
Spring 2015

Governors' Newsletter

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Dear Parents and Carers,

In this term's newsletter we give you an overview of what the governors actually do and what we have been working on and how this affects the school.

I think it is really important to highlight to everyone how much time, effort and hard work has been done this academic year by all of the staff, and the senior leadership team at our school. The introduction of the new national curriculum and the changes in the way children across the country are assessed and tracked has meant a huge increase in work behind the scenes before our children even step through the door to begin their learning.

The new curriculum evening that was run this term by the school was a very informative evening and provided some insight into the huge amount of changes, work done by the staff, but also an invaluable insight into what the children are actually doing during the school day. We would like to thank everyone who participated in the evening.

Spring has finally arrived and I would like to wish everyone a very restful well-earned break over the Easter holidays.

Simone Tyson (Chair of Governors)

Latest Hertfordshire Improvement Partner Report

The Joint Annual Review and Activity visit of our Hertfordshire Improvement Partner, Pippa Bremner, took place on 10th March.

We are very pleased to be able to say that, once again, she was in agreement with the schools self-assessment.

She judged the schools achievement as Outstanding and overall effectiveness as Good moving towards Outstanding and all other areas were rated as Good or moving toward Outstanding



Parent Voice

In the Summer Term, we will be undertaking a parent voice survey which will be asking your views and will include how effective you feel our governing body is, so please do keep an eye out and let us know your views.

Governor page

The school website has a wealth of useful information included on it and at present the Governors area is being developed.

In future you will be able to find more information about who the governors are as we will be including governor pictures and profiles.

Extract from Hertfordshire Improvement Partner Report

*“Chorleywood Primary is a **good school**, which is rapidly moving towards being judged as **outstanding**. Teaching is consistently good and a growing proportion is outstanding. Pupils and particular groups of pupils have excellent educational experiences at school and these ensure that they are very well equipped for the next stage of their education. There is excellent practice that ensures that all pupils have high levels of literacy and mathematical knowledge, understanding and skills appropriate to their age. The school's practice consistently reflects the highest expectations of staff and the highest aspirations for pupils, including the most able, disabled pupils and those with special educational needs. Best practice is spread effectively in a drive for continuous improvement. The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables them to thrive in a supportive, highly cohesive learning community.”*

STRIVING FOR OUTSTANDING

This term on top of the standard areas of focus the governing body has spent some time looking at leadership and management at the school with a specific focus on the governing body itself.

As part of this we have undertaken a number of things including:

- ❖ Self-assessment training to better understand next steps for our governing body to ensure outstanding governance.
- ❖ We have completed a skills audit of our governing body to identify any skills gaps we may have that we may need to fill.
- ❖ We are reconstituting our governing body in line with all maintained school's in Hertfordshire to allow a more skills based focus within our governing body to support best governance practice.
- ❖ We have decided to hold regular strategy meetings each term to allow the governing body to develop and drive the schools vision and strategy going forward. At the first of these meetings we will also be feeding into the behavior for learning work that the school is currently undertaking which some of you may be familiar with from the parent working group in this area.
- ❖ We have increased links with other local primary schools at the governing body level with termly meetings between Chair of Governors at Chorleywood Primary, Christ Church and The Russell School and will be looking to further these links into local secondary schools in the future.



Open position

We currently have an **open position** on the governing body for a Community governor.

If you know of anyone who is not directly connected to the school who might be interested in becoming a governor at the school please put them in touch with the school office.

What do School Governors actually do?

The governing body at Chorleywood Primary School is passionate and dedicated to maximise pupil achievement and works closely in partnership with the senior leadership team and staff for the benefit of the children to maximize pupil outcomes.

The governors meet regularly, and are responsible for the school's strategic planning as well as acting as 'critical friend' to the school.

Role of Governors

The governing body is to work with the Headteacher and the local authority to ensure that the pupils receive the best possible education.

The role of the governing body can be summarized into 3 key roles:

Strategic Direction

- Long term planning and direction of the school based on effective Self Evaluation
- Promote the aims and ethos of the school
- Ensure effective implementation of policies under which the school will operate

Accountability

- Accountable for the school's overall performance
- Ensure that the National Curriculum is delivered
- Agree the school's performance targets
- Set the staffing structure
- Responsibility for the school's budget
- Handle complaints as part of the school complaints procedure
- Maintenance of school buildings

Critical Friend

- Hold the school to account
- Being supportive but equally challenging
- Monitor and evaluate the performance of all pupils, including those classed as vulnerable

How do we do it?

Individual governors have no power or right to act on behalf of the governing body except where the whole governing body has delegated a specific duty to that individual.

The governing body can also decide to delegate certain responsibilities to committees that it has established.

We operate a committee structure and the governing body has three main committees:

School Improvement Committee (SIC), Finance and Premises (F&P) and Personnel & Pay (P&P).

The Full Governing Body (FGB) meets termly after each of the committees have met.

For projects and areas of more specific detailed discussion working groups are set up that meet on an adhoc basis as necessary

How do school governors at Chorleywood Primary interact with the school?

All members of the governing body are linked to either a core subject area, a year group or have a statutory requirement link to the school (e.g. Safeguarding).

Governors will visit the school for meetings of the governing body which may take place in the evenings or during the school day, and to visit their link class for specific activities to help increase their understanding of the school and the setting. The links and meetings give the governing body members a variety of forums and times to be able to interact with the school.

Working Groups

Governors will, where appropriate, participate in working groups that are set up at school for example; at present there are working groups the school is facilitating on Behaviour of Learning, Sports Premium, Catering Review, Special Educational Needs and Disability (SEND) etc.

Parental interaction in these working groups is very important and something that the school and governors feel is very important. Therefore, we would encourage parents and carers where possible to take part in these groups to help shape the future of the school.

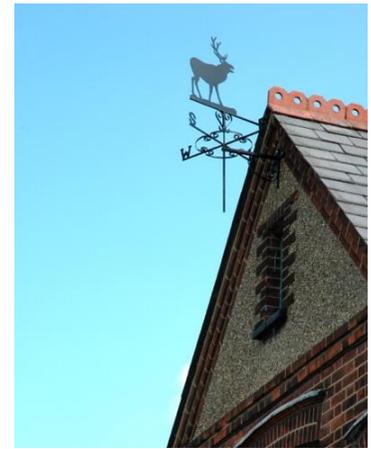


Photo: David Kilvert

Key School Priorities 2014/15

Continuing to improve **quality of teaching** with increasingly outstanding practice.

Further **improvement in writing** through the Talk for Writing approach.

Implementation of the **new computing curriculum** and effective implementation of the **new assessment criteria for the new national curriculum**, with the departure of national curriculum levels in years 1, 3, 4 and 5 this year and in years 2 and 6 from Sep 2015.