

Annual Governance Statement for the Governing Board of
Balshaw's Church of England High School
School Year 2022-2023

Role of the Governing Board

The role of the governing board in a local authority maintained school is set out in education law, namely to 'conduct the school with a view to promoting high standards of educational achievement'. The board also has a legal responsibility to promote pupil wellbeing. It does this by:

Setting Strategic Direction	<ul style="list-style-type: none">- Ensuring clarity of vision and ethos- Engaging with stakeholders- Making sure statutory duties are met.
Creating Robust Accountability	<ul style="list-style-type: none">- Accountability for teaching, achievement, behaviour and safety- Strengthening and supporting school leadership- Performance managing the Headteacher- Contributing to school self-evaluation.- Holding Performance Leaders to account
Ensuring Financial Probity	<ul style="list-style-type: none">- Making sure the school's money is well spent- Monitoring the use of the Pupil Premium grant and other resources to overcome barriers to learning.

Governance Arrangements

The governing board is made up as follows:

- **Foundation: 5**
- **Parent Governors: 2**
- **Staff Governor: 2 (including the Headteacher)**
- **Co-opted Governors: 10**
- **Local Authority Governor: 1**

The full Governing Board meets four times a year, once a term for general school business and once early in the autumn term to consider governing board arrangements and protocols for the forthcoming year. Governors also meet at least termly in 3 separate committees to consider various aspects of the school in detail. At **Balshaw's CE High School** we have the following committees:

- Resources Committee (finance, staffing, premises, health and safety)
- Curriculum and Pupil Welfare Committee (curriculum areas and the well-being of pupils)
- Standards and Effectiveness Committee (standards of teaching and learning, pupil outcomes)

Governors also have links to **specific subjects and departments (e.g. Maths, RE, English, Science)**. They visit school regularly to meet pupils and staff to gather Pupil Voice and speak to members of the departments with which they are linked. This ensures good lines of communication, positive relationships for active governance and deepens understanding of the implementation and impact of

School Development Plan and Priorities. In addition to this a subset of Link Governors are able to monitor specific aspects of the curriculum or key areas such as SEND, Safeguarding and the Pupil Premium Strategy across all subject areas as common threads throughout all school development strategy.

There are also committees that meet, if required, to consider pupil discipline, staffing appeals and complaints and specific Governors are highlighted to represent the Governing Board on these committees.

A list of Governors, their terms of office and positions of responsibility is published on the school website.

Governors' Attendance Record

Governing boards make decisions collectively, though they may choose to delegate responsibility to committees, or individuals (including the Headteacher). Attending Governing Board meetings is an essential part of a governor's role and the attendance record for the governors of our school is **good**. This ensures that all governors receive the necessary information all at the same time and therefore important and informed decisions can be made as and when necessary, on all aspects of the school, staff and pupils.

The Governing Body trialled a hybrid approach to meetings for 2022-23 to allow governors with their own work commitments to be able to attend meetings that they may not otherwise have been able to make with the journey time to school. All repeated non-attendance at meetings is followed up rigorously by the Chair.

The attendance record for all governors is published on the school website.

Assessment and Impact of the Governing Board during 2022-2023 School Year

The Governing Board has maintained a strong focus on its three core functions to ensure effective and supportive governance. The school's distinctive Christian vision underpins and drives all aspects of decision-making related to robust accountability and financial probity. The safety, welfare and wellbeing of all our staff and students is paramount and we continually strive to develop as an inclusive, welcoming place in which all can learn and flourish.

Ofsted visited Balshaw's (February 2nd/3rd 2023) for a full inspection. A group of governors met the inspectors on the second day. The lead inspector also spoke (over the phone) with the chair of governors. Overall effectiveness was good. The full report can be found elsewhere on the school website.

Resources Committee

The committee's role is to oversee the effective use of resources to:

Ensure that all pupils receive the best possible education, including those with SEND, the vulnerable and disadvantaged. Plan, discuss and agree the effective use of the school's budget over the next financial year, with a focus on school improvement. Monitor how the budget and financial resources are spent at termly meetings.

In the Autumn term, a small group of governors undertook the headteacher's performance review with the support of the school's adviser. The Pay Committee also met to consider and agree pay progression for teaching staff, including senior leaders, subject to good performance. This process is detailed, and a full range of evidence is presented to the Pay Committee to be able to evaluate decisions on pay progression.

The appointment of high-quality teaching staff is always a priority. Governors take part in the staff appointment process, including the appointment of existing staff to any new internal positions.

Expansion of the school proved to be too costly at this time. The committee abandoned any immediate plans to construct a sports hall or extend the present gym facilities as finances were required to complete urgent roof repairs. Governors agreed to the second phase of the school's green energy project – installation of solar panels.

Curriculum and Pupil Welfare Committee

The main functions of the committee are to:

- *Review, monitor and evaluate the curriculum*
- *Recommend the SEF and SIP to the Governing Board*
- *Develop and review policies*
- *Ensure that special needs requirements are met*
- *Monitor and evaluate provision for all pupils*
- *Ensure that all children have equal opportunities*
- *Monitor attendance, behaviour, anti-bullying, safeguarding and pupil welfare*
- *Promote the key features of the school's church distinctiveness*
- *Promote the school as an inclusive church school respecting people of faith, no faith and other faiths.*

Governors identified the following impact of the committee's considerations and decisions:

- Development of a blended learning environment.
- Professional development programme to support digital technology.
- Challenge for the most able through home learning.
- Key priorities for 2023/24 planning including:
 - Fully optional D & T at KS4
 - More curriculum time for Performing Arts and a richer alternative provision pathway dependent upon the student cohort.
- Impact of SEND strategies on improving outcomes and support. (SEND provision was later confirmed by Ofsted as very comprehensive and effective.)
- Increased role of the student voice within QA processes.

Standards and Effectiveness Committee

The SEC monitors and evaluates:

- *The effectiveness of leadership and management*
- *The impact of the quality of teaching on rates of pupil progress and standards of achievement by underachieving groups and vulnerable students.*
- *The impact of continuing CPD on improving staff performance*

- *The impact of the school development plan.*

The SEC regularly reviews and develops the assessment policy and ensures that it is operating effectively.

The committee regularly analyses pupils' attainment and progress across all year groups at its termly meetings, provide challenge and accountability for senior leaders. This includes comparisons with other schools, locally and nationally, particularly with the impact of lockdowns. Governors look for trends and data anomalies to ensure that they are holding Leadership at all levels of school to account.

Thorough analysis of the 2022 GCSE results revealed a strong outcome for a Northwest of England School. An action plan was introduced following the review. Governors received a detailed Pupil Premium Impact Strategy Statement which was used within the Ofsted inspection as robust evidence. From September 2023 the school will use Subject Performance Indicators rather than the Fischer Family Trust. Governors attended an introductory presentation 'Embedding Formative Assessment' during the summer term. This will be developed from September 2023 and supported by the Education Endowment Foundation (EEF).

Full Governing Board

In addition to their monitoring visits, governors regularly attend school events, helping them to build relationships with staff, pupils and parents. The governing board receives reports from nominated governors on the effectiveness of safeguarding, provision for vulnerable and disadvantaged pupils, challenging pupils and those with SEND.

Governors provide a high level of challenge to the headteacher, senior leaders and the school. They consider a range of documents and data provided by the school in order to judge the impact of strategies and the effectiveness of these on pupil outcomes.

The school's School Adviser provides notes of visits in a termly report. These are considered at the Full Governor's meetings. Governors are able to use the School Improvement Advisor to provide impartial advice and also to lead training sessions for Governors in the development of their role. The Full Governing Board Meetings and those of the Committees have high attendance rates and there is robust accountability for Governors who are unable to attend or who offer apologies.

Governor Recruitment

The nominations committee, established to review and carry out a robust governor recruitment process, continues to support governor recruitment, ensuring that the board is balanced and skilled. Annual skills audits ensure that governors continue to be developed in their role. They also identify areas which may be strengthened by future governor recruitment. This committee also reviews the governor induction process and undertakes the mentoring of new governor appointees.

Recruiting governors with the right skills and qualities and the ability to commit to the time needed to carry out the role effectively is an ongoing challenge.

During the academic year 2022-23, Julie Brown was appointed as a co-opted governor. Julia Monks was appointed as an LEA governor. Rev Paul Davies was appointed foundation governor (ex-officio) as

Principal Officiating Minister, St Andrew's Church Leyland. Carol Berry and Damian Clapham were elected as foundation governors by the PCC of St Andrew's Church Leyland.

The board welcomes interest from parents and others who feel that they have something to contribute and are passionate about improving the life chances of all our pupils. If you would like to find out more, please contact the headteacher, Mr. Steven Haycocks, 01772 421009 for information. Alternatively, visit the governors' page on the school website to find out more about how to become a governor at the school.

Governor Training and Development

New governors attend induction training. Experienced governors have attended SIAMS training. All governors undertake regular Safeguarding training, and many have attended staff CPD sessions. They attend and contribute to acts of worship (Carol Service, Garden of Remembrance, Staff Communion etc). All these help governors to better understand and carry out their roles and responsibilities. The annual 'Awayday' was held at Leyland Golf Club on Saturday 12th November 2022. This included the Governing Board considering a document. 'Ten Questions Every School Should Ask before joining a Multi-Academy Trust'.

Future Plans for Continuous Improvement

It is the intention of the Board of Governors to arrange an 'Awayday' during the 2023-24 academic year.

Agreed by the Governing Board on:

Signed by the Chair: