



Annual Statement of the Governing Body

2020-2021

Deighton Gates Primary School

The major focus of the Governing Body is to ensure our pupils progress appropriately in their education by working with and holding the Senior Leadership team to account.

For this to happen, pupils must be supported by a well led, enthusiastic, professionally competent and motivated staff all working together within a safe, supportive, stimulating environment. Governors appreciate too the requirements of our children's parents and carers and their need to be satisfied with the overall leadership and management of the school and how it affects the safeguarding, learning and enjoyment of their children.

To achieve these objectives, governors must continually evaluate the role played within the life of the school and publish relevant information to all interested parties. This statement is part of that evaluation process.

The Governing Body consists of the following members, including the Head Teacher:

Name	Type of Governor	Term of Office
Mrs Claire Harrison	Head Teacher	2010- present
Mrs Kate Carroll – Chair	Foundation	2018 – present
Mr Simon Cavell – Vice Chair	Foundation	2015-present
Mrs Ann Richardson – Vice Chair	Foundation	2018 - present
Mr Luke Dancer	Staff	2015- present
Mrs Suzanne Erwin	Co-opted	2017- present
Mr Robert Hart	Foundation	2015-present
Mrs Laura Carter	Foundation	2019-present
Mrs Beth Coburn	Community	2020 - present
Mr James Stalker	Parent	2020 - present
Ms Lindsey Smith	Parent	2020 - present
Ms Caoimhe Cudden	Foundation	2021 - present

Governors with key areas of responsibility:

Name	Role
Mrs Kate Carroll	Chair
Mr Simon Cavell	Vice Chair
Mrs Ann Richardson	Vice Chair
Mrs Laura Carter	Chair of Teaching and Learning Committee
Mrs Ann Richardson	Chair of Resources Committee

Mrs Kate Carroll	Lead - Safeguarding and Child Protection
Mr Robert Hart	Lead – Health and Safety
Mrs Ann Richardson	Lead - SEN
Mrs Beth Coburn	Community
Mr James Stalker	Parent
Ms Lynsey Smith	Parent
Ms Caoimhe Cudden	Foundation

Governor Training – 2020 - 2021

Newly appointed governors Beth Coburn, Lynsey Smith and James Stalker have all attended their induction training.

All governors completed Safeguarding and Prevent training.

Ann Richardson completed Safer Recruitment training.

All governors regularly undertaking training via the One Minute Guide format. Training topics have included Domestic Violence, Domestic Violence – School Notifications, Female Genital Mutilation and Fabricated and Induced Illness.

Governing Body Strategic Functions:

The Governing Body has three core strategic functions which are:

- **Ensuring clarity of vision, ethos and strategic direction**

Governors are responsible for setting the school's strategic framework, identifying priorities for school improvement and monitoring progress towards these goals. We are also responsible for setting a school ethos of high expectations of behaviour, progress and attainment of all pupils and of conduct of staff and governors.

- **Holding the Head Teacher to account for the educational performance of the school and its pupils, and the performance management of staff**

Governors must provide challenge to the school, holding the teachers and senior leaders to account for improving the quality of teaching and learning and school performance. We do this through questioning and regular monitoring and analysis of data on children's performance and progress. Governors hold the Head Teacher to account for the performance management of teachers. The Head Teacher's performance management is conducted by Governors.

- **Overseeing the financial performance of the school and making sure its money is well spent**

Governors look at financial statements and ask questions to ensure that the school makes efficient use of its budget and provides best value for money.

Committees

The Governing Body meets on a regular basis through a series of committees.

Teaching and Learning:

The Teaching and Learning committee meet each term. Consideration is given to the following within the meetings:

- Standards of attainment and progress in all year groups and groups of children across the school
- Overview of the curriculum
- Safeguarding pupils and staff
- Attendance
- Regular review of the School Development Plan and School's Self Evaluation

Resources:

The Resources committee meet each term. Consideration is given to the following within meetings:

- Staffing
- Finance and budgeting
- Pupil premium, P.E. premium and any other discretionary funding.
- The school premises
- Health and Safety

Full Governing Board

The Full Governing Board meets each term. Within this, a Headteachers report is provided. Any policy changes are reviewed and updated. Admissions policies are endorsed.

2020 - 2021

During 2020-21, the Governors have in particular focused on:

- Managing the impact of the Covid-19 pandemic, including monitoring risk assessments, the safe number of children in school during lockdown and the return to school.
- Safeguarding whilst the school has been either closed, open to limited pupils and after reopening.
- Monitoring the online learning provision during lockdowns.
- Monitoring the return to school, the management of any Covid-19 payments and the reconnection timetable.
- Monitoring staff and pupil wellbeing, particularly upon return to school after lockdowns.

The following areas are some of the ways in which the Governing Body have a positive impact on the strategic management of the school:

School Development Plan (SDP)

Governors work co-operatively with the Headteacher and Senior Management Team in the preparation for writing and the monitoring of the School Development Plan. The Plan sets aims for the school, based on priorities identified from data, school self-evaluation and insight from Ofsted. Key tasks are completed in order to achieve these aims and success criteria is identified which will enable outcomes to be measured. The SDP is monitored and reviewed termly, with an evaluation overview being presented to governors.

Governor visits

Whilst the Covid-19 pandemic has meant that Governors have not been in school as frequently as they were pre-pandemic, visits have still taken place. Governors continued to visit the school as part of their monitoring of specific issues, such as Health and Safety and Safeguarding. In addition, visits to consider the school development plan have taken place. Under normal circumstances, each Governor develops a link with a particular cohort of children and will follow them through the school as they progress. Governors have oversight of particular subject areas and will monitor these as part of the school development plan. Some governors have additional responsibilities such as SATs, Child Protection and SEN.

Data analysis

Data is made available to governors through termly meetings with verbal and written presentations followed by question and answer sessions with the Head Teacher and Senior Management Team. Governors are able to benchmark this data against similar schools, the Local Authority and national performance to ensure that Deighton Gates' standards and expectations are high and able to be closely scrutinised. This is supported by a School Improvement Partner from the Local Authority. Particular scrutiny is placed on pupil progress across all ability groups including vulnerable groups and on the effective use of pupil premium.

Policies

Governors review all relevant policies to ensure that all guidance is current and up to date. Specific attention is paid to ensure that the school complies with the Department for Education mandatory policy list and the Local Authority recommended list.

Financial management

The impact of the governors' role in the school ensures that the budget is managed effectively and improvements are effective and continuous. The Governors bring a

wide variety of expertise and perspectives, helping the school to manage finances appropriately.

Review of 2020 - 2021

The Governing Body, the Head Teacher and all members of staff work constantly to improve and develop the provision for children. The reaction to the Covid-19 pandemic was prompt and appropriate. Online provision was put in place by September 2020 and was effective. Parents and pupils have commented favourably on the provision offered.

The children have returned to school and initial analysis suggests that the vast majority have not been adversely affected by the pandemic. They are keen to learn and confident to ask for help if they find areas difficult.

Parental engagement has been positive, although varied due to individual circumstances. Those children who have not engaged as much during lockdowns, and those who have struggled with learning virtually are being appropriately supported in a discreet and positive manner.

The trend in outcomes at Key Stage 1, Key Stage 2, early Years and Year 1 phonics continues to be strong. We know that the majority of pupils perform at or above national standard, with a number of high attainers exceeding age-related expectations. Attendance levels are good. Governors also know not to generalise about cohorts, so it is equally important that children with specific needs are being supported.

Future plans for 2021-2022

In line with the School Development Plan and the national agenda, the focus for the strategic development of the school involves the following areas of focus for Governors:

- Continued monitoring of the reconnection curriculum, including monitoring where gaps in learning may remain as the children progress up the school.
- Continued monitoring of the curriculum development, to ensure effective teaching through all subjects.
- Development of governor skills to allow for more efficient monitoring and a strong relationship with staff and pupils, particularly for the newer Governors. This will include developing the support for Governors through the Wharfe Valley Learning Partnership