



**Governing Body of Woodlawn School  
Annual Governance Statement  
2017 - 2018**

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.

The last 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.

The overall judgement at this time was **Requires Improvement (RI)**

Since that inspection the school has had a Local Authority Assisted Review in February 2018 (led by two North Tyneside inspectors) and the overall judgement was **Good**.

The LA Review made the following judgements:

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



The LA Review stated that:

- The governance of the school is good. Governors have high expectations and are very clear about the vision and focus of the school. They take great pride in the school, they are ambitious for its future and have worked hard with senior leaders to ensure that school development planning is accurate identifying where there is a drive for further improvement.
- Governor minutes evidence that they review the spending of additional funding for pupil premium and have a good knowledge of how these funds are used. They provide challenge to the school to ensure good value for money.
- Governors are ensuring that all legal requirements are met, especially for safeguarding, and are checking that records to determine the suitability of staff to work with children and training are up to date.

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)**

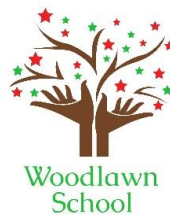
Governors work closely with the Headteacher and senior leaders in writing and monitoring the School Development Plan (SDP), overall responsibility for writing the SDP is with the Headteacher. The priorities for the School Development Plan (SDP) are taken from both internal and external monitoring, e.g. 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 Chairs of the committees, Chair, Vice Chair and Headteacher meet monthly to discuss and make decisions regarding the strategic way forward. These decisions are discussed at full governing Body meetings

Following the local Authority (LA) Assisted review in February 2018 governors have ensured more rigorous focus on:

Improving the quality of teaching and learning and assessment to maximise achievement for all pupils, including the most able, by:

- Holding senior leaders to account on primary focus areas following the February review i.e. English and Post 16 development. Visits have taken the form of learning walks to see evidence of progress in English across school (especially ensuring consistency across Secondary and post-16 English) in lessons, through display work, discussions and presentation of development plans.



- Making visits to discuss curriculum development e.g. Language for learning approach and what this entails. This has included visits to the classrooms and the whole school environment in developing this philosophy.

Improving the provision within Sixth Form to ensure it more effectively meets the needs of pupils by:

- The governors with responsibility for employability and careers supporting development of this work in school. Work experience opportunities were developed for post 16 students alongside a careers curriculum across the secondary/ post 16 departments.
- Listening to and challenging a post-16 presentation from the senior leader with responsibility for post-16 provision around the curriculum with the aim of encouraging further aspiration, challenge and achievement (at full governors' meeting). Questions asked regarding accredited courses and assessment to ensure robustness.
- Post -16 governors visiting at least termly to ensure progress of development plan.

Further improving the impact of leadership and management by refining assessment systems so they are more closely aligned to allow leaders at all levels and all teachers to evaluate pupils' progress in all subject areas so that underachievement can be precisely identified and addressed:

- Governors attended a presentation on assessment led by the senior leader with responsibility for this area. Governors questioned the senior leader, and this is a continued area of focus.
- Governors supported the partnership working with Whitley Bay High School curriculum development in delivery of GCSE English and Maths September 2017 and Science September 2018.
- More rigorous focus on qualifications.

### **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".

Governors monitor through at least termly meetings (two during Autumn term) of the full governing body and meetings of the committees (Finance, Staffing, Pay Review and Facilities Committee and Teaching, Leadership, Achievement and safeguarding Committee) plus the strategic group consisting of the Chair of Governors, Vice Chair (who is also Chair of Finance), Head Teacher and Chair of Teaching and Leadership as previously mentioned.

As well as the two main committees, governors also have the Headteacher's 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 2017 and a review in June 2018.



Presentations on Assessment, Pupil Premium and post-16 have been given to Governors during this last year by Senior Leaders. The budget has been presented and agreed by Governors and the Head Teacher's report (including the School Development Plan) is presented by Gill (HT) and discussed termly.

Governors attend appropriate training, make frequent visits to school and have a clear schedule of planned meetings to check the school's performance. A yearly timetable of visits is planned prior to each new academic year.

During 2017-2018 a representative from governors attended a staff wellbeing group to support school staff with essential change for improvement. Governors supported with union involvement and had a very positive meeting with Unions, Staff Wellbeing Coordinators, Head Teacher, Deputy Head, Chair of Governors and Human Resources. The conclusion from all was that staff wellbeing was now very good within the school

The safeguarding governor continues to review safeguarding in school and confirmed that safeguarding is effective. The LA review 2018 stated, "The local authority have recently undertaken a Health and Safety audit of the school, which endorsed how acutely leaders take the responsibility of safeguarding all stakeholders".

Governors have attended an increased number of school events to support parental engagement in school life, i.e.

- Summer Fair
- Assemblies e.g. Easter celebration led by Rev Peter Dobson.
- 100 year Activities – including Community Launch event, World of Work Day, Parent Celebration event, School Garden Party celebration.
- Awards Evening
- 2018 Prom event
- Sports Day

We have recruited a co-opted governor and parent governor this year, Emily Ward who is a local artist and Angela Blades who is a parent governor and works at the Baltic in Gateshead. Both bring further strengths and experience of creativity.

Peter Dobson is now Vice Chair (due to the resignation of the previous Vice Chair, who was a parent governor)

### **Pupil Premium**

(Funding given for pupils who receive free school meals, children who are looked after, adopted children and children who have a parent(s) in the Armed Forces.).

The pupil premium governor meets with the Deputy Head teacher and the interventions coordinator. Good progress continues to be made. Governors challenged the data showing pupils who receive pupil premium achieving better than those not receiving pupil premium.



Analysis of data by senior leaders showed reasons for a small number of pupils not receiving pupil premium with valid reasons for the data (e.g. medical conditions.)

**Impact:**

Governors aware of pupil premium and monitor to ensure all achieving at least good outcomes.

Excellent intervention work seen with Read Write inc small group and individual sessions in Reading.

LA review 2018 states: "Funding is used effectively to support the development of literacy and numeracy skills, through Read, Write Inc and Numicon and specialist staff deliver these programmes as well as delivering tailored emotional and social communication support".

**English**

The link governor for English met with the Deputy Head who oversees English, emphasis being placed on Secondary and Post-16. Two governors observed Read, write Inc small group and individual work. Discussion around the curriculum and accreditation.

**Impact:**

Improvements seen in line with SDP (School Development Plan) targets.

GCSE English being delivered to post-16 with delivery planned for year 10 in next academic year. Governors will monitor and are aware of links with Whitley Bay High school for GCSE. Governors rigorously monitoring English especially at Secondary and post-16.

LA review 2018 states: "The school's drive to improve reading since the last inspection has been particularly effective."

**Post -16 visit**

The post-16 governor and work experience governor met with Sixth Form staff and visited the classrooms during a learning walk, noting progress made and the changes to the Sixth Form curriculum. All Sixth Form students taking part in a range of external work placements facilitated through Connexions (David Bavaird). New teacher appointed with link governor on interview panel.

**Impact:**

Governors informed about progress in Sixth Form, aware of the need to keep full Governing Body up to date and able to challenge knowledgeably during post -16 presentation.

One member of school staff undertaking level 6 Careers Leader award.

Further opportunities for work related learning available.

Some inconsistent teaching in core subjects being monitored.



## **PSHE and Wellbeing visit**

The Governor for PSHE and wellbeing carried out a curriculum visit across school with the Head teacher followed by a discussion with the HT. Delivery of the curriculum, including core and foundation subjects was discussed as well as accreditation at Key stage 4 and post-16 and assessment (development of see-saw and informentor).

Social communication and support for pupils with mental health issues was evident and the introduction of an artist to work with pupils in looking at their journey through Woodlawn School supports pupils' health and wellbeing.

The curriculum is enriched by extracurricular activities both in and out of school, including lunchtime clubs and after school activities (e.g. sign and sing sessions take place on a Saturday morning and following a trial period are now being extended to the whole school.). There are several residential opportunities which greatly enhance pupils' confidence and wellbeing.

### **Impact:**

Clear evidence of strong Personal, Social and Health opportunities delivered across the curriculum.

Clear evidence of pupils' wellbeing seen throughout the school.

## **Therapy links**

The Link governor has observed the integration of Therapy and Teaching and Learning and was particularly impressed with the integration of maths and swimming therapy using Numicon.

## **Parent Governors**

Parent Governors have reported on activities in school and the use of "sea saw" (multi-media recording programme), parent engagement and gained approval for governor space (online resources and advice) this year.

## **Training**

Governors have attended the following training this year (2017-2018):

Whole school action planning with staff,

Safeguarding,

Roles and Responsibilities,

Preparation for OfSTED

GDPR (Government Data Protection Regulations)

Assessment of ourselves as governors (health check), working with a National Leader in Governance (NLG) and

Updating and monitoring the governors' action plan.

The Chair of Governors and Head Teacher attended Schools NE Conference and SEND (Special Educational Needs) Conference and individual governors have attended training where relevant to their link area and / or need (e.g. Induction).

We have bought into a Service Level Agreement, so we have access to online training.



## Finance

Peter Dobson, Vice Chair and Chair of 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.

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 in the first two years but with increasing costs a deficit in the third year, however, this will be managed. The Headteacher and finance committee work in partnership with the Local authority, who gives excellent support.

## Future aims:

It is clear to see the outstanding progress the school has made from the OfSTED inspection in May 2016 to the LA review in 2018. The governors of Woodlawn School will continue to work with the Headteacher in monitoring progress.

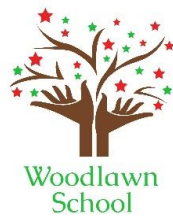
Key priorities for governors for 2018-2019 will be:

- To continue to work with senior leaders in monitoring the quality of teaching, learning and assessment to maximise achievement for all pupils, including the most able.
- To continue to monitor the Sixth form provision to ensure it more effectively meets the needs of pupils.
- To monitor with senior leaders the refined assessment systems so they are more closely aligned to allow leaders at all levels and all teachers to evaluate pupils' progress in all subject areas so that underachievement can be precisely identified and addressed.
- To work with senior leaders to embed and develop allocated middle leadership roles to ensure they have full impact in the ongoing drive for improvement.

Governors are confident in their role of monitoring and supporting Woodlawn School and 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



### **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**

Rev. Peter Dobson