

Whitby Heath Primary School Annual Governance Statement Summer term 2020

Governing bodies are the accountable bodies in law and as such must act collectively in the best interests of the children, ensuring the good conduct of the school and promoting high standards of educational achievement.

The Governing Body of Whitby Heath Primary school is structured as detailed below:

1 x Headteacher	Mrs R Jewitt
1 x LA governor	Cllr K Shore - Chair
5 x Co-opted governors	Mrs A Barnes; Mrs S Mayers; Mr N Lacey - Vice Chair; 2 x vacancies
2 x Parent governors	Mrs H Denny; 1 x vacancy
1 x Staff governor	Miss A-M Oliver

We are actively seeking to fill the three currently vacant governor vacancies.

Spring Term 2020 governors resolved to reorganise from termly Resources Committee, Teaching & Learning Committee and Full Governors to twice termly Full Governors with effect from Summer Term 1. The intention is to enable all governors to contribute more by being best informed.

The main responsibilities of our Governing Body are;

Pay Panel

Karen Shore
Helen Denny
Sue Mayers

Appeals Panel

Anita Barnes
Nick Lacey

Staff/Pupils Discipline Panel

Anita Barnes
Nick Lacey
Sue Mayers

HTPM

Anita Barnes
Nick Lacey
Sue Mayers

GDPR

Rebecca Jewitt
Nick Lacey
Sue Mayers

SFVS Working Party

Rebecca Jewitt
Karen Shore
Nick Lacey

Safeguarding/Child Protection

Helen Denny

H&S/Estate

Nick Lacey

Website

Karen Shore

Emotional Health and Children & Staff Wellbeing

Karen Shore
Anne-Marie Oliver

Disadvantaged/ Pupil Premium & SEND

Helen Denny

Training Liaison

Anita Barnes

Nick Lacey joined our *Governors* in spring term and brought with him a great deal of experience and expertise particularly in areas such as finance and health and safety. We are also delighted that Sue Mayers has joined the board with her extensive knowledge of education both as a teacher and *Governor*. We were equally pleased to have Anita Barnes join the board as a serving High School teacher and, following due process to appoint a Staff *Governor* representative, for Anne Marie Oliver to also join the board.

Planning:

- To contribute, in collaboration with the head and staff, to establishing, monitoring and evaluating sections of the Strategic School Development Plan (SSDP) relating to teaching, learning, assessment, curriculum and quality of provision for the personal development and well-being of pupils. To keep relevant sections of the SES (Schools Evaluation Summary) and SSDP (Strategic School Development Plan) under review and update as necessary.
- To contribute, in collaboration with the head and staff, to establishing, monitoring and evaluating sections of the Strategic School Development Plan (SSDP) relating to the leadership, finance, staffing and management of the school;
- To determine the school's financial priorities through the SSDP and the Asset Management Plan; in consultation with the Headteacher to oversee premises related funding bids;
- To promote extended school facilities; to maintain an up to date and appropriate School Prospectus; to ensure that security measures for the protection of personnel and premises are effective and make recommendations for improvement as necessary;
- To promote partnership with parents to support their children's learning. To promote high quality information and learning environments to celebrate the work of school.
- To agree and monitor the process for communicating with parents on matters relating to the curriculum, pastoral issues, and pupils' personal development and well-being.
- To promote and support the further development of the School Ambassadors and provide a link between this and the governing body.
- To celebrate children's achievements.

Monitoring:

- To monitor and ensure that the school has robust safeguarding procedures in place and that policies to safeguard and promote the welfare of children (and linked policies) are in line with legislative requirements;
- To ensure that the school offers equality of opportunity to all children whatever their gender, ethnicity, religion, background or ability through all its policies, procedures and practices.
- To receive curriculum progress reports from the head in order to monitor and evaluate the standards of achievement and progress and to ensure that targets for pupil attainment, progress and attendance are set and monitored.

- To consider external reviews of the teaching, learning and assessment performance of the school including Teaching and Learning Reviews; an annual report on the school's performance as measured by IDSR/ASP and the FFT dashboard. To assist in the preparation for Ofsted inspection and to consider its report.
- To ensure that the whole school curriculum is: broad and balanced; relevant to the needs of all children; provides continuity and progression; is adequately resourced and delivers the New National Curriculum and its assessment procedures in line with the legal framework.
- To establish, monitor the impact of, and review the school's Curriculum Planning, Teaching & Learning Policy, SENd Policy and other curriculum related policies in line with the agreed cycle and make recommendations to the governing body for change as necessary.
- To endeavour to secure the necessary provision for any child who has special educational needs (SENd) and/or a disability having regard to the SENd Code of practice and the Disability Discrimination Act and to ensure that the school has an SENCO (SENd Co-ordinator) who is provided with sufficient time, training and resources to undertake her/his responsibilities.
- To undertake a variety of short, ad hoc monitoring visits.

Budget:

- to draw up the annual budget for approval by the full governing body and submission to the LA in line with statutory guidance and timescales; to establish and maintain an up to date 3 year financial plan; to make decisions on requests from other committees that will have an impact on the school's financial position; to make decisions on expenditure within the committee's delegated powers; to award contracts by tender up to a specified limit; and to make decisions on virements within agreed budgets and authorise any budgetary adjustments.
- To receive reports at least once a term to facilitate the monitoring of the school's financial performance compared with the budget and report significant anomalies to the governing Body.
- To ensure that Pupil and Sports Premium funding is spent appropriately and to monitor its impact of the progress of the disadvantaged pupils.

Review:

- To review the school's provision for SMSC taking account of Local Authority & Government guidance; to review extra-curricular / enrichment activities; to establish, monitor the impact of, and review all the school's plans, policies and procedures relating to the personal development and well-being of pupils.
- To ensure that policies and procedures are in place to reduce barriers to learning, improve behaviour, attendance and punctuality and reduce exclusions, and to monitor their impact.
- To review annually the school's Financial Regulations and Scheme of Delegation, all on-going contracts, the adequacy of insurance cover and the various leasing agreements and options available to the school;

- To keep relevant sections of the Summary Schools Evaluation Form (SEF) under review and update as necessary; review all the school's plans, policies and procedures relating to staffing, finance, leadership & management;
- To consider any possible Ofsted questions as relevant as well as any NGA questions.

Regulation:

- To comply with all the requirements of the Schools Financial Value Standard (SFVS);
- To annually appoint an auditor of the School Fund account and receive and approve its accounts;
- To ensure that the Register of Business Interests is kept up to date; to ensure that the Governing Body, Headteacher and relevant staff are managing finance in accordance with the school's Scheme of Financial Delegation & Control;
- To ensure that a member of staff and a governor responsible for Health and Safety is appointed as required and that they receive the necessary support and training in their role;

Staffing:

- To keep the staff structure under review at least annually in response to the changing needs of the school and make recommendations to the governing body for amendments as necessary;
- To ensure that all staffing matters are dealt with in line with employment law and agreed procedures and that no member of staff or job applicant is discriminated against on grounds of gender, sexual orientation, ethnicity, age or disability;
- To approve the procedure for the recruitment and appointment of staff.

Staff Pay:

- To establish and review a Performance Management policy for all staff. Please refer to the ToRs of both Pay Panel and Appeals Panel for more details re staff pay.

All Governors have the responsibility of review and approval of a range of policies which are available on the school website.

Other areas of action:

- ❖ The Headteacher's Performance review committee meets to set and review progress towards targets which they set in the autumn term each year.
- ❖ The Pay Review committee meets annually following a rigorous process to review performance related pay progression recommendations and evidence to support this.
- ❖ Commissioned external T&L review autumn 2019
- ❖ New instrument of Governance
- ❖ Governor training - Su Turner and other training attended:
 - SFVS
 - Safer recruitment
 - School inspection
 - Training sessions for all governors; 'Shaping Governance' by Insight to Impact Consulting which helped us to evaluate our key purpose as a board and plan key priorities moving forward
- ❖ Staffing - revised staffing structure for 2020/21 and key appointments - Curriculum Lead, New SENCo, SBM, Phase Leads and substantive DHT appointments
- ❖ SFVS completion and liaison with LA
- ❖ COVID19 planning and strategic planning for Spring/Summer 2020 and academic year 2020/21
- ❖ Refurbishment of old pre school rooms and establishment of meeting room, HT office and direct corridor access to office, HT and DHT.

Footnote

It is recognised that Covid-19 brought huge challenge to staff - teaching and non-teaching - pupils, parents/carers and reconfiguring premises use

- our Headteacher's rise to the challenges presented by Covid-19 was/is beyond reproach
- Covid-19 social-distancing requirements necessitated reduced governor presence in school, restricting communications to virtual and email