

SEVEN STARS PRIMARY SCHOOL
Annual Governance Statement 2020-21

Role of the Governing Board

The role of the governing board in a local authority maintained school is 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:

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| 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. |
| 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:

- **Parent Governors: 3** (1 vacancy)
- **Staff Governors: 2** (includes the Headteacher)
- **Co-opted Governors: 8** (currently 1 vacancy)
- **Local Authority Governor: 1**

The full governing board meets once a term and governors also meet at least termly as committees to consider various aspects of the school in detail. At Seven Stars Primary School we have the following committees:

- Resources Committee (finance, staffing, premises, health & safety)
- Curriculum and Standards Committee (curriculum, standards, school improvement and pupil welfare)

The Governing Body appoints a professional Local Authority Clerk who is responsible for arranging meetings, taking minutes and following up on all relevant actions. The Clerk also advises on procedural matters and plays a key role in the work of the Governing Body.

Governors are volunteers who apply for and are appointed to their roles (except for the Headteacher), are independent and have equal status to each other. A Chair and Vice Chair are elected by the Governing Body and work closely together with the Headteacher and the Clerk

Governors visit school regularly (when COVID restrictions allow) to

- meet pupils and staff for the purpose of:
 - a) supporting and encouraging the school in fulfilling its core purpose
 - b) identifying ways in which the Governing Body can support the well-being of all
 - c) become familiar with the educational, pastoral and management processes, achievements and challenges in the school to better support the school through effective use of resources and gain insight for helping to move the school forward in liaison with the Headteacher and Senior Leadership Team

- monitoring specific aspects of the curriculum or areas such as Early Years, SEND and safeguarding.
- Support the school in other core functions such as Health and Safety

There are also committees that meet, if required, to consider pupil discipline, staffing appeals and complaints.

During 2020-21 the Full Governing Body met 4 times (one meeting in September to focus on Business matters, then one meeting per term)

The Curriculum and Standards committee meet 3 times and the Resources committee met 3 times (and an additional time for a budget setting in the Spring term)

The Headteachers Appraisal Committee met once, and the Pay Committee met once.

Governors also visited informally throughout the year when it was possible supporting school events although these were very limited due to the pandemic and restrictions on visitors.

The Chair of Governors has regular meetings with the Headteacher outside of full Governing Body meetings and ensures the well-being of the Headteacher and other staff members. She is also active in supporting the school throughout the week.

A list of Governors, their terms of office and positions of responsibility is available on the school website <https://www.seven-stars.lancsngfl.ac.uk/>

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 and committee meetings is an essential part of a governor's role and the attendance record for the governors of our school is relatively good. This ensures that governors receive 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 attendance record for all governors is available on the school website click <http://www.seven-stars.lancsngfl.ac.uk/>

Assessment and Impact of the Governing Board during 2020-2021 School Year

At the board's business meeting in September 2020 the delegation of duties, monitoring and reporting arrangements for the coming academic year were established and a review of the COVID-19 Risk assessment and procedures was held.

Processes to ensure compliance with regards to statutory requirements were agreed (including ensuring the Governing board had read and understood Keeping Children Safe in Education)

Strengthening and development of the governing board through governor recruitment and identified training were also discussed

Resources Committee

The resources committee's role is to oversee how resources are used to provide and deliver the curriculum, with appropriate staff, in a safe environment making sure that all pupils receive the best education possible, including those who are disadvantaged or have additional needs. The committee discuss and agree how the school plans to spend its budget over the next financial year, with a focus on school improvement, and monitors how school money is spent at its termly meetings.

In the autumn term a small group of governors undertook the headteacher's performance review with support from the school adviser. The Pay Committee also met to consider and agree pay progression for teaching staff, including senior leaders, subject to good performance. The appointment of high quality teaching staff is always a priority and governors take part in staff interviews, including the appointment of existing staff to any new internal positions.

Investment throughout the year included

- 1) Purchase of phonically de-codeable reading books
- 2) Appointment of staff to support high needs pupils, newly qualified teachers and trainee teachers working alongside experienced staff in school and sports coach as part of Sports Premium funding to train teachers in delivering Fundamental Skills
- 3) Third Space Maths tuition as part of the National Tutoring Programme (using some of the catch-up funding)
- 4) Development of Class Dojo for as part of our Remote Learning plan
- 5) Additional purchase/hire of devices for those children who did not have access to any during lockdown
- 6) Additional cleaning materials and protective wear for staff during the pandemic
- 7) Purchase and implementation of a new website (via Schudio) to provide more easily accessible information, ease of use on a variety of electronic devices, improved communications with parents and be overall more user friendly
- 8) Replacement of lights in Year 6 to improve lighting for learning
- 9) Replacement of some of the security systems on the doors (which were starting to fail)
- 10) Additional support from other services and agencies for pupils with some of the highest and most challenging needs (e.g. additional Educational Psychology hours, Golden Hill Pupil Referral unit outreach support)
- 11) Paediatric First Aid training for staff who were not able to update training during the lockdown
- 12) Outdoor garden areas to encourage wild-life outside Years 2 and 4
- 13) Continuing support of Pupil Premium children through the Pupil Premium Grant investing in interventions, high quality staffing and support for enhanced activities and learning opportunities

Curriculum and Standards Committee

The curriculum and standards committee's role is to have oversight of the school curriculum, including extracurricular activities, the implementation of the school improvement plan and monitoring of pupil progress and attainment. The committee also monitors attendance, behaviour and pupil welfare and has responsibility for parental and community links and engagement.

The committee analyses children's attainment and progress across all year groups at its termly meetings, and provides challenge to senior leaders. This includes comparisons with other schools both locally and nationally.

Over this challenging year the Curriculum and Standards committee have continued to support the school in improving outcomes for all pupils through:

- a) Reviewing and monitoring remote learning and levels of engagement
- b) Reviewing and monitoring other means of support for pupils during the pandemic including teacher phone calls, groups for key workers and vulnerable pupils, devices sent home and support for disadvantaged families
- c) Constructively challenging the Head teacher and Senior Leaders in development of the Curriculum during the last few months discussing the Open Doors Curriculum intent and its implementation receiving reports from actions and, where possible within restrictions, meeting with Subject Development Co-ordinators (e.g. PSHE discussions as the new scheme and policies were being implemented)
- d) Supporting the design and implementation of the RSHE curriculum/scheme for statutory implementation from September 2021
- e) Reviewing and implementing new behaviour systems across the school (including the new 'Positive Planets' system)
- f) Along with the Resources committee supporting and reviewing the implementation of the Catch-up Premium (Third Space National Tutoring Programme and additional intervention staff)
- g) Reading and contributing discussions to new Curriculum policies including the Reading Policy, PSHE and RSHE
- h) Analysing pupil attendance and identifying any issues and challenging the school in how the school is tackling persistent absence or lateness (school attendance has been in line with or slightly above national during the last few months)
- i) Analysing parent surveys and identifying any key actions from the surveys

Full Governing Board

In addition to their monitoring visits (when restrictions have allowed), governors regularly attend school/class events (within COVID guidelines) and this helps to build relationships with children, staff and parents. The governing board receives regular reports from nominated governors on the effectiveness of safeguarding and the school's provision for pupils with SEND.

Pupil numbers at the school have gradually increased to the point that increasing year groups are now full. The school's wraparound care in terms of the nursery, breakfast and after schools clubs continue to be very successful and provide much needed additional support to families.

During the COVID-19 lockdown the Chair of Governors was an effective part of the school COVID-19 Risk Assessment and Response Senior Leadership Team and the COVID-19 risk assessment was reviewed on a regular basis. The Governing Body as a whole were also supportive of the school's response in supporting our children during this challenging time and communication was maintained through Governor Hub and email. The Governing Body and Chair of Governors were aware of the Safeguarding procedures and adaptations of the school policy and procedures in the light of the pandemic and ensured the school was able to continue to remain open for the pupils of key workers and 'vulnerable' pupils.

Governor Training and Development

- Individual governors have attended training throughout the current year including:
Safeguarding and Child Protection
New Governor induction
Prevent for Practitioners
Inspiring Governance
Staff Discipline, Grievance, Capability and Attendance

This helped governors to better understand and carry out their role and responsibilities.

Future Plans for Continuous Improvement

Areas for governors to work on with senior leaders over the next year to continue the excellent work to date include;

- Continuing implementation of the 'Open Doors' curriculum across all subjects across school
- Oversee the implementation of new phonics scheme (Phonics Shed) and related reading schemes in EYFS and KS1 and Class Novel approaches at KS2
- Oversee the development of the curriculum for each subject to ensure it is sequenced across school with clear focus on key knowledge (and addressing all four areas of the Seven Stars Knowledge rich curriculum)
- Review Mental health and well-being for staff, pupils and families in liaison with Mental health champion, Senior Leaders and outside agencies/support
- Continue to implement the new 'Positive Planets' Behaviour policy and related restorative approaches including de-escalation and emotional self-regulation and overseeing the implementation of a new lunchtime system via Opal (developing outdoor engagement and social skills)
- Explore ways of supporting the school to develop Parental engagement initiatives including the careful return of whole school events, parent & toddler group and parent workshops
- To monitor closely and support with the financial impact of COVID-19 on the school budget over the coming year identifying ways to support the school during this challenging time and ensuring effective spending of grants including Sports Premium, Catch-up Premium, Recovery grant and Pupil Premium Grant
- Ensure all governors continue to be involved in developing a clear vision, ethos and strategic direction both short-term and longer term for the school
- Appoint additional Governors to increase ability of the board to fulfil roles effectively
- Review the skills matrix in order to:
 - a) Identify strengths and ensure governors are using strengths to support the school
 - b) Identify areas for development and provide focus for training to include:

- Ofsted inspection awareness
- Curriculum development and implementation
- specific areas e.g. SEND
- Identify and consider the impact of educational strategies and resources through:
 - a) Termly focused school visits (with regular reports from Subject Development Co-ordinators)
 - b) Analysis of information and asking challenging questions of the Senior Leaders in relation to performance at the relevant committee / board meeting
- Review roles and responsibilities so that the Governing board is represented in key areas of School Improvement (including Pupil Premium and Staff Well-being)
- Involvement of governors in the Head teacher appraisal alongside the new school adviser

Governing Board Membership

Recruiting governors with the right skills and qualities, and the ability to commit the time needed to carry out the role effectively is an ongoing challenge. Whilst the board has previously reduced the number of governor positions, there are currently positions vacant.

The board welcomes interest and enquiries from parents and others who feel they have something to contribute and are passionate about improving the life chances of children in the school; we'd specifically like to hear from you if you have financial, human resources or premises management skills and/or experience.

If you would like to find out more, please contact Mr Mike Mitchell (headteacher) 01772 422503 for information and an informal chat in the first instance.