

## **Governors Statement 2021-22**

Governors have dealt with many of the exceptional issues that impact on school as well as their core role due to the challenges of Covid and subsequent Recovery Programmes.

The governing body is made up of a variety of different groups.

- **Parent governors** – elected by and from among parents of registered pupils at the school.
- **Local authority (LA) governors** – appointed by the LA.
- **Community governors** – appointed by members of the Governing Body who are not themselves co-opted, they are intended to be representatives of the local community and may add particular kinds of expertise.
- **Staff governors** – people who work in school and are elected by their colleagues. There are two different types, teaching and non-teaching staff governors.

### **What we do:**

The governors meet at least twice every term to discuss the running of the school. This would include looking at:

- The school's budget and various policies e.g. behaviour, sex and relationship education.
- Performance management.
- The overall ethos and direction of the school.
- Long-term planning.
- Target setting for pupils.
- Staffing structures.
- Address challenges and evaluate developments that impact on school development

### **Key issues addressed by the Governing body 2021-2022**

- School and governors focus has been on a recovery curriculum to enable pupils to catch up on 'lost learning' and to regain their mental health and independence. Data shows this to have been successful.
- Subject specific learners have re established learning behaviours and caught up to previously expected targets
- Quality of education has developed to ensure all pupils progress through our own curriculum that meets their needs and takes account of learning pathways across the whole school with staff understanding their role within it.
- Governors have worked with leadership and management team to ensure the new curriculum and assessment document is revised and demonstrates strong challenge and accountability
- All staff and Governors are aware the curriculum and their role in its implementation
- Governors are aware of how school monitors pupil success through EFL and understand from Standards Committee how school use the data to review and plan progress
- Funding continues to be closely monitored and value for money sought, particularly given the additional expenses for supporting remote learning, staffing during periods of shielding and the return to full time school
- Upgrades to premises are in place to ensure the provision is well maintained
- A pilot programme with LA is seeking closer work with other agencies involved in EHCPs. Much of the expected work has been completed

- School has responded to the LA demand for places by opening a Satellite provision for EYFS pupils on an alternative site
- Governors and gathering information and advice around recent legislation for SEND and MAT in order to respond appropriately to the school's needs for forward planning