

# Ernest Bevin College Governing Body Annual Statement 2015 – 2016

The School Governance (Roles, Procedures and Allowances) Regulations 2013 state it is good practice for the governing body to publish an annual governance statement to explain how it has fulfilled its responsibilities, particularly in relation to its core functions including:

- The governance arrangements that are in place, including the remit of committees;
- The attendance record of individual governors at FGB and committee meetings;
- An assessment of the effectiveness and impact of the FGB and any committees with details of any particular challenges that have arisen.

## 1. Governance Arrangements

The Governing Body is made up of 15 governor positions as follows:

8 Co-opted Governors

4 Parent Governors as appointed by a ballot of parents and

1 Staff Governor

1 LA Governor

1 Principal Governor

The current list can be found under the Governor Section on our website

### There are three main sub- committees

- Personnel Committee

This committee meets three times a year and is responsible for all personnel issues relating to staffing

- Resources Committee

This committee meets three times a year and is responsible for setting and monitoring the budget and overseeing the financial management of the school

- Discipline Committee

This committee meets as necessary when a pupil has been permanently excluded to discuss whether to uphold or not the school's decision.

## 2. The attendance record of individual governors at FGB and committee meetings:

Full Governing Body (Autumn 2015): Stephen Benton, Charmaine Brown, Caroline Dowdell, Jon Oddy, Nilesh Patel, Azhar Saleem, Rukhsana Sheikh, Sheldon Wilkie, Trudi Williams

Full Governing Body (Spring 2016): Stephen Benton, Charmaine Brown, Caroline Dowdell, Christine McCluskey, John Medhurst, Jon Oddy, Nilesh Patel, Rukhsana Sheikh, Sheldon Wilkie, Trudi Williams

Full Governing Body (Summer 2016): Caroline Dowdell, Fouad Alem, Stephen Benton, Elaine Brooks-Gilzeane, Sharon Gordon, Robert Harris, Christine McCluskey, John Medhurst, Jon Oddy, Nilesh Patel, Robert Sandy, Rukhsana Sheikh, Sheldon Wilkie, Trudi Williams

Personnel Committee (5th Nov 2015): Rukhsana Sheikh, Stephen Benton, Mark Weatherhead

Personnel Committee (10th March 2016): Rukhsana Sheikh, Stephen Benton, Mark Weatherhead, Nilesh Patel, Sheldon Wilkie

Personnel Committee (9th June 2016): Rukhsana Sheikh, Stephen Benton, Nilesh Patel, Sheldon Wilkie

Resources Committee (Autumn 2015): Caroline Dowdell, Nilesh Patel, Jon Oddy, Rukhsana Sheikh

Resources Committee (Spring 2016): Caroline Dowdell, Nilesh Patel, Jon Oddy, Rukhsana Sheikh

Resources Committee (Summer 2016): Caroline Dowdell, Nilesh Patel, Jon Oddy, Rukhsana Sheikh

### 3. An assessment of the effectiveness and impact of the FGB and any committees with details of any particular challenges that have arisen.

Area of Focus	Governing Body actions	Impact of actions
<p>Governors carry out their statutory duties, such as safeguarding, and understand the boundaries of their role as governors.</p>	<ul style="list-style-type: none"> <li>• All policies are reviewed on a timetable basis.</li> <li>• Governors have ensured that safeguarding policy is reviewed and in operation. Assistant Principal reports annual to Full Governing Body (FGB) on safeguarding issues</li> <li>• Single Central Record is checked by the Safeguarding governor on a termly basis</li> <li>• Resources Committee monitors the budget termly against additional costs incurred / saved during the course of the year.</li> <li>• Pupil premium money is planned and monitored through Resources committee</li> </ul>	<ul style="list-style-type: none"> <li>• Safeguarding audit in place</li> <li>• All staff are vetted and have been trained on safeguarding and Prevent</li> <li>• GB is confident that appropriate safeguarding measures are in place.</li> <li>• Budget is produced with plans for future cuts</li> <li>• Clear audit for the last 30 years in row</li> <li>• Additional appointment of Teaching Assistants in English and Maths to narrow the gap</li> </ul>
<p>Governors ensure that they and the school promote tolerance of and respect for people of all faiths (or those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics) and support and help, through their words, actions and influence within the school and more widely in the community, to prepare children and young people positively for life in modern Britain</p>	<ul style="list-style-type: none"> <li>• Governors have worked with the Principal in establishing a set of Bevin values which reflect the rich diversity of the college community</li> <li>• Equalities Target discussed annually at the full governing body</li> <li>• Staff and governors have been trained on the Government's Prevent strategy</li> <li>• Parents invited to Prevent meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Bevin values of tolerance, happiness, respect, resilience and opportunity are implemented and modelled by all members of the college community</li> <li>• Equalities target in the IDP</li> <li>• Prevent now established as part of the safeguarding policy.</li> </ul>
<p>Governors ensure clarity of vision, ethos and strategic direction, including long-term planning (for example, succession)</p>	<ul style="list-style-type: none"> <li>• Principal works closely with the Chair, Vice Chair and the Link Inspector to set numerical targets for the college</li> <li>• The governors are involved in giving their views in the writing of the Institutional Development Plan (IDP)</li> <li>• Governors monitor pupil intake, numbers and publicity and marketing</li> </ul>	<ul style="list-style-type: none"> <li>• Governors have significant involvement in setting the strategic direction of the college and the plan takes full account of the context of challenges faced by the college</li> <li>• The Personnel Committee has ensured the shadow structures takes into account succession planning</li> <li>• New set of values implemented</li> <li>• New uniform in place</li> </ul>

<p>Governors contribute to the school's self-evaluation and understand its strengths and weaknesses, including the quality of teaching, and reviewing the impact of their own work</p>	<ul style="list-style-type: none"> <li>• Link governors have meetings with middle leaders at the beginning of the academic year and during the spring term</li> <li>• Quality of teaching and learning is discussed at the spring FGB meeting</li> <li>• An update on the IDP is reported in the spring FGB meeting</li> <li>• Attainment in Modern Foreign Languages has been identified as an issue that needs addressing</li> <li>• Governors monitor the IDP and SEF at the governor meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Governors have up to date knowledge of strengths and weakness for their areas</li> <li>• MFL department is being supported to raise attainment in MFL</li> <li>•</li> </ul>
<p>Governors understand and take sufficient account of pupil data, particularly their understanding and use of the school data dashboard</p>	<ul style="list-style-type: none"> <li>• Governors have been trained on interpreting the new progress measures</li> <li>• Inspection Dashboard and RAISEonline discussed at FGB on its release</li> <li>• In year progress is discussed at the Spring FGB meeting</li> <li>• External reports are distributed to governors and discussed at the FGB meetings</li> <li>• Link Inspector report posted termly to governors</li> </ul>	<ul style="list-style-type: none"> <li>• The college 'opted in' for the new progress measures for Year 11 cohort 2015</li> <li>• Issues in attainment in MFL identified and addressed</li> <li>• Governors have a greater understanding of RAISEonline</li> </ul>
<p>Governors assure themselves of the rigour of the assessment process</p>	<ul style="list-style-type: none"> <li>• Governors have been trained on new assessment procedures at KS3 – Doodle</li> <li>• Parent Governors had an input into producing a guide for families on new assessment procedures</li> <li>• Parent Governors consulted on new reports for parents</li> <li>• Governors undertake book sampling as part of governor visits</li> <li>• Curriculum changes and their impact have been discussed extensively at FGB</li> </ul>	<ul style="list-style-type: none"> <li>• Governors have a greater understanding of how new assessment procedures contribute improved learning and implications for pupils and parents</li> <li>• New reports in place</li> <li>• Following book sampling, governors made recommendations to senior team</li> <li>• Governors have a greater understanding of national curriculum changes and their implications for the college</li> </ul>
<p>Governors are aware of the impact of teaching on learning and progress in different subjects and year groups</p>	<ul style="list-style-type: none"> <li>• Quality of teaching and learning is discussed FGB</li> <li>• RAISEonline and Data dashboard analysis presented to FGB.</li> <li>• Reports from Heads of Subjects at the Link meetings are discussed</li> </ul>	<ul style="list-style-type: none"> <li>• Governors are aware of and challenge underperformance</li> <li>• Governors have a greater understanding of RAISEonline</li> </ul>

<p>Governors provide challenge and hold the headteacher and other senior leaders to account for improving the quality of teaching, pupils' achievement and pupils' behaviour and safety, including by using the data dashboard, other progress data, examination outcomes and test results; or whether they hinder school improvement by failing to tackle key concerns or developing their own skills</p>	<ul style="list-style-type: none"> <li>• Half termly meeting between Principal, Vice Principal, Chair and Vice Chair of Governors take place</li> <li>• Governors are aware and support the Information, Guidance and Advice that pupils are given throughout their secondary schooling</li> </ul>	<ul style="list-style-type: none"> <li>• Governors have up to date information of pupil and staff performance, exclusion rates, these are then discussed at the FGB.</li> <li>• Exclusion rates have been challenged</li> <li>• Link Governors have challenged attainment in MFL, expected levels of progress in Maths and uptake in Drama</li> </ul>
<p>Governors use the pupil premium and other resources to overcome barriers to learning, including reading writing and mathematics</p>	<ul style="list-style-type: none"> <li>• Pupil premium plan set up at the start of the year and approved by the Resources Committee</li> <li>• Pupil premium impact report is a standing item on the Resources Committee meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Governors have a greater awareness off the interventions that are having the greatest impact</li> <li>• Data for 2015 indicates that the gap has widened, however it is still below national figures</li> </ul>
<p>Governors ensure solvency and probity and that the financial resources made available to the school are managed effectively</p>	<ul style="list-style-type: none"> <li>• External auditors have ensured that all financial procedures are in place and provide value for money</li> </ul>	<ul style="list-style-type: none"> <li>• A balance budgeted is produced annually</li> </ul>
<p>Governors are providing support for an effective headteacher</p>	<ul style="list-style-type: none"> <li>• Regular meetings between the Principal and Chair and Vice Chair of Governors</li> <li>• Range of informal and formal support is provided for the Principal</li> </ul>	<ul style="list-style-type: none"> <li>• A smooth and successful transition from two Principals to one Principal has taken place</li> <li>• Robust systems are in place to ensure that pay progression is linked with performance.</li> </ul>
<p>Governors monitor performance management systems and understand how the school makes decisions about teachers' salary progression, including the performance management of the headteacher, to improve teaching, leadership and management</p>	<ul style="list-style-type: none"> <li>• The Personnel Committee has implemented a robust produce for awarding pay linked to performance management</li> <li>• Link Inspector works with the Chair and Vice Chair in evaluating the Principal's performance</li> </ul>	<ul style="list-style-type: none"> <li>• Robust systems are in place to ensure that pay progression is linked with performance.</li> </ul>

<p>Governors engage with key stakeholders</p>	<ul style="list-style-type: none"> <li>• Each middle manage has a link governor</li> <li>• Governors visits are calendared each term</li> <li>• Governors attend the coffee morning with parents</li> <li>• A governor is linked to the College Council and responds to the College Council minutes</li> <li>• Governor attendance at termly Parent's Coffee Mornings</li> </ul>	<ul style="list-style-type: none"> <li>• Governors have a greater understanding of the strengths, weaknesses and views of their middles leaders</li> <li>• Parental views are listened to through Coffee mornings</li> <li>• Pupils feel they have a voice</li> </ul>
<p>Governors are transparent and accountable, including in terms of recruitment of staff, governance structures, attendance at meetings, and contact with parents and carers</p>	<ul style="list-style-type: none"> <li>• Information about governors is on the website</li> <li>• Governors are involved in the appointment of all middle and senior leaders</li> <li>• Governors make themselves available at parents evenings</li> <li>• Governors have carried out safer recruitment training</li> </ul>	<ul style="list-style-type: none"> <li>• There are no parents governor vacancies – 4 potential parents governors for one current vacancy</li> <li>• Governing body is well respected by the college community and is equipped to provide support and challenged</li> </ul>