

# 18-19 MARAZION SCHOOL GOVERNING BOARD (GB)

## ANNUAL STATEMENT

*Exceptional leadership and management have ensured a relentless drive to raise standards.*

*Leaders and governors have an outstanding strategic vision for the school.*

*Teamwork and collaboration are essential elements in the school's approach.*

*Governors ask challenging questions of leaders as well as supporting school.*

*The headteacher and leaders at all levels, including the governors, have created a vision of excellence, enjoyment and high expectations. They have a strong ambition for continuing improvement and so consistently set high expectations for the pupils' achievement and the quality of teaching.*

*Leaders and governors have a very accurate view of the school's effectiveness.*

*Governors are highly ambitious for the school and its pupils.*

*Governors carry out their statutory duties very diligently as a result of the considerable amount of training they have undertaken.*

*Members of the strong governing body have an accurate understanding of the school's strengths and areas where development is needed. They rigorously assess performance of staff and understand the school data in its various forms and compare it locally and nationally.*

*Marazion School Ofsted Inspection Report, September 2017*

**For this school year, information about the work of the Marazion School Governing Board (GB) is grouped into key governing principles about the way the GB works.**

### **1. The right people around the table**

- Ability to work in a team and take collective responsibility for decisions
- Using a wide range of skills and extensive experience
- Ensuring open, honest discussion
- Ensuring transparency of information

#### **IMPACT:**

- *Effective decision making*
- *Annual Skills Audit informs the GB about gaps in skills and experience and identifies further actions for training*
- *Mutual respect shown within the GB*

### **2. Understanding the role and responsibilities of the governing board:**

- Establishing effective communication
- Having an experienced GB
- Having a stable core (governors who have served at least 2 terms of office) within the GB
- Bringing an independent view, a 'fresh eye' and a different perspective
- Building a strong, shared strategic vision
- Developing robust knowledge and gaining experience in order to be able to hold senior leaders to account
- Focusing on a key question at every Full Governors' Meeting (FGM)

- Completing a Skills Audit for GB
- Governors attend relevant training, including training in school
- Having a good understanding of *Governance Handbook* and *A Competency Framework for Governance*

**IMPACT:**

- *Rigorous professional discussion supporting effective decision-making*
- *Effective support, advice and challenge - strong engagement from staff and governors*
- *Robust committee structure with governors holding others to account*
- *Strong Link Governors confident in gathering information about the current context of the school*
- *Governors have an accurate understanding of the school's strengths and areas where development is needed*
- *A relentless drive to raise standards*

**3. Good Chairing**

- Strong Chair and Vice Chair of governors who are confident in their role and very effective in carrying out their responsibilities
- Experienced governors
- Governors confident in the role of Chair - some governors have 4 years of experience of chairing a committee
- Governors attend relevant training, including training in school

**IMPACT:**

- *Relevant and effective committee meetings*
- *Full Governors' Meetings (FGM) are more efficient*
- *Effective decision making*
- *Adapting the focus of committees in response to changes in education - for example Outcomes Committee is now Quality of Education Committee*

**4. Professional clerking**

- Clerk to governors has attended relevant training
- Clerk supports FGMs and committee meetings
- Very experienced Clerk joined the GB Team during this school year

**IMPACT:**

- *Effective communication with governors*
- *Consistent 'independent eye' during governors' meetings*
- *Prior Clerk experience supports the organisation and management of FGMs*
- *Robust advice and support provided by Clerk for FGMs*

**5. Good relationships based on trust**

- Cohort Governors linked to each year group

- Link Governor for Health and Safety works closely with Business Manager
- Link Governors liaise with Staff Leads
- Governor Leads for School Improvement Plan (SIP) meet with SIP Staff Leads as part of the School Improvement Cycle

**IMPACT:**

- *Pupils build a relationship with Cohort Governors*
- *Cohort Governors carry out a pastoral role for their year group*
- *Health and Safety management is robust*
- *Successful Health and Safety Audit - June 2019*
- *Governors have an accurate view of the current context of the school*
- *Governors have an outstanding strategic vision for the school*

**6. Knowing the school: the data, the staff, the parents, the children, the community**

- Total commitment to the 'whole child' ethos of the school
- Relentless commitment to and drive towards raising standards
- Rigorous determination to a vision of excellence, enjoyment and high expectations
- Robust commitment to improving education for all
- Excellent knowledge of the context of the school
- Carrying out their statutory duties eg safeguarding
- Governors' Suggestion Box as a means of liaising with parents and the school community
- Leading school improvement priorities, liaising with a staff lead
- Developing links with the community, for example supporting school events in the local area
- Attending community events
- Providing challenge of and support for senior leaders
- Data analysis
- Governor Monitoring Visits, including SATs and Phonics Screening Check Moderation Visits
- Outcomes of governor monitoring visits are shared with all governors
- External moderation, for example working with an School Effectiveness Cornwall (SEC) Associate Consultant

**IMPACT:**

- *Governors have an accurate view of the current context of the school*
- *Governors have an outstanding strategic vision for the school*
- *There is a bespoke broad and balanced creative curriculum*
- *There is specialist provision for PE, School Sport, music, art and design technology*
- *Governors are engaged and very active in school*
- *Clarity of vision, ethos and strategic direction shared by all*

- *A relentless drive to raise standards*
- *A relentless pursuit of excellence from all staff*
- *Consistent contribution to the school's self-evaluation*
- *Robust policies and procedures*

## **7. Committed to asking challenging questions**

- Asking challenging questions of senior leaders
- Governor monitoring carried out as part of committee structure, linked to SIC
- Outcomes Committee meeting includes rigorous scrutiny of focus groups, for example more able pupils; PP pupils
- Supporting, challenging and approving allocations for both Pupil Premium (PP) and PE and School Sport (SS) funding grants
- Key Questions used as part of FGMs and Finance and

### ***IMPACT:***

- *PP and PE/SS funding grants are used effectively*
- *The in-school gap between PP and non-PP pupils is less than the national gap*
- *Governors ask challenging questions of leaders as well as supporting the school*
- *Sporting fixtures and events are established with both A, B and some C teams taking part in matches and festivals*
- *There is a wide range of after school sport clubs offer with up to 90% attendance*
- *School has been awarded the Gold Sainsburys' School Games Award*

## **8. Confident to have courageous conversations in the interests of the children and young people**

- Robust budget monitoring
- Termly review of Case Study linked to pupil progress
- Review of Single Central Register
- Commitment to Part Two of KSCIE 2019 - management of safeguarding
- Information sharing via termly Safeguarding Log
- Annual review of S175
- Annual 'Safety in School' inset training
- Governors attend relevant training, including training in school

### ***IMPACT:***

- *PP and PE/SS funding grants are used effectively*
- *The in-school gap between PP and non-PP pupils is less than the national gap*
- *Effective professional discussion between governors, senior leaders and staff*
- *List of FAQs is part of Marazion School Information Report - created by staff, parents and governors*
- *Very successful feedback from external moderation of April 2019 S175 safeguarding return: Detailed and thorough self-assessment. The safeguarding culture within the school comes across strongly. You have used the self-assessment effectively to inform your action plan. There is detailed information on how you promote and support*

*mental wellbeing in your children. There appears to be robust monitoring and support by your governing body in particular your safeguarding governor.*