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Dear Parents/Carers



Governors Annual Statement and Impact Report 2015 - 2016



The Governing body at our school endeavours to fulfil the role defined by Government supported by the Local Authority. In doing so we hope that we can help to make our school the very best it can be for the benefit of our children and be even better today than we were yesterday.

The Department for Education guidance specifies that the annual statement should explain how we have fulfilled our responsibilities, including:



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



Before covering these areas I should firstly explain that the Governor role is intended to be strategic in nature while being a "critical friend" to the Head teacher and the school leadership team who are responsible for the day to day operational running of the school. In reviewing the way the school works, the Governors have gained an enormous respect for all the staff in the school. The amount of effort, care for our children, and "going the extra mile" we see on a regular basis from all our staff, is nothing short of inspirational. It is not only academic progress that is in evidence in the school, but all the clubs and other activities such as concerts, trips and sports events that show what a broad and fulfilling education our children benefit from in our school. I would like to take this opportunity to give a huge thank you to all our staff for the level of effort and care they all contribute.



Governor Meetings:

At Hazeldene Lower School members of the governing body have played, and continue to play, a strong role in driving the school forward. The current governors who are all listed on the website, all are volunteers, giving up their own time to fulfil the roles for the benefit of our children.



There have been nineteen formal governor meetings for the year 2015 - 2016.

Governor attendance has, as always, been of a very good level, with any absences having been fully explained and accepted and approved by the governing body.

There are no causes for concern at the level of commitment shown by any member of the governing body. On the website, the governor's page highlights governor attendance at meetings.



Leadership & Management Standard

We have a very experienced clerk that helps us to ensure all the topics we are required to discuss each year are covered, and we have 3 main sub-committees that perform much of the detailed work in accordance with their terms of reference:

Development Committee:

Responsible for reviewing the curriculum related policies of the school, and ensuring that the school's Self Evaluation is conducted appropriately and development plans implemented;

Personnel Committee:

Involved in the selection and recruitment of staff, and dealing with issues relating to existing staff;

Management Committee:

Responsible for setting and monitoring the budget for the school, and overseeing the financial management of the school. This committee is also responsible for the maintenance and health and safety aspects of the school buildings, and decisions on the use of the premises outside school hours.

The major concern to the governors is ensuring that our pupils progress appropriately in their education and appreciate that for this to happen the pupils must be supported by a well led, enthusiastic, professionally competent and motivated staff all working together within a safe, supportive but yet relaxing environment.

Governors appreciate too the requirements of our children's parents and carers and their need to be satisfied about the overall leadership and management of the school and how it affects safety, learning and enjoyment of their children.

To achieve their objectives governors too must continually evaluate the role they have played within the life of the school, and publish relevant information to all interested parties.

This statement and report are part of that evaluation and publication process.

School Development Plan (SDP) and Five Year Plan:

Governors work co-operatively with the head teacher and senior management in the writing and monitoring the School Development Plan. The School Development Plan sets aims for the forthcoming year. The SDP for 2015/16 were based on priorities identified from data, school self-evaluation and Ofsted priorities. The SDP is set out with clear aims, the key tasks which will be completed in order to achieve these aims and the success criteria in order to measure outcomes. The SDP is monitored and reviewed termly, with an evaluation overview being completed and presented to governors alongside the Head Teacher report.

The targets of the school development plan 2015/16 were identified as:

Priority 1 To move towards Primary status in 2017 as part of a Federation.

Priority 2 Maintain the excellent progress of basic skills in Numeracy and Literacy

2b numeracy

Priority 3 To enhance and increase provision of music across the school

Priority 4 Assessment- To continue to develop use of Target Tracker

Co-operative working on preparation and implementation of the school development plan follows considerable research, preparation and input from the school management team and all other members of staff. The development plan is monitored and reviewed termly, with an evaluation overview being completed and presented to governors in preparation for the new priorities the following year. These objectives were all completed during the academic year.

The current targets for the school development plan 2016/17 are:

Priority 1 To move towards Primary status in 2017 as part of a Federation.

Priority 2 To further develop writing to ensure at least 75% of pupils achieve the expected level of development at the end of KS1

Priority 3 To enhance and increase provision of science across the school

Priority 4 Assessment-Use of embedded target tracker systems to analyse progress of cohorts., vulnerable groups and individual children in greater depth. All staff to take ownership.

Priority 5 Development of maths reasoning and ensure 75%of pupils achieve expected levels of development at end of KS1

The governors visit the school as part of their monitoring of the SDP and of specific issues. These visits are considered a valuable opportunity for governors to be able to work closely with staff members across the school. Link governors follow a cycle which sets out the monitoring activities which they will be undertaking with the subject leader. Guidance in terms of the roles and responsibilities of governor during their visits are provided and regular training is available in order to up skill our team.

Examples of the impact of these visits include:

Co-operative working to prepare and introduce new policies and working practices on Special Educational Needs, Keeping Children Safe in Education and progress towards achieving the Key Objectives in Literacy and Numeracy. The Literacy and Numeracy governors have also ensured school have a programme of effective interventions which show sustained progress and positively impact on learning in Reading, Writing and Maths. This in turn has allowed school to demonstrate continued year on year improvement in basic skills.

Data analysis:

Data is made available to governors through termly meetings with verbal and written presentations followed by question and answer sessions with the Head teacher, Assessment Leader and members of the senior management team. By doing this the governors are able to benchmark their data against similar schools, the Local Authority and schools nationally to ensure the schools standards and expectations are high and are able to be closely scrutinised.

Particular scrutiny is placed on pupil progress across all ability groups including vulnerable groups and on the effective use of the Pupil Premium.

Governor Plans this year have included appointing a English as an Additional Language Link Governor who meets with the Head Teacher and SENDCo to further analyse pupil performance across the school.

Policies:

Governors review all relevant policies on a programmed basis to ensure that all guidance is current and up to date.

Specific attention is paid to ensure that the school complies with the Department of Education mandatory policy list and the Local Authority recommended list.

Financial management:

Hazeldene has an experienced Chair of the Management who is fully committed to ensuring that the school money is spent effectively for all pupils. Other governors have also attended Financial Management training.

The governors have worked closely with the Head Teacher, School Business Manager and Senior Leaders to monitor the school budget.

The impact of the governors' role in the school ensures that the budget is managed effectively and improvements are effective and continuous.

Governor expertise:

At Hazeldene School the governors bring a wide variety of expertise to the school and this in turn helps to ensure the school continues to move forward and develop.

Examples of the impact of governor expertise on school improvement includes involvement in the new Federation with Newnham.

Our Chair of Governors was very instrumental in the setting up and establishment of the trust and met very regularly with the Chairs of Governors from both Castle and Newnham.

We also have a very experienced Literacy Governor who was a literacy consultant for the Borough and is now a lead lecturer at the University. She is able to conduct joint classroom observations with us and provides invaluable advice.

Staff recruitment

The head teacher, two assistant heads, Key Stage two Leader and a number of governors are trained in "Safer Recruitment"

Governors are involved in the recruitment and selection of all teaching staff and use the appointment process to ensure that high quality staff who share the schools mission statement and aims are appointed.

Governor Training:

During this academic year governors have received training in a range of subjects including:

An Outstanding Governing Board! Improving our Governing Board and Improving our School
Implementation of the Children and Families Act 2014 and the new SEND COP

General HR (Human Resources) Update

The Prevent Duty - Training and Awareness for Governors

Induction for new Governors - day course

Welcome evening for new governors

Induction for new Governors - day course

Five Year Governor Development Plan:

This enables the governing body to demonstrate its focus on its three core strategic functions: ensuring clarity of vision, ethos and strategic direction; holding the head teacher and Senior Leaders to account for educational performance of the school and its pupils; overseeing the financial performance of the school and making sure its money is well spent .

One of the main objectives in preparing the development plan is to align the governors' focus on its three core strategies with the requirements of the school development plan, training requirements and any requirements arising from the Ofsted inspection.

Impact statement – review:

The governing body, the head teacher and senior management team and indeed all members of staff are constantly striving to improve and develop the school.

This level of dedication and expertise was highlighted in our recent OFSTED inspection. We have also been awarded the basic skills award for the fourth year running which is an amazing achievement and as a direct impact on the music priority we have been awarded the "sing up "mark.

There has been effective allocation and imaginative use of Sports funding so as to further inspire and up skill teaching staff and pupils. This year we were re awarded the Gold standard for PE

Yours Sincerely
Victoria Cromwell
Chair of Governors