



**Governing Body of Woodlawn School
Annual Governance Statement
2016-2017**

Composition of the Governing Body

- 2 Parent Governors
- 1 Headteacher
- 1 Staff Governor
- 1 Local Authority Governor
- 7 Co-opted Governors
- 2 Trust Governors

Committees of the Governing Body

- Finance, Staffing Pay Review & Facilities Committee
- Teaching, Leadership, Achievement & Safeguarding Committee
- Appeals
- Complaints

Chair of Governors

Mrs Hilary Harrison

Vice Chair of Governors

Sarah Sharp

The Governing Body of Woodlawn School has a strong focus. Its three core strategic functions are:

1. Ensuring clarity of vision, ethos and strategic direction
2. Holding the Head teacher to account for the educational performance of the school and its pupils, and the performance management of staff
3. Overseeing the financial performance of the school ensuring value for money and best practice

Our last OfSTED inspection was in May 2016 and the inspection report stated:

- Governance is a strength of the school. Governors' mix of relevant experience and expertise combines well to ensure that the drive towards excellence is relentless.
- Since the last inspection a core of highly experienced governors have worked relentlessly, using their collective skills to closely monitor the work of the school and strive for high standards.
- Governors are well informed about the impact of the school's work. They have a good understanding of pupils' progress and can gauge for themselves the impact of leaders' actions on pupils' learning and personal development.

The report also stated that governors question and challenge leaders about progress in all aspects of the school's work, ensure effective systems are in place for safeguarding and play an active role in the determination of teachers' and the Headteacher's pay. This ensures



governors have an informed understanding of the way in which leaders administer the school's performance management systems.

Since the inspection governors have continued to rigorously scrutinise and review performance. We work closely with the senior leaders and link governors continue to monitor their areas of responsibility within the school. We aim to ensure we build supportive yet challenging relationships with all stakeholders and that the children of Woodlawn School are provided with the very best educational experiences and outcomes

School Development Plan (SDP)

Governors work closely with the Headteacher and senior leaders in writing and monitoring the School Development Plan (SDP), overall responsibility for writing the SDP is with the Headteacher. The priorities for the School Development Plan (SDP) are taken from both internal and external monitoring, e.g. Local authority reports, OfSTED report and internal monitoring of the quality of teaching and learning and pupil outcomes by the Headteacher, other senior leaders and link governors.

The SDP is monitored and reviewed termly with an evaluation review being written and presented to governors as part of the Headteacher's termly report. In addition to the termly monitoring by full governors, the main committees i.e. Achievement, Teaching, Leadership and Safeguarding committee and Finance, staff, facilities and pay review committee, meet termly to discuss and monitor relevant areas with the Headteacher.

The following aims for 2016-2017 outlined in the School Development Plan were;

1. To further improve the quality of teaching to ensure all pupils, including the most able, make rapid progress
2. To further improve outcomes for pupils to ensure consistent progress for all learners.
3. To continue to embed and develop newly allocated middle leadership roles to ensure they have a full impact in the ongoing drive for improvement.
4. To further improve teaching and the curriculum for learners in the Sixth Form so they have greater opportunities to gain accreditation and are better prepared for employment and training.
5. To further develop extended learning through close working relationships with other stakeholders

The OfSTED report in May 2016 identified the following:

Leadership and Management	Good
Teaching Learning and assessment	Requires Improvement
Outcomes for pupils	Requires Improvement
Personal Development, Behaviour and welfare	Good
Early Years Provision	Good
Post-16	Requires Improvement

OfSTED (May 2016) stated, however, that there had been improvements in teaching, learning and assessment since the previous inspection and likewise that improvement in outcomes were seen, particularly at the end of reception and in Key Stage 2. However, progress was not accelerating securely for pupils at the end of Key stage 4 and sixth form.

Hence the focus has continued to be particularly on Teaching and Learning and Outcomes in maintaining consistency.



Evidence for above aims:

1. The Head teacher and senior leaders have worked incredibly hard to secure improvement in teaching and learning and subsequently pupil outcomes. Improvements have continued to be seen in teaching and learning following a model of coaching, support and training. This was reported to governors by the Head teacher at each full governing body meeting and increasing numbers of lessons seen are good or better. Teachers were held accountable through the performance management process and pay reviewed and agreed at the Finance, staff, facilities and pay review committee.
2. As part of termly monitoring the Headteacher reported pupil outcomes to governors and a frank discussion was held with governors around areas of strength and areas where improvements need to be seen. Key Stage 4 accreditation was an area where reporting of qualifications was weaker and school continues to work on this area. However, great progress was seen at Key Stages 2 and 3 in both English and Maths and Key Stage 4 showed a huge improvement in Reading and Maths. Last year a reading and intervention programme was introduced into the Secondary department and post 16. Read Write Inc is used across the primary department. Talk 4 Maths is now embedded into the curriculum. Governors have seen clear evidence of English and Maths progress in learning walks and monitoring visits.
3. Governors were involved in the appointment of a new Assistant Headteacher for the Primary department and a new structure for two Assistant Heads put in place to support leadership, partly due to the resignation of middle leaders. The Chair of governors also worked with the appropriate Unions alongside the Headteacher.
4. A development plan has been written for post-16 (Sixth Form) and this is monitored termly by the link governor for post-16. Evidence of development has been seen in the learning walks during each visit. A new Local Authority governor was appointed in July 2017 whose skill area is employment and training for young people with SEND (Special Educational Needs and disabilities). She will be working with post 16 staff and monitoring Key Stage 4, post-16 and beyond to ensure appropriate transition to employment, education and /or training.
5. We have two governors with responsibility for parent engagement (one is a parent governor) and communication and interaction.

Leadership and Management (Governors)

OfSTED 2016 stated:

The Head teacher and senior leaders have provided good leadership to change the culture of the school. As a result, the school is improving rapidly.

Governance is a strength of the school. Governors' mix of relevant experience and expertise combines well to ensure that the drive towards excellence is relentless.

As governors, we want to ensure the school goes from strength to strength and we work closely with the Head teacher and senior leaders. The Head teacher and Chair meet every week and the Chairs of committees, Chair of governors and Headteacher meet monthly. Full governors meet twice termly in Autumn and at least once per term in Spring and Summer. Committees mentioned earlier also meet termly prior to full governing body meetings.



Governors attend appropriate training, make frequent visits to school and have a clear schedule of planned meetings to check the school's performance.

As well as the two main committees mentioned earlier, governors also have the Headteachers performance management group and the appeals committee. The Headteacher, through the performance management process produced excellent evidence for governors in achieving all her targets in December 2016.

During 2016-2017 governors attended two stage 2 governor panels for attendance - one staff member contract ended and one staff member had an extended support plan for attendance. The vice chair of governors supported and attended a staff wellbeing group to support school staff with essential change for improvement.

The safeguarding governor reviewed safeguarding in school and confirmed that the single central record is in order.

Where possible governors aim to attend events in school e.g. School prom, school fayre, assemblies. We have recently recruited a local vicar who delivers assemblies and now has responsibility for Personal, Social and Health education (PSHE) and wellbeing as well as SPSMC (Social, spiritual, Moral and Cultural) development.

We have updated our skills audit and have a very strong governing body with a range of skills. Due to resignations for various reasons we have recruited five new governors last year who bring a range of skills.

Governor Visits

A yearly timetable of visits is planned prior to each new academic year. Last year (2016-2017) governors made the following visits:

- **Safeguarding**

The safeguarding governor confirmed the single central record (checking all staff and volunteer DBS records) was in order and all staff had been checked (confirmed by OfSTED 2016)

- **Pupil Premium**

(funding given for pupils who receive free school meals, children who are looked after, adopted children and forces children).

The pupil premium governor met with the Deputy Head teacher and the interventions coordinator. She found that great progress had been made in this area and a well -organised system in place ensuring pupils' needs are clearly identified and appropriate interventions in place.

- **Impact:**

There was no difference between pupils who are disadvantaged and those who are not disadvantaged. OfSTED stated that "the school's spending of government grants, such as pupil premium..... is effective in raising the achievement of pupils eligible for support"

- **English**

The link governor for English visited classrooms across the school to look at how English was being delivered, particularly following on from the OfSTED inspection.

A range of activities was seen throughout the school. Outstanding work was seen in a year 3-5 class and exciting speaking and listening work in a year 2 class. Key stage 3 staff were questioning pupils effectively and pupils were engaged and focussed.



Future targets are to ensure consistency across school by further improving the quality of teaching and ensuring older pupils use their phonic skills to support their reading and writing.

- **Impact:**
Evidence earlier shows that at all key stages but particularly at Key Stage 4 pupils made great progress in reading (links to the use of pupil premium grant).

- **Learning walks by two new governors** (both who volunteer in school)

Written comments include:

- “All teachers’ planning was available for inspection, even though staff were not aware of the visit”
- “All pupils were engaged and behaviour was excellent”
- “Students were being challenged and responded well”
- “Staff who are firm and positive and have high expectations of their students, particularly in terms of behaviour and attitude”

- **Post -16 visit**

As mentioned previously the post-16 governor visits termly. The post-16 plan was reviewed and identified large sections now completed. All year 11 leavers were preparing for transition to their post 16 provision and all were going to further education or training.

- **Impact:**
New timetable in place with further accreditation and focus on preparing for life outside school. Good progress made.

- **Maths visit** (start of year)

New maths accreditation in place. Numicon introduced into school.

- **Impact:**
Good to outstanding progress made in Maths (see evidence page 2).

Training

Due to the change in governors we have planned a training session in October 2017 to all governors around induction and roles and responsibilities. The training will also cover the governors’ new competency framework.

As there have been many changes within the governing body governors have not attended as many training sessions individually as in previous years. We have a new clerk who brings a wealth of knowledge and experience to the governing body and training is on every agenda. There will be more shared training such as the training planned for the start of 17-18 academic year.

Individual governors have attended training in the following areas:

- Autistic Spectrum Condition and Behaviour for learning – Susan Thompson
- Headteacher performance management – Sarah Sharp and Stuart Bailey
- Governors’ conference (Schools North East) – Hilary Harrison

Governors are invited to staff training days

- 4 governors attended an action planning training session - Rev Peter Dobson, Susan Thompson, Stuart Bailey and Hilary Harrison
- “Talk for Writing” session attended by Rev Peter Dobson & Susan Thompson



All new governors have met with the Headteacher and Chair of Governors as part of their induction. We welcomed John Joynson, Kirstie Devine, Susan Thompson, Susan Smith, Rev Peter Dobson and Helen Samuels during 2016-2017.

Finance

Sarah Sharp who chairs the Finance Committee ensures, with the committee, that the budget is managed effectively and that money is spent appropriately to ensure the best possible impact for pupils in Woodlawn school.

In ensuring financial stability, governors have worked with the Headteacher in appointing new teaching staff and teaching assistants to increase capacity for additional support whilst also ensuring the budget can accommodate and sustain additional staff.

Governors continue to be rigorous in working with the Headteacher to tackle staff and pupil absence and have attended absence management meetings with the Local Authority representative present.

The Business Manager and a member of the staff admin team ensure appropriate systems and procedures are in place to support the Headteacher and governors in their management of the budget.

The financial focus continues to be on providing the best resources (both staff and equipment) and facilities possible for pupils at Woodlawn School in line with school priorities as outlined in the SDP (School Development Plan).

The three-year budget plan shows no deficit. The Headteacher and finance committee work in partnership with the Local authority, who gives excellent support.

Future aims:

It is clear to see the progress the school has made from the OfSTED inspection in May 2016 to July 2017. The governors of Woodlawn School will continue to work with the Headteacher in monitoring progress. Key priorities for governors for 2017-2018 will be :

- To work with senior leaders in monitoring the quality of teaching to ensure all pupils, including the most able make rapid progress (through the Teaching and Leadership committee)
- To monitor improved outcomes for pupils to ensure consistent progress for all learners (Reporting through Teaching and Leadership committee and HT reports at full governors)
- To support the SLT in ensuring, through coaching and training the impact of middle leaders and subject leaders is developed in the drive for improvement.
- To monitor the development of the Sixth form and the reporting of results both at Key Stages 4 and post-16.

The governing body has seen some membership changes over the last year and we will aim to ensure stability with the new governing body by providing appropriate training and mentoring to enable governors to be confident in their role of monitoring and supporting Woodlawn school.

We shall continue to address the three core strategic functions of governors as outlined at the start of this report.

Governors can be contacted through school and we welcome comments and feedback.

Hilary Harrison
Chair of Governors
Woodlawn School