

**Coteford Infant School Governing Body
Annual Governance Statement 2018 - 2019**

School Name: Coteford Infant School

School Address: Fore Street, Pinner, HA5 2HX

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Website: www.cotefordinfantschool.co.uk

Category of school: Community

DfE number: 2012/312

Ofsted grading and date of last inspection: Good (February 2017)

Name of Headteacher: Mrs Julia Thomas

Date of Statement: July 2019

The Core Functions of the Governing Body

As defined by the Department for Education (DfE) in The School Governance (Roles, Procedures and Allowances) (England) Regulations 2013, the core functions of the Governing Body include:

- Ensuring clarity of vision, ethos and strategic direction;
- Holding the headteacher to account for the educational performance of the school and its pupils; and
- Ensuring the sound, proper and effective use of the school's financial resources.

In exercising their functions the Governing Body shall

- Act with integrity, objectivity and honesty and in the best interests of the school; and
- Be open about the decisions they make and the actions they take and in particular shall be prepared to explain their decisions and actions to interested parties.

Legal Constitution of the Governing Body

The total number of governor posts on the Governing Body is ten.

The Governing Body was formally constituted on the 1st May 2015.

The Chair of Governors is Mr Peter Lansdown

The Vice Chair of Governors was Dr Louise Thomas until 31st January 2019

The Vice Chair of Governors is Dr Neelam Kumar from 5th March 2019

The Clerk to the Governing Body is Mrs Gill Duncan

The Governing Body 2018-19

Governor	Category & term of office	Appointed by	Term of office ends	Relevant business & pecuniary interests	Governance role in another school or college	Material relationships between governors or with school staff	Expenses Reimbursed
Reshma Patel	Parent 4 years	Unopposed	Stepped down January 2019	None	None	None	None
Andrew Wallace	Parent 4 years	Unopposed	30/11/19	None	Spouse is a Governor at Coteford Junior School	None	None
Tamsin Pignataro	Parent 4 years	Unopposed	08/05/21	None	None	None	None
Juliette O'Loughlin	Parent 4 years	Parents		None	None	None	None
Neelam Kumar	Parent 4 years	Unopposed	04/05/22	None	None	None	None
Julia Thomas	Headteacher Ex-officio	Ex-officio	Ex-officio	Flooring Company	None	None	None
Sophie Thomas	Staff 4 years	School Staff	20/02/21	None	None	None	None
Peter Lansdown	Local Authority 4 years	Local Authority	31/05/22	None	None	None	None
Louise Thomas	Co-opted 1 year	Governing Body	Stepped down January 2019	None	Spouse is a Governor at Coteford Junior School	None	None
Dave Weller	Co-opted 1 year	Governing Body	30/06/20	Spouse is a teacher	None	Spouse of Mrs Weller	None
John Keltie	Co-opted 1 year	Governing Body	30/03/20	None	None	None	None

How the Governing Body Delegates and Distributes its Duties

The Governing Body agreed to form a Data and Standards Committee, Teaching and Learning Committee, Safeguarding and Inclusion Committee, Finance and Resources Committee and a Personnel Committee. The committee structure and terms of reference are reviewed annually.

Data and Standards Committee

Committee membership details

A minimum of three governors including the headteacher

Remit of committee and key delegated duties

See the Terms of Reference

Number of meetings held in academic year

Three

Key decisions made and impact

- (a) To review and analyse the performance data of the School.
- (b) Monitoring attainment data and holding School to account

Teaching and Learning Committee

Committee membership details

A minimum of three governors and the headteacher

Remit of committee and key delegated duties

See the Terms of Reference

Number of meetings held in academic year

Three

Key decisions made and impact

- (a) To ensure the School Improvement Plan promotes high standards of educational achievement
- (b) To monitor, challenge and hold leaders to account for the standard of teaching and achievement in the school

Safeguarding and Inclusion Committee

Committee membership details

A minimum of three governors including the headteacher

Remit of committee and key delegated duties

See the Terms of Reference

Number of meetings held in academic year

Three

Key decisions made and impact

- (a) Challenge and hold leaders to account for safety and behaviour
- (b) Monitor and evaluate the use of the pupil premium and other resources to overcome barriers to learning

Finance and Resources Committee**Committee membership details**

A minimum of three governors plus the headteacher

Remit of committee and key delegated duties

See the Terms of Reference

Number of meetings held in academic year

Three

Key decisions made and impact

(a) Oversee the financial performance of the school and make sure its money is well spent.

(b) Ensure, within the constraints of the budget, that the school staff have the resources and support they require to do their jobs well, including the necessary expertise on business management, external advice where necessary, effective appraisal and CPD (Continuing Professional Development), and suitable premises, and that the way in which those resources are used has impact.

(c) Monitor compliance with the Schools' Financial Value Standard.

(d) Monitor compliance with relevant statutory requirements and guidance, LA regulations and best practice.

Personnel Committee**Committee membership details**

A minimum of three non-staff governors

Remit of committee and key delegated duties

See the Terms of Reference

Number of meetings held in academic year

One

Key decisions made and impact

Performance Management and pay decisions

Specific panels of the Governing Body are convened as required for:

- School Complaints
- Staff Grievance and Discipline
- Staff Contract Reviews
- Pupil Discipline
- Appeals

The Governing Body delegates some specific functions to some governors covering specific areas of school life. These governors are known as Link Governors. Our school has the following link governors.

Area of responsibility	Named Governor	Number of visits to school in this role in academic year
Child Protection & Safeguarding	Peter Lansdown	
Child Protection & Safeguarding (Deputy)	Reshma Patel (until 31/01/19) John Keltie (from 01/02/19)	
Health & Safety	John Keltie	
SEND, inclusion & interventions including Pupil Premium support.	Reshma Patel (until 31/01/19) Neelam Kumar (from 01/02/19)	
Looked-after Children & Previously Looked-after Children	Neelam Kumar	
Wellbeing	Neelam Kumar	
EYFS	Andrew Wallace	
Literacy	Tamsin Pignataro	One
Numeracy	John Keltie	
ICT	Dave Weller (until June 2019) Andrew Wallace (from June 2019)	One Two
Science	Louise Thomas	
Forest Schools	Tamsin Pignataro	
Premises	Peter Lansdown	

Governing Body and Committee Meeting Attendance

Full Governing Body Meetings	Autumn Term 28/11/18	Spring Term 05/03/19	Summer Term 22/05/19	Summer Term 25/06/19
Reshma Patel	Apologies given and accepted			
Andrew Wallace	Attended	Attended	Attended	Attended
Tamsin Pignataro	Attended	Apologies given and accepted	Attended	Attended
Neelam Kumar	Attended	Attended	Attended	Attended
Juliette O'Loughlin		Attended	Attended	Attended
Julia Thomas	Attended	Attended	Attended	Attended
Sophie Thomas	Attended	Attended	Attended	Attended
Peter Lansdown	Attended	Attended	Attended	Attended
John Keltie	Attended	Attended	Attended	Attended
Louise Thomas	Apologies given and accepted			
Dave Weller	Attended	Apologies given and accepted	Apologies given and accepted	Apologies given and accepted

Data and Standards Committee Meetings	Autumn Term 14/09/18	Spring Term 18/01/19	Summer Term 22/05/19
John Keltie	Attended	Attended	Attended
Julia Thomas	Attended	Attended	Attended
Louise Thomas	Attended	Attended	
Juliette O'Loughlin			Attended

Teaching and Learning Committee Meetings	Autumn Term 15/09/17	Spring Term 18/01/18	Summer Term 22/05/18
John Keltie	Attended	Attended	Attended
Julia Thomas	Attended	Attended	Attended
Louise Thomas	Attended	Attended	
Reshma Patel	Attended	Did not attend	
Tamsin Pignataro	Apologies given and accepted	Attended	Attended
Dave Weller	Attended	Apologies given and accepted	Apologies given and accepted
Peter Lansdown	Attended		
Juliette O'Loughlin			Attended

Safeguarding and Inclusion Committee Meetings	Autumn Term 12/10/18	Spring Term 01/02/19	Summer Term 22/05/19
Reshma Patel	Attended		
Andrew Wallace	Attended		
John Keltie	Attended	Attended	Apologies given and accepted
Neelam Kumar	Attended	Attended	Attended
Tamsin Pignataro	Attended	Attended	Attended
Julia Thomas	Attended	Attended	Attended
Sophie Thomas	Attended	Attended	Attended
Peter Lansdown	Attended	Apologies given and accepted	Attended
Juliette O'Loughlin			Attended

Finance & Resources Committee Meetings	Autumn Term 17/10/18	Spring Term 13/02/19	Summer Term 07/05/19
Julia Thomas	Attended	Attended	Attended
Andrew Wallace	Attended	Attended	Attended
Peter Lansdown	Attended	Attended	Attended
Dave Weller	Attended	Apologies given and accepted	Apologies given and accepted

Personnel Committee Meetings	Autumn Term 05/11/18
Peter Lansdown	Attended
John Keltie	Attended
Dave Weller	Attended

Governing Body Effectiveness and Impact

What were the challenges for 2018-2019?

The key areas that Governors and SMT considered when developing the School Improvement Plan were:

Attainment areas to improve

- Reading comprehension
- Writing - gap for boys and pupils eligible for pupil premium, all year groups
- Outcomes for children eligible for pupil premium and white British boys
- Using baseline information

Curriculum focus:

- Continuing development of foundation curriculum planning
- Training for staff

Budget concerns

- Increased staff costs; national insurance, pensions, minimum wage, incremental movement
- Lower reserves
- Uncertainty over SRP numbers
- Lower pupil numbers

Ofsted

- Problem solving in maths – although improvements have been made in this area
- Attendance of pupil premium children

As a result these were our School Improvement priorities and we achieved the following outcomes:

1. Improve reading comprehension skills through a more consistent and systematic approach, both verbally and in writing across the school.

Outcomes;

- Policy in place and evidence in planning of teaching systematic teaching of comprehension skills in KS1
- Teachers confidently using a range of strategies to teach comprehension, verbally and in writing across the school (EYFS and KS1)
- Reading corners set up in all classrooms
- New home reading scheme has been purchased (will be launched with parents through workshops September 2019)

2. Improve outcomes for children eligible for pupil premium so that they reach national expectations.

Outcomes:

- Strategies and systems in place to support all PP children
- Case studies available to show positive impact of work with some individual families
- Those children whose attendance could not be improved through supportive means have had Participation Officer involvement and fines have been issued through the courts

3. Develop children's writing further so that the work that is produced shows quality, creativity and progress over time.

Outcomes:

- Writing displays show high quality work
- Red Books show range of writing genres and are monitored each month by the headteacher. As children use the books from reception to end of Year 2 there is strong evidence of progress over time.
- Creative writing has improved in KS1 (evidence Red Books and Literacy books)

4. Design a curriculum that is engaging, creative, has impact and is suitable for young children.

Outcomes:

- Medium and long-term planning grids are in place. They have details that include key knowledge, WOW starters, linked story books, cultural opportunities etc
- Leaders have stronger role in monitoring
- Topics include children's ideas and questions (evidence Learning Wall)
- KS1 National Curriculum has been closely referenced when making decisions about what knowledge should be taught in different topics

KS1 Outcomes 2018-2019

Outcomes were lower than predicted. This year group had a turnover of 23 children since the beginning of Y1: 12 children left and 11 children were new to the school. Of the children new to the school only 3 had achieved a Good Level of Education at the end of reception. This had an impact on outcomes.

Reading 67% EXS and above

Reading 21.5% GDS

Writing 63% EXS and above

Writing 11% GDS

Maths 75% EXS and above

Maths19% GDS

FS Outcomes 2018-2019

65.5% GLD

7 EHCPs + 6 SEN support 16%

In addition the school has also grown and developed the following ways:

- The Governing Body committee structure has improved Governor's involvement in the school. Most meetings that take place during the school day include part of the meeting being spent in classrooms seeing first-hand what is being discussed in reports. Governors' knowledge about the curriculum and data has also improved.
- The PSA has again been active on behalf of the school this year. They raised almost £6,000 at the summer fare as well as a significant amount at other events throughout the year. With their support we have been able to make significant improvements to the playground.
- All classes have taken children on a number of exciting outings to support learning and enhance curriculum
- We changed the way our keeping safe topic was organised this year and were pleased to welcome in visitors to help us again make sure that all our children heard strong messages on keeping safe. We know that last year one of our children used this information to save her mother's life.
- We changed the way that we used Read Write Inc. in Year 1 so that class teachers had more time to develop writing with the children in their own classes. This change has seen teachers using great story texts as inspiration for writing and has improved children's writing across the curriculum.
- We have developed the garden area in reception so that children have better access to a greater range of fixed play areas as well as more resources. This area will continue to be developed next year.
- All classes now have reading corners
- All classes have interest tables to stimulate discussion
- As part of our preparation for Ofsted we considered 'why' we deliver the curriculum the way we do (our INTENT) and this has formed a useful conversation, first amongst leaders and then amongst all staff to reflect on what we want out of our curriculum and what our children need. This will be used to support further work on curriculum development next year.
- The introduction of CPOMS to record incidents and safeguarding concerns has improved record keeping and access for staff to important information.

How have these improvements improved areas of school life?

- Coteford continues to be an inclusive school with a set of moral values that are clearly evident when people visit the school. This makes our school a really good place to be a child. The children say they like school and feel valued.
- Staff have reviewed the curriculum so that they are confident that all children are having access to a broad and balanced curriculum that reflects the expectations of the National Curriculum. Long term and medium-term plans are in place and we will review and fine tune over the next year, putting children at the heart of our planning. We will ensure that leaders support staff to make sure that planned learning builds on what has been learnt in previous years and that
- Children at Coteford continue to be confident writers and willing to have a go. The Red Books show that many children have a stamina for writing and that their best writing is produced when they have a structure such as a Talk 4 Writing story map. Our youngest children continue to make good progress.
- Work on comprehension skills at all levels is helping to improve children's talking skills and a focus on reading throughout the school is making a positive difference. Salford reading tests show

that some children who didn't achieve EXS in reading, did achieve a reading age at least the same as their chronological age, and often better.

- Work on attendance has improved attendance for some children and this in turn has had a positive impact on outcomes at school.
- All relevant staff are aware of all safeguarding issues. This means that they can support parents and children and ensure that any provisions that need to be put in place are done.

Find out more about our school...

- Link to Ofsted report <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report>
- Our school's Ofsted data dashboard can be found at <http://dashboard.ofsted.gov.uk/>
- Link to school's website: <http://www.cotefordinfantschool.co.uk/>
- School's pupil premium statement is available on the website
- School's PE and sport premium information is available on the website
- Link to Parent View which seeks parents' opinions on 12 aspects of our school, from the quality of teaching, to dealing with bullying and poor behaviour. <https://parentview.ofsted.gov.uk/>

The Governing Body can be contacted about this statement by enquiring through the school office.