



## Great Binfields Primary School

### Governors' Annual Statement and Impact Report 2022 – 2023

Impact is seen through evidence from data, pupil conferencing, and action plans. The plans and reports from the Leadership Team ensure assessment and development takes place. The Curriculum Committee review changes and a summary report is included in the HT termly report to governors. Governors hold the Leadership to account and governor's evaluation of school progress is based on the School Improvement Plan.

#### School Improvement Plan (SIP)

Governors, work with the Headteacher and Leadership Team in monitoring the School Improvement Plan (SIP). The SIP details priorities for the forthcoming year, including actions identified by Ofsted visits and reports from Hampshire Local Authority. The current SIP is based on previous pupil attainment and progress data and school self-evaluation. The SIP enables Governors to hold the Leadership Team accountable for improving attainment and measuring overall impact.

#### 2022-2023 Strategic Plan Priorities:

EYFS: Maintain EYFS GLD standards so that they exceed National and Local Authority

Maths: Maintain Mathematics standards both ARE KS1 & KS2 so that they are in line with National and Local Authority averages.

Quality of education: Ensure it is consistently excellent for all children by providing a broad balanced curriculum thereby encouraging high performance of pupils in all curriculum areas.

Reading: Improve reading comprehension standards in both key stages so that they are in line with previous years' GBP Reading ARE standards.

SPAG: Maintain ARE standards in SPAG in KS1 and KS2.

Writing: Maintain ARE standards in Writing in both KS1 and KS2.

Wellbeing: Promote life-long well-being and self-compassion strategies to achieve resilience and success in learning.

#### **Curriculum Teams in focus 2022/2023:**

**The Primary subject focus were:** English, Mathematics and Science

**Secondary focus were:** RE. Geography and DT

## **Governors Protocol**

Our Governor's Protocol details Governor responsibilities, duties and engagement to support the school.

## **Governor Visits**

Governors visit school as part of their monitoring role. These visits provide a valuable opportunity to work closely with staff and monitor improvement. The Governing Body participate in a whole school learning walk with the Leadership Team to gain an understanding of policy, practice and procedure. Feedback from these visits, are discussed at committees and any actions addressed at Full Governing Body Meetings (FGB). The information gathered is used to support further development of Action Plans. Governors invite Subject Leaders to give a brief presentation at the beginning of each FGB meeting.

Governors are invited to attend open evenings, assemblies, transition events, staff training, parent information evenings, sports events and drama and musical events. This enables governors to engage with all stakeholders to gather their opinions of the school and its activities.

## **Use of Data and Analysis and Training**

Governors receive information on School Priorities and Data e.g. Early Years Adopter Framework, Safeguarding, Wellbeing of staff and pupils, SEND, Benchmarking, and Remote Education. The Curriculum Committee discuss how the curriculum complies with the statutory National Curriculum requirements and how to ensure standards and the quality of education are developed. They report their findings at Full Governing Body Meetings.

The Curriculum Committee further analyse internal data and monitor reports of teaching and learning for all year groups. This increases governors' knowledge of focus and vulnerable groups.

Governors obtain external verification of data and educational research through independent and LA Inspections, HCC Audits and OFSTED inspections and consultants who specialise in areas specific to the school SIP, such as EYFS, English, Maths, Science, Safeguarding and Well-Being of Pupils...

## **Policies**

Governors review all statutory DFE policies on a scheduled basis to ensure that our school complies with up-to-date guidance. Specific attention is paid to mandatory policies to ensure they are dealt with promptly. In addition, LA framework policies are adapted to meet the school's individual needs.

## **General Data Protection Regulation (GDPR)**

Schools have access to a wide range of data which includes personal and special category data. We are required to manage this data under the General Data Protection Regulation (GDPR). A GDPR Governor has been appointed and Governors understand the importance of confidentiality. GDPR changes are regularly updated by the GDPR Lead. The GDPR Lead informs governors of how data is used, why such data is necessary and how it will be safely disposed of when no longer required.

## **Recruitment**

Four Governors are trained in Safer Recruitment. Governors are involved in the selection and recruitment of all teaching, support staff, and site personnel. They ensure Safer Recruitment processes are strictly followed. All candidates are recruited in line with the school Equal Opportunities Policy. This past year five Governors formed a panel to undertake the recruitment of a new Headteacher which involved working closely with the Local Authority District Manager and our school LLP. Six weeks of training commenced in February 2023, during which the future needs of the school and qualities required by a new leader to continue leading our successful school were carefully considered. To ensure this, work on identifying key tasks, and producing a clear person specification and job description to meet the National Headteachers Standards (2020) was compiled in readiness for two intensive interview days. Our new Headteacher was permanently appointed from April 1<sup>st</sup> 2023.

## **Financial Management**

The Governing Body has ongoing training and support in School Finance Management through our Local Authority and NGA. The Governors confirm on an annual basis that 'The School's Financial Value Standard and Assurance' (SFVS) are in place.

A significant impact of the Governors' role in school ensures that the budget is well-managed and improvements are effective. Budgets are agreed in April/May and revised six months later at the half-year point. A three-year plan is also reviewed and carefully considered.

Pupil Premium (PP) is used solely for the educational benefit of eligible children and governors ensure that the grant enables those pupils to narrow any attainment gap between them and their peers. The Headteacher and Governors publish their Pupil Premium strategy annually on the school website.

The PE and Sport Premium is used to improve the quality of physical activity and sporting activities for all pupils. Governors hold the Headteacher to account to ensure that the grant is used effectively and its impact on pupil outcomes is measurable. An annual statement on the school website details the amount of the PE and Sport Premium received; how it has been spent; and what impact the school has seen in attainment by participation in PE and sports; how future plans will sustain improvement.

Governors regularly review the use and impact of IT on school improvement. Funding of IT is carefully monitored. Best Value is the basis of negotiating procurement contracts for the school.

## **Governor Meeting Attendance**

There were 6 Full Governing Body meetings for the year 2022 – 2023 and the % of attendance for this year was 80%. If necessary, Governor meetings have been held using Microsoft Teams.

There have been 4 changes in the Governing Body personnel this academic year. We will ensure that all our new Governors complete Induction training which is statutory from either the LA or NGA.

## **Governor Training**

The Governors subscribe to 'gold' membership of the National Governors' Association who supply regular updates, journals and training packages. Annual whole Governing Body training is led by our LLP or Strategic Manager and was on the new Ofsted Framework. At each FGB meeting a short presentation is given by a subject lead.

### ***Governor Training for the Academic Year 2022-2023 includes:***

Prevent Training - J Cullinane, A Brown, M Chambers, M Dooley, S M Amos

Whole Governor Body Training on the new Ofsted Framework led by LLP – Alister Moses

Whole Governing Body – Learning Walk

Whole Governing Body Finance Workshop presented by EFS

Whole Governing Body - KSIE Presentation by Safeguarding Lead (NL) and Safeguarding Quiz - Feb

Safeguarding – ACE on-line training – A Brown

Health and Safety in schools - NGA – J Cullinane.

Safer Recruitment – A Brown, J Cullinane, M Holdsworth - (AHT Observer)

NGA Headteacher Recruitment – HT Recruitment Panel Members

LEA Recruiting a Headteacher x 6 weeks – HT Recruitment Panel

Financial Oversight in Challenging Times (NGA) – J Gilham and M Dooley

GDPR Annual Data Protection Awareness Course – M Dooley

## **Future and Continuous Improvement for 2023/2024**

<b>Priority 1</b>	<b>Teaching is at least consistently good</b>
Evidence in books demonstrates children receiving high quality teaching In class opportunities are learning driven with task design and assessment tightly matched to learning objectives Attainment is above National and in line with Hampshire averages Curriculum reviews take place regularly ensuring it is well sequenced Curriculum Leads effectively support and develop staff to provide high quality learning opportunities Curriculum Leads effectively monitor and develop their subject to ensure plans are logically sequenced and build knowledge cumulatively Assessment in all subjects is accurate and robust and used to inform future learning	
<b>Priority 2</b>	<b>To embed continual provision in Year 1</b>
Effective, high quality continuous provision in place for Year 1 children Evidence of smooth transition from continuous provision to formal learning Research and visits develop practice and expectations of the Year 1 children Evidence of improvements made to outdoor learning experiences for Year 1 children	
<b>Priority 3</b>	<b>Raise the standard of writing @ KS2</b>

Engross pupils in the writing process based on in-depth study of rich, high-quality texts, to enhance reading comprehension and provide meaningful contexts and purposes for writing  
Teachers to develop pupils' ability to produce well-structured, detailed writing based on their own secure grasp of age- appropriate SPAG

A clear writing process in the school curriculum, where all staff understand and teach the process of: stimulate and generate, capture, sift and sort, create, refine, evaluate

Children are able to portray writing stamina

Task design is clear and children can articulate their learning

Task design closely matches, and is appropriate for, the lesson's LO

Priority 4

Raise the standard of reading (GDS) @ KS1 and KS2

Attainment in line with peers nationally and in line with Hampshire averages

Children engage with and enjoy reading a range of texts, articulating a love of reading

Library is sourced with new authors and engaging texts at varying levels of engagement

Children in KS1 have exposure and regular access to engaging texts through their 'reading for pleasure' books

Phonics books are matched to their phonetic knowledge

Children's comprehension, inference and retrieval skills are embedded through guided and blended reading

Priority 5

To embed the behaviour policy to ensure that processes & systems are consistent across the school

Staff know, understand and follow behaviour policy – consistent approach

Children report behaviour policy is followed and all staff are fair and consistent

Children live and breathe the school values – they can articulate them and know how to model them

Reduction in low level behaviours and incidents

Children are engaged and focused in all lessons

Playtimes are calm and purposeful

Children believe they can achieve due to the language they use for themselves and the language from staff they are surrounded by

Priority 6

To develop a whole school approach to a 'Trauma' based curriculum.

Staff are aware of trauma and the effects on children

Governors are aware of how trauma affects children's lives; learning, well-being, personality

Staff support children who have experienced trauma