

Governors Annual Statement and Impact Report 2021-2022

In accordance with the Government requirements for all Governing Bodies the three core strategic functions of Biddick Hall Infant and Nursery School Governing Body are: -

Ensuring clarity of vision, ethos and strategic direction

-Holding the Head Teacher to account for the educational performance of the school and its pupils

-Overseeing the financial performance of the school and making sure it is money well spent.

To ensure the effectiveness of these core functions the Governors continually evaluate the role they have played in the life of the school and publish all relevant information to all interested parties. This statement and report form part of that evaluation and publication process.

Governance Arrangements

The Governing Body of Biddick Hall Infant and Nursery School was reconstituted on 10th March, 2015. Co-opted Governors are appointed by the Governing Body and are people who, in the opinion of the Governing Body have the skills required to contribute to the effective governance and success of the school. At present we have a full board including four Co-opted Governors and two parent governors on the Board. The full Governing Body meet twice each term with the Finance and curriculum Committees meeting termly. We also have Committees who meet when required to consider staff appointments, Performance Management, Appeals and exclusions.

Attendance Record of Governors

Governors have a good record of attendance at meetings. Following virtual meetings during the pandemic the board have been able to recommence face to face meetings this academic year. . Governor attendance records can be viewed on the school website.

Work of the Governing Body Including Work of the Committees 2021/2022

The Governing Body have a sound knowledge of the clear direction set by school leaders for the future work of the school. The schools' accurate self-evaluation has ensured that governors know how good progress has been made in addressing the next steps from the last school inspection. The School Improvement plan is monitored and reviewed termly and an overview of the school current position in

relation to self evaluation is presented to governors termly as part of the head teachers report.

School Improvement targets for 2021-2022

Improvement area1- Quality of Education

- To ensure curriculum planning is clear and progressive supporting pupils through a programme of work which builds knowledge and skills over time including remote learning.
- That there is good provision to assess and meet the needs of pupils with SEND
- All subject leads are confident in the approaches used to monitor teaching and learning in their areas of responsibility
- To strongly promote a lifelong love of reading with all stakeholders.
- Our maths curriculum sequences knowledge, concepts and skills over time applicable to a pupils starting point.

Improvement area2- Leadership and Management

- To ensure leaders are aware of and respond to any workload pressures on staff including during the transitional period beyond COVID 19
- CPD and a model of in school support, using the skills of the current staff team, the expertise of coordinators and a coaching approach will ensure the practice and subject knowledge of all staff builds over time.
- There are high expectations for all pupils in an environment where consistency in curriculum delivery and expectations are shared by all.
- To ensure highly effective partnerships with parents and the wider community.
- Those responsible for governance understand the core functions of the board, their role and the impact of their work.
- A cohesive approach from all staff to ensure the highest possible standards for all pupils.

Improvement Area 3-Behaviour and Attitudes

- All stakeholders recognise the importance of strong attendance and are relentless in their efforts to achieve this.
- Monitoring attendance activities and challenge to reduce persistent absenteeism and lateness and bringing overall attendance in line with national standards.

Improvement area 4- Personal Development

- There is a planned whole school approach which teaches pupils to understand and discuss equality of opportunity and diversity.

Governor Visits

Link Governor roles are now well established. Our link governor roles mirror the four key areas under which the school will be inspected. There are clear systems in place which support governor school visits as part of monitoring the school improvement plan priorities. The head teacher encourages governors to meet with her prior to any link visits to discuss the focus of their monitoring visits.

Examples of the impact of these visits include

- Termly meetings between the head teacher and the link governor for health and safety always include a health and safety walk around school and an evaluation of the impact of health and safety action planning following the annual health and safety audit. The head teacher, in her role as designated lead for looked after children met with the link governor for pupil premium. The content of the discussion focused on an overview of the pupil premium budget and how the spend is prioritised using a tiered approach. There have also been meetings with the EYFS lead and a meeting between Our English /reading lead and one of our curriculum link governors.

Governor Training

The Vice chair of the board has responsibility for governor training and she reports to the board termly on courses attended. The Vice chair also collates all responses from the NGA skills audit on an annual basis in order to identify gaps in knowledge specific to individual governors and the board as a whole and identify and sign post governors to the most appropriate training routes. The head teacher attended training on best practices to evaluate the work of the governing board and the impact on school improvement. As a result of this the board have committed to regular review of board effectiveness, using the questions which were developed by NGA, The Key for School Governors and the All-Party Parliamentary Group (APPG) on Education Governance to support governing board self-review. Meeting time is scheduled for our clerk to lead the board through the questions , evaluate the responses and plan next steps.

Key issues that have faced the board during 2021 -2022

Key issues which have faced the board include the increasing numbers of pupils in school with complex SEND and/or significant mental health needs. The school works hard with other professionals, outreach services and the LA SEND team to ensure the equality of education for all its pupils.

Following the disruption of Covid the development of subject leadership was a priority across the year to ensure all leads had the opportunity to assess the impact of effective curriculum implementation in their subject areas.

The board were very aware of the impact Covid had on outcomes at the end of the academic year. Writing outcomes were significantly affected and school leaders have identified that investment into a programme of talk for writing training for all staff will be beneficial. The school identified gaps in maths learning and despite a revision in the delivery of the maths curriculum some gaps remained. In order to ensure that any catch up was not detrimental to learning in other subject areas an after school maths club was funded through school led tutoring and covid catch up grants.

School attendance is rigorously monitored by school and there are a number of strategies in place to both challenge and support parents to improve attendance. For the academic year 2021 -2022 overall attendance was 93.08%

Assessment of the impact of the Governing Board on the work of the school 2021-2022

The Governor for Health and Safety met with the Head Teacher termly and they conducted a health and safety walk around the site. Health and Safety is always included in the Head Teacher's termly report to Governors.

Governors have a statutory role in seeing all safeguarding procedures are in place and the head teacher ensures that Governors undertake safeguarding training at least annually. Governors are also invited to attend any school based safeguarding training.

The Finance Committee meet termly and early in the Summer Term the Governing Body approved the 2021/2022 budget. We are pleased to report the school remains in a good financial position.

The Governing Board review and agree all school Policies on a programmed basis to ensure all guidance is current and up to date. Specific attention is paid to ensure all policies comply with the Department of Education mandatory list and the local authority recommended list. This year we have considered a number of key policies for review as well as implementing new policies. All financial policies were reviewed and agreed by Governors.

School attendance is reviewed termly to monitor in line with Government legislation.

Analysis of school data to monitor the progress and achievement of pupils, to ensure high standards are maintained.

Performance Management of the headteacher

Termly monitoring of the school improvement plan. This is informed through updates in the termly head teachers report to governors and through link governor visits.

There have been a number of subject lead reports presented to the curriculum committee so as to ensure the board are aware of curriculum development and it's impact.

Ongoing Plans for Governors

The Governing Body and senior leadership team are committed to constantly improving our school and look forward to maintaining strong working partnerships with all stakeholders. Current and future targets include:

Quality of Education

- Teaching resources, approaches and lesson delivery support our curriculum intent of instructional teaching.
- Assessment is used well both formatively and summatively across the full curriculum.
- Reading is prioritised to ensure our pupils can access the full curriculum.
- To improve outcomes in writing
- To close the gender gap at the end of EYFS and the end of KS1
- To improve outcomes for disadvantaged in English.

Leadership and Management

- School responds effectively to mental health and wellbeing needs of pupils and staff.
- The school promotes effective engagement with parents and others in the community.
- The governing board ensures the school has a clear vision and strategy and that resources are managed well.

Personal Development

- Curriculum and interactions are promoting positive mental health and wellbeing in pupils and staff.
- The work of the school promotes pupils personal skills and attributes to ensure they can achieve and flourish in society.

Behaviour and Attitudes

- The whole school culture ensures there is a consistent understanding of behaviour and a response which promotes respect and positive attitudes
- Our approach to maintaining good attendance and high levels of punctuality are rooted in supportive and motivating approaches for our families.

How You Can Contact the Governing Body

We always welcome suggestions, feedback and views of parents/carers. You can contact the Chair of Governors, Mrs Beth Foster, via the School Office. You can view a full list of Governors and their attendance at meetings on the school website. We hope to add more information on each Governor to the website in due course.