

CLAVERING PRIMARY SCHOOL  
ANNUAL GOVERNANCE STATEMENT FOR THE ACADEMIC YEAR 2021/22

### **Whole School Aim**

To provide a caring and inclusive environment, which has high expectations and values all members within the school community. We respect the needs of all individuals and provide opportunities for all pupils to reach their full potential.

### **Governors' Role**

The Governing Body is key to the leadership of Clavering Primary School. The Governing Body supports and challenges the headteacher to continually improve the school and provide the best education for every child. This Annual Governance Statement is one way in which the Governing Body communicates its work and the impact we have had on school improvement to our stakeholders. In accordance with the Government's requirement for all governing bodies, the three core strategic functions of the Governing Body at Clavering Primary School are:

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

### **The Governing Body Structure**

The Governing Body is made up of a group of committed volunteers who bring a range of skills and expertise and come from a variety of backgrounds. Governors are committed to improving the education of every child in our school and invest a huge amount of good will, hard work and time.

Clavering Primary School had a governing body of 8 during 2021/22 academic year, with positions filled as per the following structure –

- 3 Parent Governors appointed by ballot of the parents at the school
- 1 Local Authority Governor appointed by the Local Authority
- 1 Staff Governor
- 1 Headteacher
- 2 Co-opted Governors appointed by the Governing Body based on a skills audit

The Governing Body appoints a professional clerk who is responsible for arranging meetings, taking minutes and following up on all actions. The clerk also advises on procedural matters and plays a key role in the work of the Governing Body.

Two new parent governors joined the Governing Body during 2020/21, replacing those whose terms of office had completed or who had moved away. The chair and

vice chair are elected by the Governing Body and work closely with the headteacher and the clerk.

### **Training**

To effectively fulfil its role, the Governing Body must ensure that all its governors have the required skills and knowledge to support the achievement of the school's priority objectives. All members of Governing Body have undertaken extensive training from the National Governance Association and continue to do so. The impact of this is that the Governing Body has kept up to date regarding the latest requirements and expectations from the Department for Education, vital during this period of uncertainty with policies and plans changing rapidly, and governors are able to understand and challenge the information and data presented to them by the school.

### **Impact of Full Governing Body Meetings**

The Full Governing Body met eight times over the 2021/22 academic year to inspect, review and agree school policies and monitor progress against the School Improvement Plan which identifies the key areas on which the school and the Governing Body wish to focus during the academic year. The School Improvement Plan includes measures and milestones that the Governing Body uses to satisfy itself that progress is being made against objectives and that all actions being taken are improving teaching and learning outcomes for all children.

Due to social distancing requirements in 2021/22 the Governing Body continued to meet virtually with every meeting being quorate and overall attendance and commitment by governors remaining high. As well as continuing to meet its statutory obligations, the Governing Body maintained a particular focus on the wellbeing of the children, the staff, and headteacher. Members of the Governing Body also remained in close contact with the headteacher throughout this challenging period, providing support and monitoring the continued provision of learning.

Despite some comparative data being unavailable due to the cancellation of national tests in the summers of 2020 and 2021, at Full Governing Body meetings governors continued to ask questions to ensure the school's standards and expectations are high and scrutinised pupil progress across all ability groups including vulnerable groups, with a particular view to ensuring post covid catch-up support is well targeted.

The school budget was scrutinised and reviewed in detail at Full Governing Body meetings and the school finance office attended a number of meetings. Using benchmarking information, governors compare the school's spending with similar schools and ensure resources are being used in the most effective ways to support the best education outcomes for all children. In 2021/22 the Governing Body was particularly keen to ensure the school was making effective use of the Pupil Premium and Catch-Up Funding to deliver positive educational outcomes and mitigate some of the impact of the pandemic on pupil progress, particularly on vulnerable pupils.

Following the school's successful Ofsted inspection in May 2022, Ofsted reported that "Leaders and governors have a clear vision for the school and think carefully about any new initiatives".

### **Performance Management**

Governors are responsible for undertaking the headteacher's performance management review each year. A panel of governors, supported by an expert external advisor, carry out the headteacher's annual appraisal, which is reviewed at points throughout the year. The appraisal process allows the Governing Body to look closely at the headteacher's performance, and discuss areas of strength and, where necessary, areas for development. New targets are then set against criteria on which the headteacher's performance will be evaluated.

### **Monitoring Focus Areas in 2021/22**

Governors have responsibility for monitoring specific subjects and are attached to age phases to allow them to get to know pupils and staff. They formally visit the school up to 3 times during the year to monitor priority areas. Governors usually use monitoring visits as a chance to get to know the school better, to observe and communicate with staff and to hear the pupil voice. Visits enable governors to ensure that actions agreed in the School Improvement Plan are being taken forward by the school. A monitoring visit report is prepared and shared with the Governing Body, allowing other governors to ask questions. In 2021/22, governors carried out 34 monitoring visits, regularly meeting with staff via zoom and in person.

Specific governor monitoring areas identified for 2020/21 were:

- Health & Safety
- Safeguarding
- Finance
- SEND and Pupil Premium
- Teaching & Learning – with additional focus on reading and writing and 'closing the gender gap'.
- Wellbeing
- Computing
- Premises

### **Governor focus areas for 2022/23**

The Governing Body, the headteacher and senior management team and indeed all members of staff are constantly striving to improve and develop the school. As we recover from the pandemic, the Governing Body will continue to closely monitor the wellbeing of headteacher, staff, pupils and parent communities and the progress and attainment of all pupils.

Specific monitoring areas will reflect the School Improvement Plan priorities:

- To continue to raise attainment and progress in English across the school, with a particular focus on phonics and closing the gender gap across the school
- To further develop the curriculum in line with the new Ofsted framework: focus on French, Art, RSE, diversity and cultural capital
- To further develop mindfulness and mental health awareness across the school
- To further develop subject leadership
- To develop the SEN provision model and increase communication with parents
- To further embed the new governing body structure
- To improve attendance figures post Covid restrictions