**Wallsend Jubilee Community Primary School**

**Publication of Governor’s Details and Register of Interests – 2021-22**

**Governing Body’s Annual Statement**

The main issues faced and addressed by the Governing Body during 2021-22 were to meet the School Improvement Plan targets and to support and challenge the headteacher to meet his own Performance Management Targets. This included:

* Continue to raise standards of teaching and learning, so that outcomes improve for targeted groups and aspirations for all children remain ambitious;
* Increase the focus on developing consistently effective teaching of reading across the school
* Support the Headteacher in developing the effectiveness of both Senior and Middle leaders across the school so that a devolved leadership approach is achieved to the benefit of all pupils
* Continue to improve absence for targeted pupils who have less than 90% attendance, through a more collective whole-school approach and additional individual action plans, so that attendance for those individuals improves.

In addition, the Governing Body had to manage staffing teams to ensure that high standards of teaching and learning, and of safeguarding, were maintained throughout the year.

Another important issue was to support the Headteacher and SBM in managing stringent budget constraints whilst ensuring that the quality of provision for every child was not adversely affected.

The impact of the Governing Body on the school was very positive.

* Governors have worked hard to ensure that talented, hardworking and creative teachers are employed by the school, and that they have been supported and challenged effectively in order to allow them to contribute fully to our staff team and maintain our very high standards of teaching and learning. Positive feedback from colleagues, parents/carers and pupils themselves has shown that all members of the staff team have continued to provide a rich and meaningful experience for the pupils in their care, and monitoring procedures have shown pleasing progress by the children directly affected, and across the school as a whole. In addition, support staff members have been supported sensitively and their duties covered effectively, so as to ensure that all children and adults in school have remained safe and healthy in school, and that children have continued to flourish. We feel therefore that the governing body has made a valuable contribution to staff development.
* Governors are knowledgeable and committed to the school, and bring a wide range of skills and experience to their roles. They have a good understanding of the strengths and development points of the school and share the Head’s determination that the school meets both the learning and welfare needs of the pupils.
* Through a wide range of training, governors have developed their link-governor roles well and now make regular visits to the school. These allow them to consider more deeply the learning experience of pupils and to develop a secure understanding of the work of leaders so that they can hold them to account
* Standards of teaching and learning remained very high throughout the year, and positive outcomes were secured for all groups of pupils, right across school.

The positive support offered by governors, including staff governors, throughout the year was instrumental in our school’s success in addressing these targets.

**Structure of the Governing Body and Committees**

The Chair of the Governing Body is Mrs Sarah Campbell.

The Governing Body’s structure, and membership, is outlined in the table below and within that structure it has the following committees:

Finance & Staffing; Health & Safety and School Improvement

Mrs Campbell & Miss Moffat carried out the headteacher’s performance management review and target-setting process, along with the School Development Partner and both governors also took part in a performance management mid-year review.

Governors visited school to take part in a variety of monitoring and development activities such as Learning Walks and Book Scrutinies to gain insight into the work of the school and to support senior leaders in leading improvements. Link governors also met with their specific members of staff to discuss progress in the associated curriculum areas or areas of responsibility concerned. This took place on an individual basis and at joint sessions.

Several governors attended in-house and LA-led training sessions and/or special school events. It was not always possible to arrange meetings at times that would suit all members of each committee and some governors were unable to attend meetings despite their desire to do so. However, all displayed an exemplary commitment to our school and provided a very high level of support and challenge throughout the year, contributing to our continued success.

All governors, at the start of the academic year, signed a declaration of pecuniary interest which details if they have any business or commercial links to themselves or their immediate families which could create the opportunity for them to, either directly or indirectly, profit from, or share in the profit derived from any business transaction which may involve the school. The declaration is made in order to maintain transparency in line with Financial Guidelines from the DfE.