

**Sherington Governing Board:  
Parent/Carer Survey &  
Drop-in Session**

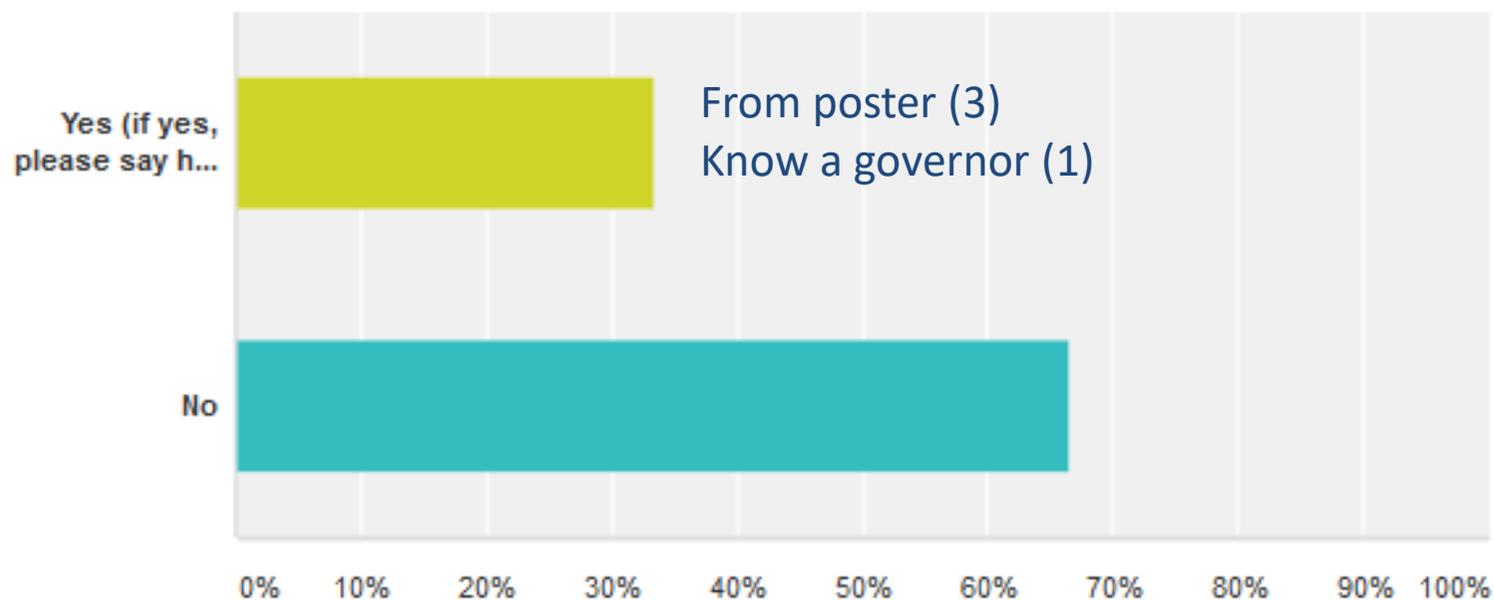
23<sup>rd</sup> June 17

# We asked you

- “ Thinking about the school’s Governing Board – do you know who the Governors are?
- “ Do you know what the Governing Board does?
- “ Would you like to know more about the governors' work and what they do at Sherington Primary School?
- “ Do you have any questions for the Governing Board?

## Thinking about the school's Governing Board – do you know who the Governors are?

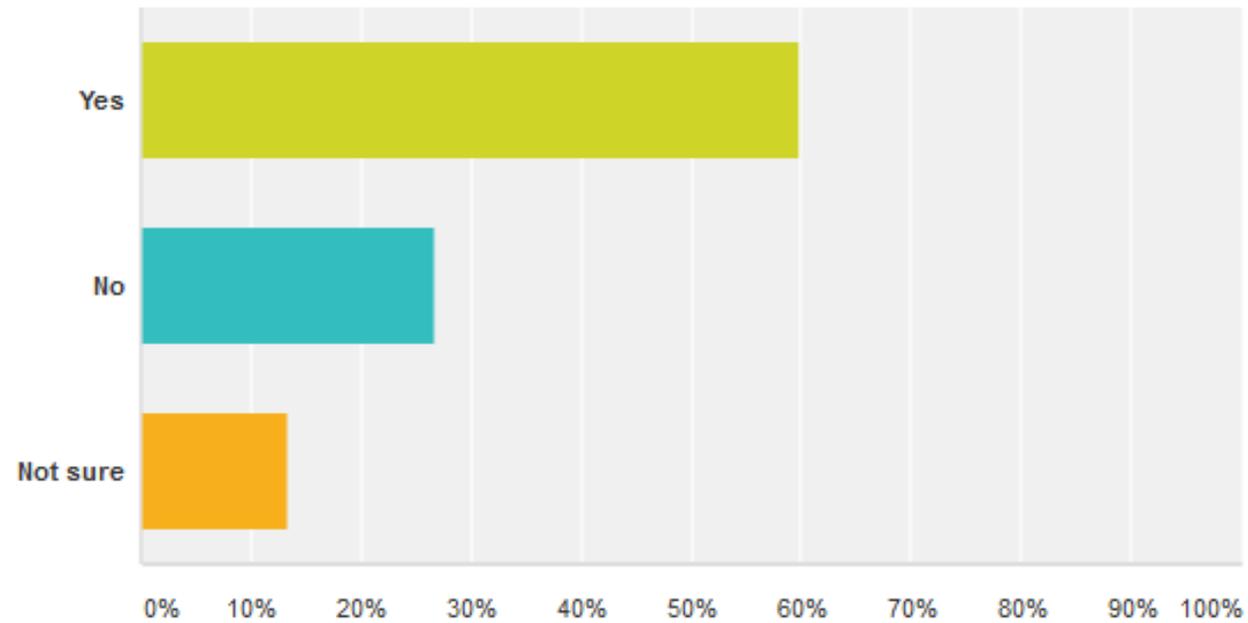
Answered: 15 Skipped: 0



We are getting a group photograph done today to add to the new poster (coming soon) and governors webpage.

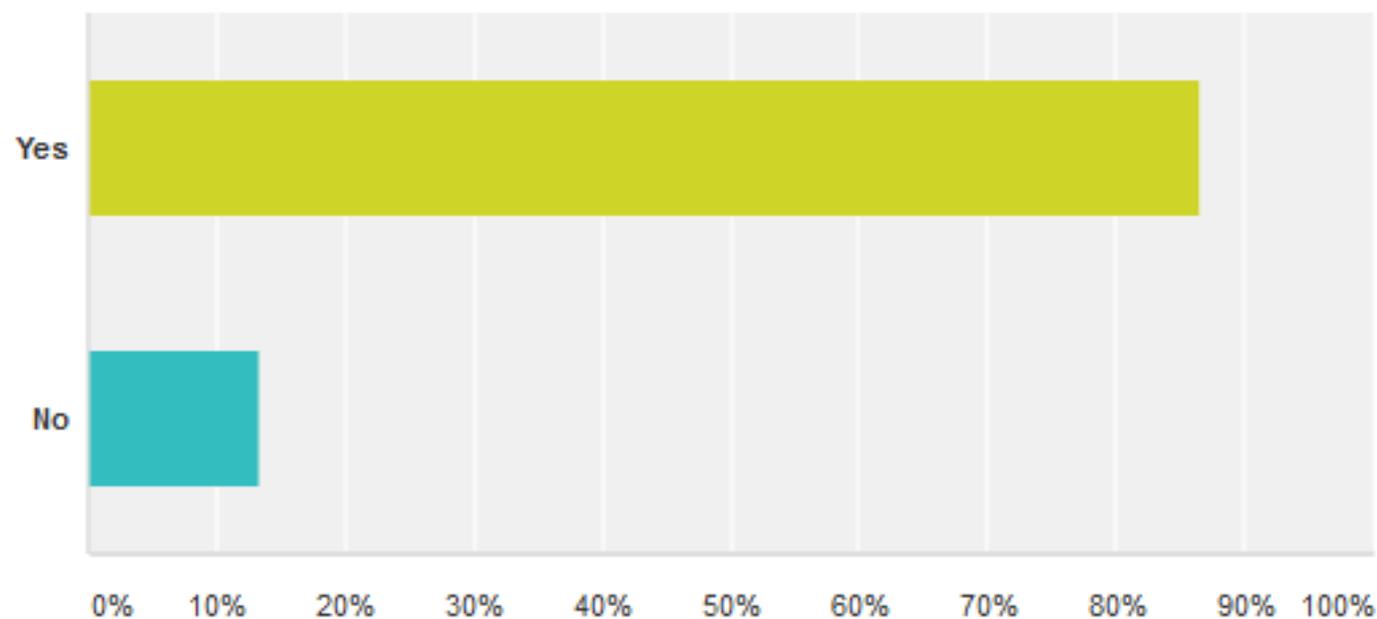
## Do you know what the Governing Board does?

Answered: 15 Skipped: 0



## Would you like to know more about the governors' work and what they do at Sherington Primary School?

Answered: 15 Skipped: 0



## Any questions for the governing board?

How is the  
Creation  
Station being  
used by the  
pupils?

Proposed  
budget  
cuts:  
impact?

How do you  
listen to the  
voice of the  
child at  
Sherington?

Behaviour  
policy:  
development &  
implementation

Why is French no  
longer being  
taught at  
Sherington in  
Year 3?

Governing  
Board:  
structure, remit,  
objectives and  
operation

Engagement  
with the  
parent  
community?

# What do governors do?

- “ **Ensure clarity of vision, ethos and strategic direction**
- “ **Hold executive leaders to account for the educational performance of the school and its pupils, and the performance management of staff**
- “ **Oversee the financial performance of the school and make sure its money is well spent.**

DfE Governance Handbook Jan17

# How do we do this?

Termly full governors meeting  
Termly committee meetings:  
Finance & Personnel  
Premises & Community  
Learning & Achievement

Regular governor visits

Training & advice accessed via clerking service, and The Key online service.

## **We review:**

- “ Achievement & progress data (patterns & trends)
- “ How children’s needs are being met
- “ Use of pupil premium to narrow gaps between disadvantaged pupils and their peers

## **We contribute to:**

- “ School’s strategic and financial planning (we agree the schools budget and monitor its implementation)
- “ School’s self evaluation process & development plan,
- “ Staff recruitment process, particularly at a senior level

# Governor impact – some examples

Support in review & overhaul of all policies

Afterschool clubs survey led to increased range and number of clubs provided.

Promoted & supported development of school website

Improved effectiveness of governing body: working strategically with SLT, seeking challenge, new clerking service

Support in building the “Creation Station”: taking plans from initial idea to completion. Recruitment of governor specifically to support this.

Increased focus on financial planning: change of service provider for bursarial services, supporting development of 3 yr plan

Support to school during significant transitions: new National Curriculum Sep14, new requirements for progress measurement Sep15, new delivery model for children’s centres

# What next?

- “ We are currently reviewing how we engage with the school community so that they know who we are and what we do. Our new parent governor, Kelly Powell, has a specific “communications” focus.
- “ We will review the results of the recent governor and communications surveys and feedback the outcome and action plans.
- “ We need your feedback to make communication work! Please talk to us!

# Where to find out more:

Visit: <http://sheringtonprimary.co.uk/school/governors/>

For more info about committees & make-up of governing body.



<https://www.gov.uk/government/publications/governance-handbook>

<https://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015>

## Q&A:

### specific questions raised in the survey

#### **What will the impact of school budget cuts be?**

- “ New National Funding Formula has not been approved by government. The school have developed a 3yr plan that demonstrates we can meet the reduced budget in the new National Funding Formula, we have not as yet taken any steps to implement this. We have reviewed our budget plans rigorously to ensure value for money for all services, and that all staff (our biggest spend) are deployed in most effective way, and that we are spending within our income. We have benchmarked our spending metrics against comparison schools.
- “ Our financial planning is rooted in the school’s priorities, based on the school vision & values. We will not be doing anything that jeopardises them.

#### **What is the role of governors? How do you engage with parent community?**

- “ Hopefully we have started to address this through the drop-in session and the newsletter this term. Please feel free to get in touch with any specific questions.

#### **What has the Creation Station been used for?**

- “ The space has been a huge asset to the school, beyond just for art, design and technology teaching. (As was our original intent in the design brief). Some examples are given in Mrs Dennett’s end of term newsletter.

#### **Why is French no longer taught in Year 3?**

- “ National Curriculum only sets criteria to be met by end of KS2. The school have found (partly informed by pupil surveys – see next question) that teaching French is far more effective using our own Miss Cole (previously specialist teachers came in to deliver French lessons). This means that we have excellent French teaching, but over fewer years.

## Q&A:

### specific questions raised in the survey

#### **How does the school listen to the “pupil voice”?**

“Pupil voice” is a core part of Sherington’s vision (“We place the child at the centre of all that we do”). Pupil voice surveys are done regularly by the school e.g. Summer 2016 a survey on delivery of French, dance and IT curriculum provided valuable insights to the Senior Leadership Team that they were able to act on, the annual “feeling safe” survey also provides important pupil feedback. The Student Council meet regularly with staff to discuss issues that are important to them and the classes they represent. The school uses assemblies to share new approaches and field questions from pupils, for example the roll-out of the new Behaviour Policy in September 16. Informal discussions in class groups are used to cover PSHE (personal, social, health and emotional) topics, making sure all voices are heard.

#### **Behaviour policy**

“Sherington has an excellent reputation in Local Authority for behaviour. “Behaviour for learning” is the collective responsibility of all staff, led by Senior Leadership Team, and supported by the Pupil Wellbeing Team. The Behaviour Policy was re-developed and re-launched in Autumn 16, and is consistently applied throughout school. (You can find a copy on the website.) The emphasis is on positive reinforcement of good behaviours with support for pupils that need it. Rigorous monitoring of data takes place with key indicators reviewed weekly with the Inclusion Manager and Senior Leadership Team. Any concerns should be raised with your child’s class teacher either at school pick-up or using the “Meeting Request Form” – please don’t hesitate to get in touch.