

2019-20 KSA Primary

Annual Governance Statement

1. Overview

The governing body conducts its business to take account of the three roles of the governing bodies as outlined in the Governors' Handbook:

1. Ensuring clarity of vision, ethos and strategic direction;
2. Holding the Headteacher to account for the educational performance of the school and its pupils;
3. Overseeing the financial performance of the school and making sure its money is well spent.

However, such systems are designed to manage rather than eliminate the risk of failure to achieve business objectives, and can provide only reasonable and not absolute assurance against material misstatement or loss.

The Board of Trustees has delegated the day-to-day responsibility to the Principal, and the senior leadership team at the school.

Going forward, there are two Committees in place to ensure the Governing Body carries out its core functions effectively and efficiently.

Resources, Premises and Marketing Committee (meets termly)

This Committee has been delegated various roles and responsibilities relating to staffing, the budget and premises. It will cover the terms of reference of the:

- **Finance committee** - responsible for staffing, finance, property management, health and safety and risk management, including GDPR.
- **Audit and risk committee** – responsible for agreeing a programme of work (internal scrutiny) to provide assurance on financial controls and risks. This is a statutory committee unless its functions are covered by another committee (duties cannot be covered by the board and the Chair of the trust board should not Chair this committee).

Curriculum and Pastoral Committee (meets termly)

This Committee has been delegated various roles and responsibilities relating to pupils, teaching and learning and standards. It will cover the terms of reference of:

- **Standards committee** - responsible for the quality of education including ensuring a broad and balanced curriculum is being taught, target setting, assessment and outcomes and the quality of teaching for each of its academies (unless considered by the trust board or delegated to the local governing body).
- **Local governing body**** - responsible for behaviour, safeguarding, attendance, spiritual moral social and cultural development, children, parent and staff voice, equality and diversity, extra-curricular activities, cluster and other partnerships.

** in the case of a single academy the local governing body will be the pupil support committee.

2. The composition of the governing body

During this academic year there has been significant change in the membership. Three Trustees have left and four new Trustees have been recruited from local good and outstanding schools/colleges. A further two have come from local successful businesses, bringing with them specialist experiences, i.e. premises maintenance and business finance. However, at the start of the new academic year, two parent-governors (trustees) plus another from the community will be joining us on the governing body, because we are always on the lookout for further purposeful committed individuals.

The range of skills across the governing body includes strengths in experience of professional leadership, understanding of national education policy, and financial management.

The Governing Body annually conducts a review of its effectiveness and impact and agreed a formal Code of Conduct on an annual basis.

All Governing Body members have completed Declaration of Business Interest Forms.

All Governing Body members are required to complete a skills audit.

Governing Body members attend training regularly to ensure they have the necessary skills and information needed to carry out the important work of school governance. A log of training is recorded in the minutes of termly Board meetings.

Governors also conduct scheduled monitoring visits, which are recorded in the Governing Body minutes each term.

Link Governors

Certain Governors have been assigned a key area of responsibility in terms of holding the school to account for the quality of provision and compliance with statutory requirements. They visit the school and report back to the Governing Body.

3. Meetings of the governing body and attendance

The Governing Body meets once a term and meetings are formally convened and minutes are taken by the Clerk supplied by Leeds City Council via an annual SLA Governance Services provision.

Last year, the full governing body held four meetings during the full academic year; all meetings were clerked by a trained professional clerk. During the academic year 2018-19, the attendance of trustees was as follows:

TRUSTEE ATTENDANCE 2018/19

Name of Trustee	No of Trustee meetings attended	No of Marketing and Communications Committee meetings attended	No of Premises Committee meetings attended
Davender Kaur Bahi	0 (out of 1 possible meeting)	1 (out of 2 possible meeting)	1 (out of 1 possible meeting)
Richard Berry	3 (out of 4 possible meetings)	n/a	1 (out of 3 possible meeting)
Mandip Chaggar	2 (out of 2 possible meetings)	n/a	0 (out of 1 possible meeting)
Sukhraj Singh Gill	0 (out of 2 possible meetings)	n/a	n/a
Stuart Jolley	2 (out of 2 possible meetings)	n/a	n/a
Jordan License	4 (out of 4 possible meetings)	2 (out of 2 possible meetings)	n/a
Jatinder Mehmi	2 (out of 4 possible meetings)	n/a	n/a
Vicki Morris	1 (out of 2 possible meetings)	n/a	n/a
Chris Needham	1 (out of 2 possible meetings)	n/a	0 (out of 1 possible meeting)
Rashpal Singh Sagoo	3 (out of 4 possible meetings)	2 (out of 2 possible meetings)	n/a
Amrik Sindhar	1 (out of 2 possible meetings)	n/a	n/a
Hardev Singh	3 (out of 4 possible meetings)	n/a	n/a
Harnek Singh	4 (out of 4 possible meetings)	2 (out of 2 possible meetings)	3 (out of 3 possible meetings)
Palvinder Singh	0 (out of 1 possible meeting)	n/a	n/a
Sukhdev Singh	2 (out of 2 possible meetings)	n/a	n/a
Rebecca White	4 (out of 4 possible meetings)	1 (out of 2 possible meetings)	n/a

4. The remit of the governing body and its committees

On completing the summer review of the 2018/19 school improvement plan, taking in to account 2019 statutory assessment results across key stage 1 and the school's internal monitoring of pupil progress, the governing body and senior leadership team have compiled a variety of continued and new actions for the following academic year – 2019/20.

Hence, the combined team are working to following **key objectives**:

- Improve curriculum design and implementation to further improve outcomes for all children
- To improve attendance and engagement within the school and wider community
- To further improve the curriculum experience for children in the Early Years Foundation Stage
- To further strengthen the leadership and management within KSA

Overall areas to develop for 2019/20

Leadership and Management:

To refine the curriculum to reflect a broad and balanced curriculum with an emphasis on the school values, British values and scientific enquiry skills. To build in a CPD programme for coordinators to lead their subjects in order to raise standards in all subjects.

Currently, the trustees in search for a significant Principal, with the aim of having this important vacancy suitably filled as soon as possible, at the latest by January 2020.

In the meantime, the following changes are place until January 2020: Jordan License is Acting Principal and Is no longer class based. Sarah Rai continues to serve as the Assistant Principal, and now leads on SEND. Rebecca Ingram-Lacey (senior leadership consultant), provides support for the SLT. Meanwhile, Noctua will continue to provide their expertise through their SLEs, thus supporting the curriculum.

Quality of teaching, learning and assessment:

Learning environments are now more stimulating and we have received positive comments regarding this from external visitors to the school. Across the year, triangulations of book scrutinies, lesson observations and pupil voice have provided us with the positive evidence that teaching and learning at the school is good. Our next steps regarding this is to monitor more regularly, developing subject leaders and sharing accountability.

The Quality of Education – Years 1 – 6,

With support from Rebecca Ingram-Lacey and Specialist Leaders of Education (SLEs) from Noctua, we have implemented a monitoring calendar to ensure new teaching pedagogy is implemented in classrooms and support is given where needed. This also provided mentoring to the subject leaders. A range of monitoring activities such as: Learning walks, book scrutinies and lesson observations are already in place for Autumn Term.

All year groups' attainment and progress data, was shared at the July governing body meeting. From this data, we highlighted some children who had not made expected progress. From this, teachers have used transition meetings to discuss these pupils and what they require to make accelerated progress. Interventions and now in place for these children.

Ofsted have released a new framework for schools to work to with a focus on the curriculum. On the Away Day, scheduled for September 2019, further changes to our curriculum and reasons for the design, will be shared with the Trustees.

The Quality of Education in the Early Years - This includes the impact of curriculum design and delivery including outcomes.

As with the other year groups, Reception are also following a monitoring calendar. This differs slightly from the rest of school and has more guidance and support from the Assistant Principal. Marie Bryne (Noctua SLE) continues to work with the EYFS staff to develop the quality of education and provision areas.

Behaviour and Attitudes and Personal Development

Over the Summer, we have made changes to our behaviour policy. More of an emphasis on restorative practice rather than action and consequence. The policy is based on the book: 'When an adult changes, everything changes'. In short, we focus on 3 golden rules: Be ready, be respectful and be safe. We have a more consistent and positive approach to all behaviours.

This term, we are introducing CPOMS to centrally record and monitor negative behaviours, hate monitoring and safeguarding. Hate monitoring training will be provided by the West Yorkshire Police Safer Schools Officer.

Safeguarding

Our Child Protection policy and the Keeping Children Safe in Education have both been recently updated. On our Away Day, we may need to confirm some aspects of the CP policy before finalising.

Attendance

In the 2019/20 academic year, the school must ensure a rigorous process is put into place to ensure that all learners are punctual and have high attendance.

Performance management and Pay Progression

The performance management process for 2018/19 is currently under review and due to be completed by 31st October. During this time, new targets will be set for this academic year. John Atkinson (The School Improvement Advisor) is assisting with this process for Jordan License and Sarah Rai at the end of September. We are actively looking for performance management training for the SLT.

Impact of Pupil Premium Funding

The approved impact report for 2018 / 2019 and plan for 2019 / 20 are now published on the website as agreed at the meeting on the 10th July 2019.

Impact of Sports Funding

The approved impact report for 2018 / 2019 and plan for 2019 /20 are now published on the website as agreed at the meeting on the 10th July 2019.

Special Educational Needs

Sarah Rai has recently updated the SEN Policy, Core Offer and Annual review. These changes will be shared and discussed at the Away Day.

Facilities Management (Including Premises and Catering)

All statutory building maintenance has taken place which is required up until the start of the next academic year in September 2019.

What we are also looking to put into place is an improved reporting mechanism to the school and Board of Trustees with a monthly (and recorded) premise meeting at the school, alongside continued use of the building file which can be reviewed at any time to provide an overview as to progress.

Leeds City Council has now began providing school meals. This has had a very positive impact with more children now signing up for school dinners.

Health and Safety

As noted above, good progress is being made on Facilities Management work and the preventative maintenance calendar is working well. We have no major injuries to report at this time.

Staffing, Recruitment and Retention

At current, there is only one vacancy at the school, which is the Principal position. All other roles are in place with a member of staff returning from Maternity leave in the Spring 2 half term. All of our teachers have remained at the school with new additions to cover acting roles, maternity cover and a new year group. We have also begun to work alongside the Red Kite Alliance, who we have supplied us with a teaching student until the end of Autumn Term.

Continuing Professional Development

The Acting Principal has attended SEF (School Evaluation Form) training to complement the assistance he has received from local leaders and our Improvement Advisor.

Our Assistant Principal will be undertaking SENCo training alongside which both herself and a Teaching Assistant (one-to-one) will be attending Autism Training (Tier Two and Three.) All staff were recently trained in Autism Tier One.

Subject Leads are developing their skills and knowledge with assistance from external consultants and local leaders. This will greatly impact on English, Math and Science across the whole school this year.

For Science, we have also subscribed to the Primary Science Quality Mark programme.

We have two NQTs who are progressing through their training with both internal mentor support and external guidance from Noctua.

Community Engagement

Over the Summer Term, we successfully ran a Year 5 sleepover and Summer Fair, both raising money for the outdoor projects. Regular FOKSA meetings are in place to organise future events, such as a Halloween disco and Christmas related events. Open days and further engagement opportunities will be discussed and progressed within the marketing plan.

Overall Effectiveness

As part of the Away Day on the 19th September 2019 there will be a session linked to the new Ofsted framework and looking at the self-evaluation of the school against the key areas including how overall effectiveness could be judged.