

GOVERNOR UPDATE

Spring 2017

Following the formation of the Viridis Governing Body in September 2016, School Governors have held two full Governing body meetings, established school sub-committees, and held two Governor visit mornings to see lessons and children during the school day. Governors act as 'critical friends' to the school and make strategic decisions as a group, whilst the operational management of the schools remains the responsibility of the school leadership team. In the newly federated governing body, each Governor holds a role that oversees all three schools and is also a member of a sub-committee that is linked to each school. There are more details of this on the back of this newsletter. We are keen to share news of our newly formed governing body with parents and hope to keep you up to date via newsletters as well as information on the school websites.

Thank you for your support in making sure that our three-school partnership continues to be such a success. In 2016 all three schools achieved results that were around 30% above those nationally putting them in the top 3% of schools in England for the progress children make. However, we are not complacent in knowing the challenges that our schools face and the importance of ensuring that every child who learns with us gets a full, rounded and excellent education.

We hope that this new Governor newsletter helps you better understand our work to make sure we get the best for children at all three schools and capitalise on the many benefits that partnership working is bringing.

WHAT HAVE WE BEEN TALKING ABOUT?

As well as comparing each schools' performance data and development plans, Governors have been talking about the financial and recruitment challenges facing all three schools, sharing best practice and ideas from each school. Governors are keen to continue to monitor and develop how the schools communicate with parents as well as provide for children with Special Educational Needs and the strategic implications for our schools partnership of National policies such as the removal of funding for school support services to Local Authorities and the Government academy programme.



GOVERNOR VISITS TO SCHOOL



Each term Governors visit during the school day. During the first part of this visit they drop into classrooms and meet with staff and children, comparing what they see with what they understand from the termly reports they receive from the Headteachers. Governors also meet with a group of pupils to talk about their learning and their experience of being at school. So far this year Governors have met with pupils at Southwold to talk about what our schools do for most able pupils, meeting with a group of talented learners. Governors also went to Hoxton Garden school to look at provision for the arts, meeting with children to hear about their opportunities for art, music and drama. Their visit to Orchard School is planned for the Summer term.

WHO ARE WE AND WHAT DO WE DO?

The Viridis Governing body consists of 8 Co-opted Governors, 2 Parent Governors, 1 Staff Governor, 1 Local Authority Governor and an Executive Headteacher Governor. We meet once a term as a full Governing body and once a term as a school sub-committee. Each school has a subcommittee that reports to the full Governing body. As well as learning from each school in the partnership, the purpose of the Schools Committees is:

- To oversee the strategic implementation of strategies that build, foster and develop effective parental partnerships with the school.
- To monitor the development of a range of community services and extended school activities to help meet the needs of its pupils, their families and the wider community.
- To consider the effectiveness of the schools' approach to promoting good attendance and punctuality.
- To monitor and evaluate progress on school development priorities, initiatives & interventions in order to feedback to the full Governing body.
- To ensure that pupil assessment and record keeping systems are in place and working and that assessment data is used effectively.
- To monitor and evaluate the effectiveness of provision and the attainment of all pupils including that for SEN and disadvantaged pupils using school assessment information.
- To ensure that school policies on curriculum subject areas and on such matters as Safeguarding, Sex Education, Religious Education, Special Educational Needs & Ethnic Minority Achievement are implemented and reviewed.
- To ensure that the school has a robust approach to safeguarding and the well being of all pupils.
- To consider the effectiveness of the school's approach to health and safety and disability access and make recommendations to the full Governing body.

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