

# Greenmount Primary School

## Annual Governance Statement 2023 – 2024

### 1. Introduction

At Greenmount School, the governing Board recognises the importance of identifying the effectiveness and impact of its governance. The [Governance Handbook](#) defines the three core functions of governance as:

- Ensuring clarity of vision, ethos and strategic direction
- Holding executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff
- Overseeing the financial performance and making sure its money is well spent

The Board also ensures that the school complies fully with statutory safeguarding procedures and works with the safeguarding lead in school to complete an annual safeguarding self-assessment.

This aim of impact statement is to share the strategic work of the Board in relation to school improvement and the discharge of statutory duties. The day-to-day management of the school is the responsibility of the Headteacher and Senior Leadership Team.

### 2. The composition of the governing Board

To comply with statutory requirements our school website has a page with:

- information about our governance arrangements including our structure
  - responsibilities and committees
  - governor attendance at meetings.
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- *This year the governing Board has welcomed one new Governor.*
  - *There is currently 1 vacancy on the Governing Board and we are actively seeking a Governor with an educational background.*
  - *All new governors have attended induction training to support them in understanding the strategic nature of the role and the responsibility of challenging and monitoring aspects of school.*
  - *We have governors who are Safer Recruitment Trained to ensure that effective recruitment practices are maintained.*

### 3. Meetings of the governing Board

- *The full governing Board meets 6 times a year (1 per half term); all meetings are clerked by a trained professional clerk.*
- *There are no committees as these agendas are covered in full Governing Body meetings.*
- *Governors have good attendance at meetings overall. Apologies for non-attendance are considered on an individual basis and governors are aware through our code of conduct that repeated non-attendance will result in removal from the Board.*

#### **4. The focus of our strategic oversight**

*The Senior Leadership Team completed a self-evaluation of the school considering SATs results, the school's internal monitoring of pupil progress and attainment, the school curriculum and the most recent Ofsted report. The self-evaluation was reviewed by the Board and informed our school improvement plan for 2023 – 2024 which prioritised the following three areas:*

- *To raise whole school attendance to at least 96% to ensure children's health, well-being, attainment and socialisation are prioritised.*
- *To continue to raise attainment for all pupils in Reading, Writing and Maths to ensure progress of all pupils, including the lowest 20%, disadvantaged pupils and Greater Depth.*
- *To ensure all curriculum leaders have a well sequenced, progressive curriculum and know where teaching is most effective which leads to good outcomes for all pupils.*

*The work of the Board includes termly monitoring activity, to triangulate information provided to governors. This includes monitoring*

- *the progress of the school improvement priorities*
- *statutory duties,*
- *safeguarding and*
- *provision for pupils with additional needs.*

*In addition to monitoring visits the Board regularly invites teachers and school leaders to present at Board and committee meetings so our source of information is not restricted to the Headteacher. Our monitoring also takes into account external reports and feedback from stakeholders including pupil, staff and parent surveys.*

#### **5. The impact of the governing Board**

Whilst this is not an exhaustive list of our work over the past year, the Board has worked together in our strategic role on:

- **Attendance:** Ensuring pupils attend and enjoy school, and feel valued and part of the school community. We have monitored the rates of pupil attendance, recognising this is a national priority, and we are satisfied the procedures in place maximise attendance and thank school for all their hard work in this area.
- **Staffing:** Ensuring staff are supported and developed and the staff structure is appropriate to meet the needs of pupils at school.
  - We have supported the Headteacher in changes to the staffing structure of the school, providing necessary challenge regarding financial sustainability as well as ensuring that we have a balanced mix of experience and youth to ensure that that the school is on a stable footing moving forward.
  - Wellbeing – the wellbeing of staff and the Headteacher is a critical factor in the success of our school and governors have ensured this remains a high priority and visible in school. We have allocated a governor to meet regularly with the Headteacher to conduct wellbeing check-ins. The results of the most recent staff survey which demonstrates staff feel well supported by school leaders and enjoy working at school. Teachers confirmed to the Governors recently that they were happy with the schools

focus towards wellbeing and that this was promoting a happy and welcoming environment to work in.

- **Performance management:** Governors are holding the Headteacher and teaching staff to account for their performance.
  - Pay progression is directly linked to performance targets. The Pay Committee reviewed Headteacher's recommendations for pay progression for teaching staff and withheld pay progression in the case of one teacher, who it was felt had not sufficiently demonstrated that they had met their targets.
  - We have overseen the operation of the school's appraisal policy considering the results of appraisals carried out by the Headteacher and agreed appropriate salary progression for eligible staff.
  - A panel of governors, who have undertaken training, supported by an expert external advisor, carried out the Headteacher's annual appraisal, which is reviewed at points throughout the year. The appraisal process allowed the Board to look closely at the Headteacher's performance, identifying areas of strength and areas for development. New targets have been set, linked to school improvement priorities, on which the Headteacher's performance will be evaluated.
- **Policies:** Governors have approved policies and procedures and publish statutory policies on the school website.
  - To support compliance, all statutory policies are recorded on a review schedule which indicates the date of the last review and next scheduled review. We have audited the school website for assurance that all statutory policies are available and up to date.
  - The governing Board has prepared a written statement of behaviour principles, which is published on the school website, and is the basis for the school behaviour policy.
- **Vision, ethos and strategic direction:** Before making any decision we ensure proposals align with our vision for school, it's ethos and strategic direction.
  - The governing Board have regularly reviewed the progress of actions in the School Improvement Plan through monitoring visits and discussion in meetings. We have been delighted with the progress made despite the challenges facing schools nationally and will continue to receive reports from the school improvement advisor and curriculum leaders to determine if actions have had the expected impact.
- **Pupil attainment:** Pupil attainment is a continuing focus of the Board, being directly linked to the priorities in our School Improvement Plan.
  - Information received by the Governors includes termly data analysis after each assessment window. This anonymised data is broken down into year groups and specific groups of children, e.g. by gender, pupils with special educational needs and disabilities (SEND) or English as another language (EAL), pupils eligible for the pupil premium or free school meals (FSM). Governors have been able to monitor in-year progress and attainment data. This has given governors a clear picture of the progress of specific groups of pupils which aligns with school improvement priorities and has identified some areas for closer monitoring.
  - 35% pupils at school are entitled to pupil premium (funding for disadvantaged pupils). A very detailed action plan, which is available on

the school website, has ensured the school and pupils are supported to make continued improvements.

- **EYFS** – Governors visits have focused around provision and priority areas to ensure this impacts on GLD (Good Level of Development) at the end of Reception. An evident and shared culture: it is very clear that the EY's leader and her colleagues understand the needs of the community and the children within EYFS and support the parents with things such as Pupil Premium applications. There is constant SENDCO support with Speech & language plans in place for all those that need it. Looking at the results for the Spring term compared to the Autumn term, the Personal, Social and Emotional Development/Phonics and Speech & Language steps that have been put in place are showing positive results.
  - **SEND** – Reviewing provisions in place to identify and support children with SEND and monitoring the effectiveness of these provisions.
    - Governor and SENCO met at the start of the school year to look at current practices and key area of focus for the academic year. SENCO highlighted the work that was being done in nursery and a visit was facilitated to meet nursery staff and gain an understanding of the work they were doing to support children with SEND.
    - Governor will make a follow up visit to nursery before the end of the school year to discuss the effectiveness of the support measures and to discuss objectives for the next academic year.
    - All observations are reported back to the governing board so they have an understanding of the work being done to support children with SEND and they are satisfied with the measures in place.
    - The PE leader and Science leader have both presented at Governors meetings this year which has been invaluable to see the development of the curriculum and priorities have been addressed in the curriculum since the last Ofsted in November 2019.
  - **Safeguarding:** Safeguarding covers health and safety in the classroom and physical & emotional wellbeing in school, and at home.
    - We have regularly monitored processes and procedures to ensure all school staff have been safely recruited; made sure that training of staff is up to date and procedures followed to maintain a safe environment for our children including checks to ensure that volunteers and visitors to the school are suitable.
    - We reviewed the safeguarding self-assessment completed by school which provided assurance to the Board of the robustness of systems and procedures. Regular meetings take place to ensure that procedures are in place and being followed to keep children safe. The meetings have also involved contact with teachers at random as well as students to obtain input from sources other than those involved in the preparation of the safeguarding self-assessment to ensure the procedures in place are being followed and action taken where necessary.
- Financial management:** We ensure school funding is spent in the best interests of children and financial management procedure are robust.
- Governors monitor monthly budget reports to ensure that financial resources have been utilised for the benefit of the pupils and any virement forms are carefully reviewed to ensure there is no overspend.

- The Governors have agreed a three-year financial plan recommended by the local authority finance officer, which incorporates the priorities of the School Improvement Plan. The governing Board noted the strain on finances due to increasing staffing costs and reduced funding. They acknowledged that this may impact on trip subsidy but will work with the Headteacher and School Business Manager to ensure all pupils wider personal development will not be affected.
  - Governors reviewed and completed the School Financial Value Standard (SFVS) to provide the Board with assurance that school meets the standards necessary to achieve a good level of financial health and resource management. Actions were identified as a result of the audit and are being monitored by the Resources committee.
  - The school have invested in the acquisition of a Mini Bus which is hoped will allow students to be taken off site for educational purposes thereby allowing more freedom and flexibility as well as savings from having to use external companies each time transport was needed.
- **Premises, health and safety:**
    - Over the course of the year, there have been various changes around school to maintain and improve the overall look and feel of the classrooms and buildings and to ensure a safe learning environment for all. The governing Board has worked with the School Business Manager bring these various projects together, monitoring costs and adherence to health and safety procedures, with no issues identified. The improvement in this area is clearly visible when visitors attend the school.
    - The report from the annual Health & Safety inspection of the premises has been reviewed and governors are happy with the proposed priorities for maintenance and development, which will be monitored in our full Governing body meetings.

## **6. The effectiveness of the Board**

The most effective Boards have governors with a good mix of skills and experience and clearly defined roles and responsibilities. The governing Board completed a review of governance in month year facilitated by the Governor Support Service. The area we identified, which will improve our effectiveness and are included on our governors' action plan are:

- To increase communication between Governors and subject leaders and ensure regular monitoring meetings are planned throughout the year.
- That a governor report is prepared following all visits to school and circulated to the Board to broaden the knowledge of other governors and to provide evidence of our contribution.

All members of the Board are committed to their own continued development, so they have the knowledge to support school and ask appropriate and informed questions. Individual training needs identified are addressed through in-school development or formal courses. Development undertaken by governors during the last year includes safeguarding, safer recruitment and online safety.

## **7. What we plan to do next**

Governance is an annual cycle. Whilst making the improvements to our own effectiveness as detailed in the section above the Board will review the latest self-assessment and support school in identifying priorities for the year ahead, which the Board will monitor. We will continue to engage with the school throughout the coming year and ensure that every effort is made to ensure that the school is working proactively to meet the goals and objectives that have been identified.

The pupils and staff will remain at the forefront of our decisions as we endeavour to provide the best educational and pastoral environment for them. We will continue to closely monitor the school budget, which is affected by reduced funding and rising costs, to ensure that staffing levels and resources do not suffer and children's learning and development continues to be of the highest standard.