part of my role this year has been to meet with Mrs Gill and scrutinise and analyse the provision, policy, spending, progress and attainment of this cohort, both academically and pastorally. The school produces a detailed report of the annual spending to enhance provision for this cohort which is reviewed annually. Detailed analysis is undertaken to scrutinise the performance and progress relative to non pupil premium children. As with attendance, individuals not on track to achieve the age related expectations are comprehensively analysed by the class teachers, the senior leadership team and the governing body.

Cluster/ Collaborations

The school works with a local cluster of other schools in North Leeds, known as the Alwoodley, Roundhay and Moortown (ARM) cluster and has recently become a member of the Red Kite Teaching Alliance which is a group of schools in Yorkshire. Best practice and resources are shared. Detail and updates of these collaborations are reported to the committee. This includes assessing how effectively the school accesses additional services which range from pupil counselling to therapy.

Safeguarding/Child Protection

John England is our Governor linked to Safeguarding. Ongoing procedure and process are reported to the committee. All Governors have to complete safeguarding training on an ongoing basis. John visits the school to ensure, not only that we have all the statutory policies and procedure in place, but that these are effective in practice. He provides robust scrutiny and reports his findings back to the committee. His most recent report assured governors that all the necessary policies are in place and that the school is diligent and effective in safeguarding.

Pupil and Parent Voice/Feedback

At Talbot we are keen to empower the children and teach them British Values. Part of this is our commitment to listening to children and parent feedback.

We have commissioned pupil surveys most recently on school meals, assemblies, anti-bullying and sexual education. These provide valuable information for the school about what we are doing well and where provision and/or communication can be improved and developed. It is also a satisfying part of the role to hear how many things the children feel are done well. "We love Fruit Face Friday characters" (fruit sculptures), "The dinner ladies smile when they serve you," "I dropped my food and they said "it's OK, you can have another one"" Some of the surveys for parents/ carers have included homework, reporting and parental consultations.

We shall look forward to the next academic year and hearing more about children and parent views.

Health and Wellbeing/Personal, Social and Health Education (PSHE)

Along with academic progress and attainment, personal, social and health education is also a key focus. As a committee we provide scrutiny on the (PSHE) provision. We recently invited Mrs Marsden, who is the PSHE subject leader, to our meeting to provide an overview of the provisions.

All children have a dedicated 25 minute lesson on PSHE each week along with different topics being covered in assemblies. In line with the school ethos, all the children contribute and are encouraged to be both active listeners and confident speakers. Work is recorded, and learning demonstrated, by each class having a book of learning that they all contribute to. This encourages a collaborative and cohesive approach. British values are taught along with lessons being an open forum to discuss and debate alternative values and beliefs. PSHE and assemblies are also used to proactively deal with emerging issues within school such as bullying or friendship issues.

We are glad to be welcoming some of our newer Governors to the PSC committee and look forward to continuing work with the senior leadership team to ensure Talbot not only excels academically but also pastorally.

Appendix Three: End of year summary report from the Resources sub-committee, by Gavin Sweet

The Resources sub-committee re-formed for this academic year with a new chair and reviewed terms of reference. The committee's remit is to take the lead in ensuring good governance on financial matters, staffing, equality and diversity, health and safety, and other regulatory policy and procedural issues. The resources subcommittee looks to ensure good value for money, good practice, and compliance with policies, and to advise or delegate major decisions to the full governing body.

Over the course of 2016/17 the subcommittee has monitored the particular issues around the adoption of the bulge cohort into reception, and the associated building and refurbishment issues, some of which are ongoing.

School Finances

At the end of the financial year in March 2017 the school had achieved a healthy surplus, against budget projections at the beginning of the financial year. The sub-committee has maintained close monitoring of the budget during the course of the year, and questioned the Head Teacher and the leadership team where appropriate on any financial impacts. Several large spend items, such as new IT and screen equipment were approved. Good management of the budget by the SLT has also ensured that refurbishments in KS1 are proceeding cost-effectively, with room to spare to allow consideration of an LED light upgrade programme. Governors have considered some additional particular impacts to finances during this year, such as:

- Bulge cohort impacts, particularly to ensure that as far as was possible the school was able to maintain or improve its facilities and not be disadvantaged by the requirement to take on a bulge cohort.
- Schools "Cluster" issues, particularly in reviewing potential challenges that result from structural and budgeting changes to the local cluster. Following detailed discussion of the Cluster services and costs to the school the Governors have confirmed in principal to continue to support this service.
- Apprenticeship scheme changes which are due to have an (albeit minor) impact on school teaching budgets.

Value for Money

The school is required to maintain a value for money self-assessment known as the Schools Financial Value Standard (SFVS). At each meeting a section of this document is considered by the sub-committee with the help of the school business manager. The incoming chair of the sub-committee also attended some additional visits with the school business manager to ensure the overall approach was understood.

Hand in hand with the structured SFVS questioning, a separate financial benchmarking exercise was also conducted with the help of the school business manager. This used comparative data on the spending patterns of similar schools in the city and the wider region.

This showed Talbot to be performing absolutely in line with other similar sized schools and other local schools, both in terms of income and expenditure. Governors have consistently found that school finances are managed diligently and sensibly.

Staff and Performance issues

The governors have reviewed both pay and performance policy documents. By way of reporting from the Head Teacher the governors have also been able to understand, question and scrutinise specific staffing or structural changes as these have arisen. The governors have been keen to see these plans, and also to note any financial implications. At different times, there has also been scrutiny of pay scale progression and performance. Governors have, for instance, questioned on numbers of staff looking for progression to upper pay scales.

Premises and Health and Safety

The governors have the statutory responsibility for health and safety and it is the responsibility of this sub-committee to ensure compliance. This year both annual audits (Health and Safety walks/reviews) have been conducted, as well as specific reviews of procedures that impact health and safety. A regular schedule of Health and Safety checks is also monitored. Ongoing interest is paid to, for instance, fire risks, and some extra attention has been focussed as a result of issues arising from the bulge build, and latterly from the Grenfell incident.

Committee topics of interest

As well as routine reviews and items brought to the attention of the subcommittee by the Head Teacher and senior leadership team, the Governors have also followed some topics of interest throughout the year, including:

- Bulge cohort: A theme throughout the preceding summer, and then the winter and spring terms, Governors have been particularly concerned to ensure that the new build and its snags were completed and resolved, and that the bulge cohort was successfully integrated. Several focussed visits on this topic have been made.
- School meals pricing: The price of school meals is a policy decision taken by the sub-committee, which is reviewed annually. During the course of the year the sub-committee agreed to reduce, further the subsidy from the school budget to the cost of meals and to a small increase in prices. Whilst changes in pricing have been small, Governors like staff, have been concerned to ensure that all children can access school meals.

Governor visits and specific focus issues

Governors have made regular, termly visits into school to look at various issues this year, which have included:

- Bulge cohort integration and impacts: Governors were concerned to ensure that the additional bulge cohort for this year was successfully managed, and that the impacts on the school fabric, its finances and of course the other children and teaching staff were minimised. Governors were able to provide support to the leadership team in the resolution of some specific build problems with the contractors and council.
- School Travel plan: Governors reviewed the work done by the school to develop an improved Travel Plan, incorporating a move to the Mode Shift support system, designed to deliver an early Bronze achievements award through sensible ambitions in increase of non-car journeys. Reduction in car impacts (with both safety and congestion aspects) remains a priority for Governors in their considerations.
- Sports Premium: Governors have again looked at the spend and application of the Sports Premium funding, which has followed the successful formula of previous years, in employing a sports “coach”. A diverse range of activities are covered and children have good access to sporting activities. A survey is planned to make some quantitative monitoring of which sports appeal to, or are accessed by, which groups of children.
- Ofsted: Governors also attended the Ofsted inspection to ensure complete support for the process. Governors were able to comment on the role that the Resources Subcommittee plays in ensuring governance of statutory responsibilities, as well as in delivering good value for money against the budget and against additional funding such as Pupil Premium and Sports Premium. The inspection was a robust and fair process and one that governors were able to learn areas for improvement, such as in evidencing strategic plans.

Routine Policy and Procedure reviews 2016/17

Governors provided annual reviews on a routine basis for a large number of policy documents:

- Alcohol and Drug Misuse Policy
- Children + Young People in Public Care
- Health and Safety inc First Aiders List
- Lettings Policy
- Equality and Diversity Policy
- Capability Policy
- Grievance and Harassment Policy
- Schools Contracts Procedure Rules
- Managing Attendance Policy
- Risk Register
- Whistleblowing Policy
- Charging and Remissions Policy
- Complaints Policy and Procedures
- Pay Policy
- Work and Families Policy for School Based Staff

Appendix Four: Attendance at FGB meetings, 2016-17 (5 meetings have been held this academic year)

Governor	Category	Term of office	Number of FGB meetings attended in 2016-17
Parm Gill	Headteacher	1st September 2014	3
Susan Alpar	Staff	13th October 2016 to 12th October 2020	3
Vicky Cooke	Co-opted	8th December 2016 to 7th December 2020	3
Esther Davy	Parent	3rd May 2017 to 2nd May 2021	2
John England (Chair)	Local-Authority	16th May 2017 to 15th May 2021	5
Wayne Gaskin	Co-opted	13th October 2015 to 12th October 2019	2
Rachel Greer	Associate	13th October 2015 to 12th October 2019	5
Niki Kilby	Co-opted	8th December 2016 to 7th December 2020	4
Kate Liddington	Associate	1st January 2015	5
Liz O'Shea (Vice Chair)	Co-opted	13th October 2015 to 12th October 2019	4
Jude Rivers	Deputy Headteacher	1 st September 2014	4
Louisa Smedley	Parent	3rd May 2017 to 2nd May 2021	2
Gavin Sweet	Co-opted	13th October 2015 to 12th October 2019	4
Tanzeela Umer	Parent	4th September 2013 to 3rd September 2017	2
Leavers in last 12 months:			
Bill Urry	Local Authority	16th April 2013 to 15th April 2017	3
Helen Haigh	Co-opted	12th December 2012 to 13th October 2016	0
Jaci Knowles	Parent	10th January 2013 to 13th October 2016	0
Jimmy Middleton	Staff	1st March 2013 to 13th October 2016	0
Jeremy Cox	Parent	10th January 2013 to 9th January 2017	2