

# **OXSPRING PRIMARY SCHOOL GOVERNING BOARD**

## **ANNUAL STATEMENT FOR 2019 -2020**

The purpose of governance is to provide confident, strategic leadership and to create robust accountability, oversight and assurance for educational and financial performance.

The governors have continued to support and work closely with the leadership of the school in their drive to ensure the very best education for our children. This has been especially challenging and restricting due to the huge impact of lockdown measures resulting in the majority of staff and pupils not being able to attend school between March and September.

**The Governing Body has three core functions:**

**Establishing the strategic direction by:**

- Setting and ensuring clarity of vision, values, and objectives for the school
- Agreeing the school improvement strategy with priorities and targets
- Meeting statutory duties

**Ensuring accountability by:**

- Appointing the Headteacher
- Monitoring the educational performance of the school, and progress towards agreed targets
- Performance Managing the Headteacher
- Engaging with stakeholders
- Contributing to school self-evaluation

**Overseeing financial performance by:**

- Setting the budget
- Monitoring spending against the budget
- Ensuring money is well spent and value for money is obtained
- Ensuring risks to the organisation are managed

Oxspring Primary Governing Body operates a Circle Model of Governance whereby the Governing Body works as a 'whole team', meeting a minimum 6 times per year. Following the Self Review in June 2019 the governors agreed that this structure works well and facilitates greater efficiency and effectiveness.

The Governors' Year Planner ensures that the Governing Body meets its statutory obligations and follows good practice and is reviewed and amended accordingly each year as part of the governors' self-review process.

The Governing body can 'commission' assignments or activities arising from the business of a governors' meeting, which will be recorded in the minutes. Any 'commissioned' working groups will have Governing Body drafted agreed terms of reference. In order to ensure its core functions are fulfilled the Governing Body delegates monitoring responsibilities to 'monitoring pairs' or (Link Governors) These include the statutory required individual roles and those focused on School Improvement Priorities.

Provision is also made for governors to form committees to deal with:

Pupil Discipline and Exclusion; Staff Dismissal; Barring of a Parent; Applications for Special Leave; Complaints; Grievances; Pay Appeals; Flexible Working; Headteacher's Performance Review.

The Governing Body reviews its performance on a yearly basis and identifies specific priorities it will address in the coming year's Governor's Development Plan. This is monitored through the Monitoring and Evidence Overview planner by the CoG/Vice Chair and HT.

The Governing Body also maintains a Strategic Assessment and Monitoring Group (SAM). It meets 3 times a year or more often as appropriate, and has a core membership, but is open to all governors to attend if they wish or if there is an item of particular interest.

The structure, membership and attendance records can be found on the school website, as can the governors' Register of Business Interests. Terms of Reference, Delegation Planner and the Governors' Handbook, are also on the website.

The Governing Body is made up of parent, LA, co-opted and staff governors in accordance with the School Governance Regulations 2012. Although there have been some changes in the membership of the Governing Body it was particularly encouraging to end the academic year with a membership of 13.

The Chair/Vice Chair of the Governing Body meet with the Head Teacher on a regular basis to offer both support and challenge. Link governors also visit school as part of their monitoring role. Records of these and all visits by governors are held in school and uploaded on the secure governors' area on OneDrive to facilitate the sharing of information.

## **Setting the vision and strategic direction of the school**

### **The Vision**

**'Embracing Learning – a school for all'**

Full details of the school's vision and how we intend to achieve this can be found on the website.

The values of the school continue to be: Learn, Endeavour, Aspire, Respect, and Nurture.

### **The Strategic Direction**

The strategic direction of the school is set out in the very detailed School Improvement Plan (SIP) and focussed on the right priorities. The plan is clear about who is responsible and actions are identified. The SIP is approved by the Governing Body and reviewed on a regular basis for updates, challenge and agreement.

### **The priorities for the academic year 2020– 2021.**

#### **1. Quality of Education - Full reopening of school during the ongoing COVID-19 pandemic**

**1.1** - To complete a full reopening of school in line with the National, DFE and BMBC guidelines and health and safety requirements.

**1.2** - To implement a recovery curriculum which addresses the impact of COVID-19 and effectively supports 'closing the gap' for **all** groups of pupils from EYFS to Year 6, including SEND, disadvantaged and more able (focusing on phonics and reading, writing, maths and the EYFS prime areas of learning, within a broad and balanced curriculum)

#### **2. Behaviour and attitudes: In light of COVID-19, review and embed systems and strategies for enhancing pupil voice, behaviour and attitudes to learning**

**2.1** – To review and update whole school routines, expectations and attitudes towards learning linked to our Oxspring values and ethos.

#### **3. Personal Development Further extend opportunities for the personal development and welfare of all pupils.**

**3.1** - To support the safeguarding, emotional and mental health needs of pupils (families) and staff as a result of the impact of COVID-19.

#### **4. Leadership and Management: Enhance leadership and management effectiveness at all levels.**

**4.1** – To enable subject leaders to complete curriculum development work in their subject areas and monitor and review the quality of provision.

**4.2** – To review and enhance systems and procedures for governance, including financial sustainability and the role of the link governor.

**4.3** – To review and update SEND systems and procedures in line with statutory guidance following COVID-19 restrictions, to identify, assess and support SEND and vulnerable pupils.

## **5. EYFS –**

**To further develop the learning environment, curriculum and provision in EYFS which effectively ‘closes the gaps’ and meets the needs of all groups of pupils.**

**5.1** - To provide a learning environment that meets the needs of the children whilst following National, DFE and BMBC guidelines and health and safety requirements.

**5.2** - To implement a recovery curriculum which addresses the impact of COVID-19 and effectively supports ‘closing the gap’ for all groups of pupils.

**5.3** - To provide a curriculum that inspires and motivates the large percentage of boys in this year’s cohort.

### **Hold the Headteacher to account for its educational performance**

The Headteacher presents a governor’s report to the Governing Body, three of these being comprehensive, while the alternate three comprise headlines and updates. These along with all the papers for the governors’ meetings are uploaded onto the governors’ secure OneDrive area. A ‘Governor Feedback’ pro forma, inviting questions and comments is also uploaded onto the OneDrive. The report includes current information regarding pupil progress and achievement data, as well as the use and impact of the Pupil Premium and Sports Premium. This information can also be found on the school’s website. The report includes information regarding attendance; behaviour, bullying and accidents; safeguarding; Special Educational Needs and Disabilities (SEND); and enrichment activities.

The robust monitoring timetable, ‘Subjects on a Page’ planning and overview, and Key Performance Indicators (KPIs), along with the Monitoring and Evaluation Milestones provided by the Headteacher within the SIP, give governors information to enable them to evaluate the rate of progress for continuous school improvement. In addition, the School’s Development Schedule and Monitoring Calendar provide governors with a very clear picture of how senior leaders intend reviewing their impact on the achievement and progress of pupils and feed back to governors.

The Strategic Assessment and Monitoring (SAM) group monitors and evaluates the impact of improvement strategies on outcomes for all pupils. It also receives information regarding the achievement and progress in particular, of pupils in receipt of pupil premium, more able pupils, and those identified as having special educational needs or disabilities (SEND). In addition to receiving regular updated assessment information by the Headteacher, governors receive presentations by Subject Leaders.

### **Ensure financial resources are well spent.**

The Governing Body receives a Finance Report as part of the Headteacher’s Report, and reviews financial balances, uses financial information when making spending decisions, and

ensures the school deploys its work force to maximum effect.

The school's Finance Officer liaises with other Penistone Pyramid's Finance Officers, to share good practice and sources of procurement.

Through very judicious financial management we have been able to maintain five class groups. However, this is under review due to financial constraints and future pupil number projections.

Meetings have been held and considerable discussions have taken place, consulting with LA Human Resources to consider a range of options through the "Managing Change" process. Progress has been significantly affected by the pandemic restrictions and school closure. Restarting this process will be a priority for the 2020/21.

The outstanding Oxspring PTA has continued, through their fundraising, to ensure that the children have access to the resources so necessary to provide them with an all-round education. However, the impact of the pandemic has significantly reduced opportunities for further fundraising activities.

The School Business manager meets with the Finance Governors prior to each FGB meeting and then presents very detailed current income and expenditure reports, which are included with the Headteacher's Report. She also maintains a 3-year plan despite the ever-reducing budget in addition to increasing demands on the limited financial resources.

The Pay Committee's remit is to receive information and recommendations from the Headteacher concerning teachers' performance reviews ensuring that there is a robust system in place regarding monitoring and that performance and pay are closely aligned when making decisions.

#### **Despite the restrictions of the pandemic governors have**

- Continued to meet albeit virtually, and maintain regular communication with Mrs Irwin in order to fully support the school.
- Undertaken succession planning to ensure seamless continuity of Chair and Vice Chair of Governors by electing a new Chair (the original Vice Chair) and a new Vice Chair.
- Continued working alongside the Pupil Parliament (PP). However, their work this year has been significantly affected by school closure.
- Received details reports from the SENDCo regarding developments and progress. Governors were presented with a detailed overview of SEND needs and proposals for a revised structure of staffing. This highlighted a need to revise TA capacity and distribution in order to meet an increasing level of SEND provision. Subsequently, governors approved the headteacher's proposal to increase the number of TA support hours on a temporary basis for one more academic year.

- Received and discussed the 2019 headline data of 2019 and the LA assessment of the school's performance with the LA Advisor assigned to the school. The focus of the meeting was to review pupil data from EYS to end of KS2 and the context behind these results.
- Appointed a temporary AHT for one year to replace Mr West who left at the end of the Autumn Term to take up the post of HT at a school in Kirklees.
- Approved and updated numerous statutory policies including Health and Safety, Risk Management and a range of premises management documents (Emergency Plan, Business Continuity Plan, Building Security Policy and the LA Fire Strategy).
- Approved and adopted the Covid-19 Risk Assessment and amendments to satisfy advice from Public Health/ DfE guidance.
- Continued to engage in wider governance issues through active participation with Barnsley Governors Association and membership of National Governance Association.
- Ensured statutory requirements regarding policies were met and up to date.
- Attended in-house training such as Pupil Premium and SEND, as well as individual governor training including Induction; Finance; School Leadership Support and Challenge; e-safety, Safeguarding and PREVENT
- Ensured all new governors receive in-house Induction Training, and maintaining a governors' training and development record as well as a Skills Audit.
- Produced a new Governors' Year Planner, outlining the cycle of business, which can be found on the website.
- The governors' monitoring role through 'Governor Days', which focus on SIP priorities has not been possible again due to pandemic restrictions

**The following governors resigned during 2019/20 school year**

Pam Heggie Chair of Governors, co-opted

Laura Brown-parent Sally Stanger-parent

Lucy Schofield- Co-opted. Paul West- Staff

### Individual Roles and Responsibilities as from September 2020

<b>Oxspring Primary School Governor Roles and Responsibilities</b>		
<b>Role</b>	<b>Governor</b>	<b>Member of Staff</b>
Chair of Governors	Mike Cassidy	
Vice Chair	Gemma Mahoney	
Safeguarding	Marie Hollingworth	Sharon Irwin
SEND	Michelle Jowett	Helen Rolling
Health/& Safety	Colin Gratton-Rayson	Sharon Irwin
English	Hannah G-Jordan	Sarah Grobler / Alison Tomlinson
Maths	Colin Gratton-Rayson	Emma Wright
EYFS	Tracey Connolly	Nicola Reeve/Alison Tomlinson
STEM	Richard Abdy	Nicola Reeve
Pupil Parliament	Mike Cassidy	Sharon Irwin/Alison Tomlinson
PHSE/SEL/Personal Development	Marie Hollingworth/Charlie Hinchcliffe	Emma Wright
Pupil/Staff Wellbeing	Marie Hollingworth/ Charlie Hinchcliffe	Sharon Irwin/Emma Wright
GDPR	Richard Abdy	Sharon Irwin
Finance/Pupil/Sport Premium	Richard Abdy +TBC	Rachel Laslett
Data/and Assessment	Gemma Mahoney	Sharon Irwin
Newsletter/Coordinator	Hannah G Jordan	Sharon Irwin
School Marketing	Mike Cassidy + Richard Abdy+ Gemma Mahoney	Sharon Irwin
Headteacher's Performance Review Panel	Mike Cassidy + Gemma Mahoney	
Pay Panel	Colin Gratton-Rayson; Michelle Jowett: Marie Hollingworth	
Appeal Panel	Helen Sparks/ Charlie Hinchcliffe/Tracey Connolly	
Training & Development Record and Skills Audit on OneDrive –	Governors to update as appropriate	

## In Summary

It is without any doubt that since March this has been the most challenging time many of us have ever faced. Over the past four months we have all had to adapt to a very different way of living our lives and this has been a huge challenge to everyone, putting a great deal of strain on many people both young and old.

The pressure on both home and school has been enormous. However, as governors we have been so encouraged by the Oxspring spirit of togetherness and sense of community.

Pupils have adjusted as best they could to missing their friends, home learning and accepting the considerable challenge of returning to school where possible with the many new restrictions to keep everyone safe.

Parents have been amazingly supportive and staff have all gone well beyond that extra mile to ensure that the school has continued to provide a very high standard of care and guidance for children both in school and those learning at home.

We have witnessed a magnificent response from Mrs Irwin our headteacher in terms of supporting her staff, sustaining home learning, communicating and reassuring families.

We truly value being associated with such a professional, inspiring and dedicated staff who continually demonstrate such commitment and desire to do their very best.