



## ANNUAL GOVERNANCE REPORT FOR CALSHOT PRIMARY SCHOOL 2020/2021

### OUR VISION

The Governing Body will support and challenge the shared vision of Calshot School through a process of continuous and vigorous monitoring, evaluation, and critical reflection.

Our aims are:

- To become an establishment of outstanding practice
- To offer continuous improvement despite fiscal challenges
- To promote and support the well-being of children, staff and parents so that they may excel

### GOVERNANCE STRUCTURE

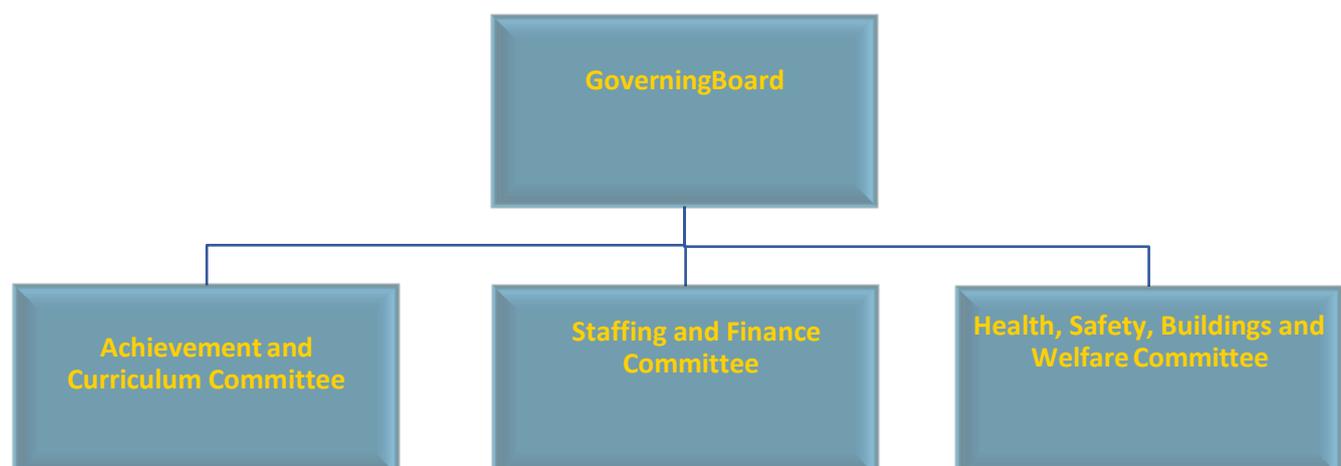
The governing board has the strategic responsibility for the effective management of the school, acting within the framework set by national legislation and with due consideration to the policies of the **Local Authority**. The governing board meets as a whole board twice per term.

The Governing Board of Calshot Primary School is made up of 2 staff governors (including the Headteacher), 2 elected Parent Governors, 1 Local Authority Governor and 5 Co-opted governors. Co-opted governors are appointed by the governing board and are people who, in the opinion of the governing board, have the skills required to contribute to the effective governance and success of the school.

#### **Committees**

The governing board has delegated certain aspects of governance responsibilities to committees. This enables us to ensure that we remain strategically focused on the agreed key areas of school development and work in an efficient way. It is decided which governors will join each committee by analysing governors' skills and experiences through a skills audit and assigning committee membership accordingly. Committee membership and the committee structure is reviewed at the beginning of each academic year.

At the start of the academic year, we implemented the following committee structure:



The governing board - in line with government advice - has continued, this year, to meet remotely via an online platform. We have maintained all our statutory requirements for meetings of the governing board during this time and committee meetings resumed in September 2020. Meetings will hopefully resume in person, dependent on Government advice, with the option of a blended approach to meetings moving forward. Attendance at the governing body meetings has been excellent with 95% attendance overall across the year.

In accordance with the Government's requirement for all governing bodies, the core strategic functions of the Calshot Primary School governing body are:

1. **Ensuring clarity of vision, ethos, and strategic direction.**
2. **Holding the headteacher to account for the educational performance of the school and its pupils and the performance management of staff.**
3. **Overseeing the financial performance of the school and making sure its money is well spent.**
4. **Ensuring school follows safeguarding procedures and holds the Head Teacher to account for the welfare of pupils and staff.**

Reports from each committee and link governors have been provided appropriate to the core function they relate to.

## 1) Ensuring Clarity of Vision, Ethos and Strategic Direction

### Full Governing Board - report from the Chair of Governors

This has been another busy year for the governing body, where alongside our regular duties we have continued to be challenged due to COVID-19. We have been meeting online via zoom for all of our meetings but have been able to visit the school on occasions following the school's COVID guidance.

Mr Wingrove and Miss Atterbury have continued to rise to every challenge they have faced over the past year as restrictions were eased, lockdowns announced, and the government pressed ahead with the roadmap out of lockdown. We recognise how forward thinking they have been, looking ahead and being ready before government and local authority advice is published and working through all possibilities to work in the best interests of the children. We have supported them through this time and have worked together to ensure Calshot continues to be a safe and nurturing place for the children, parents, staff and the wider community.

We have searched for and recruited a new governor as one of our current governors, Miss H Patel, comes to the end of her term. We thank her for her work on the Governing Body and wish her well for the future.

Highlights for the year include:

The committee appointed a new external advisor to support the HTPM Panel and support the Head Teacher

Undertaken financial training for governors as a Full Governing Body

The school improvement plan targets were on course to be met despite the challenges faced due to COVID

Results in Reading, Writing and Maths are in line or above National figures Pupils continue to make excellent progress across the curriculum - in 2019, 70% of pupils in KS2

Achieved the expected standard in Reading, Writing Maths, which is significantly above national and Local Authority data. Progress in Reading has continued over three years to be significantly above the Local Authority and National Average. Our SPAG attainment was 92% which was significantly higher than the national standard and in the highest 20% of all schools. There was no data in 2020 due to COVID.

Children and staff have been kept as safe as possible by putting in many measures that limit the risk of catching and preventing the spread of Covid-19.

Parent Questionnaire results remain positive with a high number of questionnaires filled in and over 95% strongly agreeing or agreeing with positive statements about the school and 99% of parents who would recommend this school to another parent

Governors have been able to regularly meet with staff to look over link governor roles despite restrictions and have been able to provide statements for their areas in this Governing Body Statement

A 360-degree review of the Chair of Governor was favourable with other governors strongly agreeing or agreeing with positive statements about the chair and the way the role was being carried out.

## **Report from Link Governor for Training - Mrs A Shergill**

The Governing Body remains committed to expanding our understanding and skills. To that end we have produced an updated training matrix to identify areas for further development.

Collectively, in March, we undertook finance training from the Local Authority to better understand our role in financial planning. Individual members of the governing body have also completed training in understanding autism, health and safety and in headteacher appraisal. Governors have been encouraged to learn more about the way individual subjects are taught through their role as Link Governors.

In the coming year we intend to engage with further training in achieving an ambitious curriculum, safer recruitment, and an induction to chairing.

## **2) Holding the Head Teacher to account for the educational performance of the school and its pupils and the performance management of staff**

### **Achievement and Curriculum Committee - report from the Chair**

This academic year has seen children return to school and the focus has been on making sure children were settled, safe and happy whilst ensuring any gaps in learning were filled before moving on with their learning as per the curriculum. The school has paid particular attention to reading and comprehension skills through guided reading sessions, plus speaking and listening through WellComm.

Plans have been in place to support the children's learning for potential local and national lockdowns, if a child needed to isolate or if year groups had to be sent home due to anyone in the year testing positive for Covid, in line with government guidance. The school has a Remote Education Provision document, which is available on the school's website, that clearly outlines the expectations for pupils and parents. The school has been aware of and have been sympathetic to the issues facing parents in having to manage home learning; and have supported this by offering access to printed materials if families do not have online access or access to a printer at home. The school has also made use of online tools such as Purple Mash, Marvellous Me, TT Rockstars and Numbots.

Mr Wingrove and Miss Atterbury have been successful in achieving the targets for the School Improvement Plan despite the difficulties they had faced over the year.

Governors have continued to scrutinise the decisions which have been made and the curriculum the children are following to ensure no child is disadvantaged due to Covid. We have been able to do look at pupil's work and discuss the issues children, parents and staff face through online meetings.

Mr S Barlow has continued as the Pupil Premium link governor and reported back to the full governing board on how well the school can account for the provision for pupils eligible for the Pupil Premium grant. Mr Barlow meets with the Headteacher to interrogate the schools progress tracker and discuss key themes relating to Pupil Premium. Where gaps in attainment are identified staff at Calshot Primary School work swiftly to implement a range of intervention strategies.

### **Pupil Premium Link Governor - Mr S Barlow**

The Pupil Premium link governor is responsible for reporting back to the full governing board on how well the school can account for the provision for pupils eligible for the Pupil Premium grant.

Some key aspects of this include:

Understanding and communicating what the Pupil Premium grant is, who it is for, and what schools are expected to achieve.

Knowing what systems are in place in the school for evaluating the impact of pupil premium

Knowing the impact of funding on outcomes for children, so that academic progress is accelerated, standards of behaviour and emotional wellbeing are high and there are no gaps in attendance.

Being able to challenge the school on headline data for this group.

Ensuring that the school website is compliant with statutory requirements and gives parents a meaningful summary of how funding is used and the difference it is making.

During the 2020/2021 academic year the Department for Education changed the calculation for the number of children eligible for funding to April based on the October census, instead of the January census it previously used. This change has meant schools have not been able to claim funding for disadvantaged pupils who have become eligible for free school meals since October.

Despite this, and in an exceptionally challenging year in education, staff at Calshot Primary School have continued to work tirelessly to meet the needs of all pupils, including those qualifying for Pupil Premium funding. As part of the link Governor role, I have met with the Headteacher to interrogate the schools progress tracker and discuss key themes relating to Pupil Premium.

Where gaps in attainment are identified staff at Calshot Primary School work swiftly to implement a range of intervention strategies. One such example of this can be seen in the way the school has developed the role of teaching assistants (TA's) to improve their effectiveness and impact on pupil progress.

Further information regarding the schools Pupil Premium Strategy can be found on the school website.

## English Link Governor - Miss H Patel

Miss Atterbury has been leading on English this year while Mrs Myatt was on maternity leave. Much of the focus has been on making sure that any gaps in learning were met whilst also continuing with the learning for the academic year, all while managing the restrictions and issues COVID brought. Phonics screenings that had been missed during lockdown were caught up on, practice papers were being used to identify gaps and interventions put in place where needed. There is an emphasis on reading with guided reading taking place from Years 1 to 6 as well as a focus on writing and SPAG in KS2. Children are being encouraged to better understand comprehension and teachers are providing feedback to parents for guidance on reading. In early years, it was recognised that some children were having language and communications issues, believed to be an impact of COVID. Teachers are focussing on addressing this with support from parents. Monitoring of writing assessments has taken place for all year 1 - 6 and a Pira Reading test has been implemented; that help to accurately measure and predict pupil progress in reading and benchmark performance.

The school has implemented WellComm, which identifies Speech & Language performance. This will help assess where the children are within their groups, and support teachers in setting strategies and resources to help bridge the learning gap. Colourful semantics have been introduced across each year group; it is a scheme that aids low ability writers using colour blocks for verbs and nouns, so it is used to teach children how to form basic sentences.

Miss Atterbury has undertaken a book selection audit to make sure they are linked to elements in the curriculum such as phonics, or other topics, she looked for any gaps, for bias in any books and made sure that all books are suitable. This has led to the purchase of some new books for the school.

Despite the disruption over the year the targets in the School Improvement plan have been achieved, summer assessments are in progress, a KS1 learning walk had taken place and Mr Wingrove was pleased with the teaching. Mrs Jones has been appointed the new English lead from September and a new link governor will take my place as I leave the Calshot FGB at the end of this academic year.

### **Mathematics Link Governor Role- Ranjit Johal**

The purpose of this role is to develop links as a Math's Link Governor with the school's Math's Lead, termly meetings are held to discuss and evidence the implementation of the Math's curriculum. Understanding my role as a Math's Link Governor is imperative to question, support and challenge the Math's Lead. As a result of Coronavirus meetings between the Maths Lead and myself have occurred via telephone. 9 maths sessions are currently being taught fortnightly, however from September 2021 maths will be taught daily.

Emphasis on important Math skills that children need to transfer from one group to the next have been adapted due to the loss of learning. When transition occurs from one year to the next a handover will be given to the new teacher. The teacher will be briefed on what aspects of the curriculum were taught remotely, as this may indicate a gap and any specific concerns. Teaching can be focus led and staff will now know which skills need to be prioritised. Due to changes within the EYFS framework in September 2021, meetings are to be held on these changes to the curriculum so they can be adjusted for Maths. The School Improvement Plan in September 2021 will now include Maths as one of the focus areas. This is due to Coronavirus and concerns that children may not achieve their targets due to the loss in learning. Arithmetic testing will now be carried out twice every half term and for the remaining weeks so that areas of weakness can be identified and practiced so the test can be used as a formative tool. The Times Table Rock Star programme supporting Maths for KS2 has been implemented for a few years and an alternative called Numbots (a similar Maths programme) is now in place for KS1 to support children who have difficulties with addition, subtraction, and number bonds. Book scrutinies for KS1 and KS2 have continued and overall have been positive. The Maths Lead has demonstrated her continued passion and drive for Maths to be of the highest standard across the Calshot School.

### **PSHE LINK GOVERNOR - Mrs A Shergill**

The Governing Body recognises the importance of PSHE and RSE as part of a rounded education for pupils. This year the development of the curriculum has been part of the School Improvement Plan. As Link Governor, I have been impressed with Mrs Jagroo's commitment to achieving this aim as PSHE Lead.

The school has adopted the Birmingham Approach as a basis for the curriculum. In November last year, an Inset day was held with staff to discuss the Birmingham Approach during which the teaching staff were positive about the clarity that it provided.

Since then, Mrs Jagroo has indicated that there have been two further meetings with teaching staff and that the curriculum appears to be age appropriate, manageable, and relevant. Where gaps in the Approach have been identified, members of the teaching staff have developed their own lesson plans to supplement the toolkits provided showing a real commitment to the subject.

Going forward there is a plan to develop the curriculum further by considering inviting guest speakers to address the pupils on topics and reflecting on whether there are areas that require greater focus.

### **Head Teacher Performance Management Committee**

It is a statutory responsibility of the governing body to set objectives for the Head Teacher as part of an annual appraisal. At Calshot Primary School responsibility for this is given to the Head Teacher Performance Management Committee.

At the start of the 2020/2021 academic year the committee met to review the Head Teacher, Mr Wingrove's, performance in the 2019/2020 academic year. During a challenging period in education, Mr Wingrove met or exceeded these objectives. The committee placed on record their thanks for his hard work and dedication to the pupils of Calshot Primary School and the wider local community. New objectives were set for the academic year which have been monitored and reviewed by the committee.

The committee also worked to appoint a new external advisor, who is used to support the committee in setting and reviewing robust and challenging objectives.

The Head Teacher's Performance Management Committee is comprised of Mr Rajput (Chair of the Governing Body), Mr Barlow (Vice-Chair) and Mrs Shergill. All members of this committee have undertaken the relevant local authority training to support their effectiveness in this role.

### 3) Overseeing the financial performance of the school and making sure its money is well spent

#### Staffing and Finance committee - report from the Vice Chair - Mr S Barlow

The Staffing and Finance Committee meets every half-term and is responsible for budget monitoring, risk management and all related policies. The committee should be aware of the school's current financial position and future potential budget scenarios to provide adequate challenge and support to the school, ensuring financial sustainability. It is also the committee's responsibility to have oversight for the staffing structure within the school.

During the 2020/2021 academic year school spending was affected significantly by the impact of coronavirus. This led to variations in income and expenditure derived from school closures and the need to implement increased health and safety procedures.

Despite this, the excellent work of the Head Teacher, School Business Manager and other key staff has ensured that the quality of education for pupils at Calshot Primary School has remained a priority in financial decisions.

In the medium-term school finances and the ability to operate within a balanced budget remain challenging. All Governors at Calshot Primary School are aware of these financial constraints. In recognition of this, during the 2020/2021 academic year, the governing body undertook external training to improve our ability to provide effective challenge and support.

In 2021/2022 the work of the Staffing and Finance Committee will remain focused on ensuring the school is equipped to respond to short-term changes, whilst ensuring long-term sustainability.

#### **4) Ensure school follows safeguarding procedures and holds the Head Teacher to account for the welfare of pupils and staff**

##### **Health, Safety, Buildings and Welfare committee - Mrs Johal, Chair of Committee**

The Health & Safety, Buildings and Welfare committee meets once every term. Meetings at present have continued via Zoom. It plays a pivotal role in the management of health and safety across the school. Monitoring the mental health and well-being of all staff and children. The committee has supported the school to embed its mental health and wellbeing provision across the entire school and the Link Governor for Wellbeing is part of this committee too.

This committee works in close partnership with the Head Teacher to promote a sensible approach to health and safety, making use of competent health and safety advice when required. Also ensuring that health and safety procedures are in place and compliant with legislation, especially with Coronavirus and the closure of the schools. The Government, Department of Education and Birmingham City Council guidance has been implemented to enable the safe opening of the school. Parents have remained updated with the Coronavirus affecting schools on the school website and regular newsletters.

In the committee we review the quality of the school environment and equipment through a termly Health and Safety audit. A "walk around" the school is conducted termly by the Deputy Head Teacher and the School Premises Manager. The results from the audit are reported back to us at the committee. We monitor that the school is fully compliant with the General Data Protection Regulations (GDPR) and are provided with regular updates. Thankfully, off-site visits which were cancelled last year have been planned to go ahead since May.

##### **Link governor for Safeguarding - Mrs A Seraton**

In keeping in line with the governmental Coronavirus guidelines and restrictions, I have been unable to physically visit the school to meet with the Head Teacher and Designated Safeguarding Lead (DSL). However, I have continued to liaise with them via phone, which enabled me to continue to monitor the schools safeguarding arrangements and that safeguarding children, staff and parent/carers has remained paramount.

I have been in contact with the new DSL, Mrs Patterson who has settled into her role with great confidence, supported by the Head Teacher. Mrs Patterson has access to my details should she need to contact me regarding safeguarding matters.

I have gained greater awareness of the Single Central Record, which has enabled me to liaise with the Business Manager to review it and ensure that everything is updated, and the Local Authority's requirements continue to be met.

Overall, the Head Teacher and DSL go above and beyond to ensure that safeguarding standards remain high at Calshot, which provides a safe working and learning environment for all. I will continue to work collaboratively to maintain these standards.

### **Special Educational Needs and/or Disabilities (SEND) Link Governor - Mr D Rajput**

The governing body is committed to ensuring that the needs of all pupils are met in the most appropriate way. This year, as the nominated governor for SEND, I have been liaising with the Mrs Patterson who had returned to the role after maternity leave. Mrs Patterson has been working under continued difficult circumstances due to COVID but has always kept her focus on children. She has been balancing the school's immediate needs whilst also have a whole school approach, planning and looking ahead to the future. Having set herself a number of targets in November, most of them have been met or are in progress. Mrs Patterson has undertaken training, delivered training for staff and updated reviews with parents of all children on the SEND register. New initiatives such as WELLCOM have been embedded where needed and preventative measures have been undertaken through screening programmes to prevent children's needs becoming long term.

### **Attendance Link Governor - Miss Y Joyce**

This last year as Attendance link governor it has been quite a rollercoaster at Calshot, even during lockdown school remained open for keyworker and vulnerable children. Attendance still remained above the national average even though due to the pandemic the government lowered the national rate.

When school opened fully the attendance rate remained above the national rate. I continued my meetings with Miss Atterbury and Mr Wingrove who worked hard in communicating with parents/carers if a pupils attendance started to drop, home visits were made all the way through lockdown and after in ensuring children's welfare at home if they were absent from school.

I believe it is important to keep attendance high as this encourages a child's learning and social skills with peers, especially as everyone in the Calshot family are a team.

### **Community Link Governor - Councillor J Hunt**

My role is both to understand and support the excellent community-facing work that the school undertakes and to bring my own knowledge of the community to bear with fresh ideas for community engagement. During the pandemic, despite lockdown, the school staff have stepped up many activities, providing support and engagement for isolated families. Children continue to raise money for charity as well as contributing to the school's own food bank and clothes bank. The school has also improved links with the local police. The next phase of the pandemic and ending lockdown will pose new challenges - the school is in strong shape to continue to nurture the good character of our children in these changing times.

## Governing board priority areas for 2021/22

The governing board's priorities for the year ahead remain focused on the safety and wellbeing of all school staff and pupils. We will continue to focus on essential areas of governance and support school leaders as they aim to bring back normalcy in the school environment whilst keeping an important eye on the coronavirus situation. Our immediate areas of priority are as follows:

Priority focus	Reason for this focus	Intended impact
Continue to support the school in terms of the impact of COVID-19	This is an ongoing situation, and we need to continue to monitor school plans in line with government and local authority advice for the safety and welfare of the children, staff, and parents.	The school will operate safely and ensure minimal disruption to children's learning and development.
<p>Monitor and support the school improvement plan which will focus on:</p> <ol style="list-style-type: none"> <li>1. Maths provision</li> <li>2. Outdoor Learning opportunities</li> <li>3. Physical Education (PE) curriculum</li> <li>4. Early Years Framework</li> </ol>	<ol style="list-style-type: none"> <li>1. To review and ensure Maths provision across the school if appropriate and to help bridge gaps in learning due to Covid.</li> <li>2. To maximise on opportunities for learning using the new outdoor space and build it into the curriculum.</li> <li>3. To embed PE better within the curriculum across the school.</li> <li>4. To incorporate the new Early Years Framework effectively</li> </ol>	<ol style="list-style-type: none"> <li>1. each class to aim for 85% of pupils to attain the 'expected standard' for their respective year.</li> <li>2. enriched curriculum that makes use of outdoor learning that improves well-being, problem solving and enable social interaction skills.</li> <li>3. each class to aim for 85% of pupils to attain the 'expected standard' for their respective year group.</li> <li>4. Each class to aim for 85% of pupils to attain a 'Good Level of Development' for their respective year group.</li> </ol>
Ongoing Governor Training	Develop the skills that required for the Governing Body to perform effectively.	Formal training plan created and implemented that leads to effective governance.
Succession Planning to futureproof the Governing Body	To make sure that when required we can put the right people into the right roles on the governing body.	The Governing Body will always be quorate and have the right mix of skills to be effective.

<p><b>Raising the profile of governance with stakeholders</b></p>	<p><b>To raise the profile of school governance and ensure that stakeholders understand what is being done.</b></p>	<p><b>There will be a shared understanding and appreciation of the work of the governing body.</b></p>
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