

Annual Governance Statement for the Governing Body of Sunnybrow Primary School 2025

School Vision/Mission Statement

Sunnybrow Primary School: a place where everyone has the chance to **SHINE**.

Safe

Happy and **H**ealthy

Independent

Nurtured

Engaged

‘Imagine a place where everyone can learn together in a safe, caring and stimulating environment while growing in self-esteem and confidence.

We believe that every child should be supported to reach their full potential; to make progress and succeed and this is the driving force behind every policy we write, lesson that we teach and interaction we have with our children. In order to achieve this, we recognise the importance of emotional wellbeing. Research tells us that children with higher levels of emotional and mental health are more engaged in school and have higher levels of academic achievement. We understand that the wellbeing of our children is affected by the wellbeing of the adults they interact with, therefore we believe it is essential that we help protect and promote the emotional health and wellbeing of each and every member of our school community.

Aims

We strive to include and engage all pupils, taking into account gender, ethnicity, culture, religion, language, disability, level of ability, sexual orientation, age and social circumstance.

We aim to:

- create an inclusive community, in which everyone is equally valued, regardless of gender, gender identity, age, disability, marriage or civil partnership, pregnancy, race and nationality, religion or belief and sexual orientation.
- strengthen partnerships between pupils, staff, parents, governors and the wider community;

- develop an awareness, tolerance, respect and understanding of other cultures and different ways of life;
- encourage social, moral, spiritual and cultural growth and a developing awareness of mental health and wellbeing, therefore embedding a culture of confidence, self-esteem, respect, resilience, acceptance and responsibility for ourselves and our environment;
- create a shared vision of collective responsibility for mental health, to enrich our own lives and those around us, ensuring that every voice is heard no matter how it is expressed or communicated;
- provide a creative and challenging curriculum which encourages independence and promotes life-long learning and high aspirations;
- raise awareness of personal safety while providing a secure environment with clear and effective procedures ensuring the safety of everyone;
- create a positive, vibrant environment which motivates and inspires;
- promote the importance of a healthy lifestyle;
- equip pupils with the skills and knowledge to function well as citizens of the future;
- recognise and nurture the unique abilities and achievements of each pupil.

The Governing Body of Sunnybrow Primary School has a strong focus on its three core strategic functions:

1. Ensuring clarity of vision, ethos and strategic direction;
2. Holding the Headteacher to account for the educational performance of the school and its pupils, and the performance management of staff; and
3. Overseeing the financial performance of the school and making sure its money is well spent.

Governance arrangements

The Governing Body of Sunnybrow primary School was re-constituted in March 2022 and consists of the following members: The Head Teacher, 1 staff governor, 3 parent governors and 4 co-opted governors and 1 LA Governor. The governing body has seen changes as new members have joined and others have moved on.

The full Governing Body meets once each term and we also have a number of committees that meet to consider different aspects of the school in detail. We have a Finance and Premises committee who meet each term. We also have a Staffing, Curriculum and Standards Committee which considers the school curriculum and staffing structure and pupil disciplinary issues. This committee will meet at least once each term. We also have a Pay Review committee and a Headteacher's Performance committee both of which meet annually. We also have committees that meet if required to consider staffing matters and appeals.

	<p>Several governors have areas of special responsibilities and visit classes to improve their knowledge and understanding of their areas. These areas of special responsibility include: SEND & Inclusion, Children in Car (CIC), safeguarding and child protection, GDPR, Attendance, Behaviour & Attitudes, EYFS and Premium Allocations. It also allows them to see the impact of the strategic decisions that are made by the Headteacher and the Governing body.</p> <p>Governors are welcomed in to school each term to monitor a curriculum area. Monitoring information is shared at governing body meetings. A monitoring schedule is now in place which reflects School Improvement Priorities.</p>
Attendance record of governors	<p>Most governors have an excellent attendance record at meetings and we have never had to cancel a meeting because it was not quorate (the number of governors needed to ensure that legal decisions can be made).</p>
The work that we have done on our committees and in the governing body	<p>Members of the governing body have played, and continue to play, a strategic role in driving the school forward. The children and staff remain at the forefront of our decisions as we endeavour to provide the best educational and pastoral environment for them</p> <ul style="list-style-type: none"> ● Governors have been involved in the recruitment and selection of teaching staff as well as performance management ● The SEND special interest governor continues to monitor the changes that the SEND Co-ordinator implements in school and provides support for her in this role. <ul style="list-style-type: none"> ○ The finance committee has completed the Schools Financial Value Standard in conjunction with the Headteacher. ○ Attainment and progress of pupils: Governors monitor the attainment and progress of all pupils and groups of pupils each term. ○ Resources: The Finance and Premises Committee monitor the budget closely to ensure the school can cope with the challenge of reduced funding and increasing costs. ○ Policy review: The governing body have ratified several statutory policies this year. ○ Volunteering. Some Governors are actively involved in daily school life. Governors volunteer in school by listening to readers and assisting in classes. They help to organise school events and participate in special events and celebrations.

	<ul style="list-style-type: none"> ○ All governors have completed a skills audit, and governors have attended training to begin to close any gaps. ○ A clear monitoring plan is in place for the year. Special Interest Governors carry out monitoring visits and fill in visit report forms. These are shared in FGB meetings ○ Minutes of the Governing Body and Committee meetings are public documents. They can be viewed by making a request at the school office.
How these actions have benefited the school	<ul style="list-style-type: none"> ○ SEND provision is effective in school. ○ SFVS. Governors are now aware of the measures in place to ensure that the Headteacher is effectively managing the school budget and that robust financial systems are in place in school. ○ Attainment and progress of pupils. As the governors are so knowledgeable about the attainment and progress of pupils, they willingly challenge the Headteacher regarding the data. They have a good understanding of how our school compares to other schools nationally and our areas of strength and weakness. ○ Policies. The policies are compliant with current legislation and were adopted in the relevant fashion. ○ SIP. By monitoring the progress of the school improvement plan, governors are able to ensure that the strategic development of the school is robust and cohesive. Governors are aware of what is happening in school and understand the impact of each area of development. Governors also have some ownership of their own development in school. By being involved in the self-evaluation progress, Governors have a thorough understanding of the strengths of the school and our next development priorities. ○ Monitoring. Governors now regularly monitor the areas of the School Improvement Plan. Information will be shared effectively with other Governors. ○ Volunteering. Governors have an excellent knowledge of daily school life which enables them to inform the whole governing body. They have a positive relationship with staff, pupils and parents. ○ Staffing changes have been managed to ensure stability and consistency.
	<ul style="list-style-type: none"> ○ Continue to strengthen the skills of the governing body through further governor training

Future plans for the Governing Body	<ul style="list-style-type: none"> ○ Continue to develop the strategic monitoring role of the governing body. ○ Continue to involve governors in writing the School Improvement Plan and self-evaluation
Contact Details	<p>The Governing Body welcomes suggestions, feedback and ideas from parents/carers. Please contact the Chair of Governors c/o the school office.</p> <p>Details of the full Governing Body are on the school website.</p>