



ANNUAL GOVERNANCE REPORT FOR CALSHOT PRIMARY SCHOOL 2021/2022

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

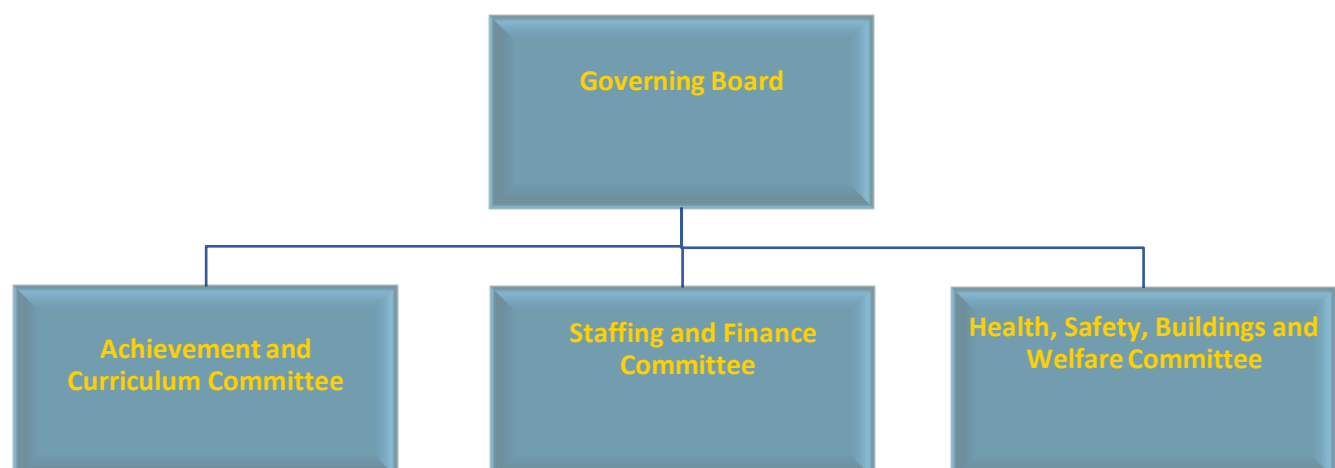
The governing board has the strategic responsibility for the effective management of the school, acting within the framework set by national legislation and with due consideration to the policies of the **Local Authority**. The governing board meets as a whole board twice per term.

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 from March 2022 resumed meeting face to face in the majority of cases with the blended hybrid approach available if necessary. Attendance at the governing body meetings has been good with 88% attendance overall across the year. There has been an outstanding vacancy for a co-opted governor through the year which has been difficult to fill but there are some new volunteers now coming forward via *Governors for Schools*.

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

As ever it's been a full-on year for the governing body meeting regularly as a full governing body as well as for the committee meetings for Achievement and Curriculum, Staffing and Finance and Health, Safety, Buildings and Wellbeing. Additionally, committees have met for Head Teacher Performance Management and Pay Committees. It's been wonderful to be able to start meeting face to face on school premises, though we did start the academic year cautiously with some meetings still taking place via zoom.

Mr Wingrove, Miss Atterbury have continued to lead the school by example, stepping up on multiple occasions across the year when necessary to support covid related staff shortages. They have led on successfully delivering the School Improvement Plan with opportunities to discuss and stay updated on actions within formal governing body meetings and informal conversations and meetings through the year.

We have continued to search for and recruited a new co-opted governor and are in the process of recruiting another to fill the gaps in the governing body. Staff and parent governor elections took place and successful candidates are now in post.

Highlights for the year include:

- The school improvement plan targets have been met and discussions started early to set targets for the next academic year
- Results in Reading, Writing and Maths are above National figures. Pupils continue to make excellent progress across the curriculum - in 2022, 73% 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 87%, Maths attainment was 88% which was significantly higher than the national standard.
- Undertaken complaints handling training for governors as a Full Governing Body
- Children and staff have been kept safe as the government restrictions eased.
- 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 and have been able to provide statements for their areas in this Governing Body Statement

Report from Link Governor for Training - Mrs A Shergill

The Governing Body continues to expand understanding and skills to become better at serving the school. One of the areas the training matrix identified as requiring improvement was complaints handling.

Collectively, the GB undertook complaints handling training in March to better understand processes. We have welcomed new governing members who have received training in their duties. Individual members of the governing body have also completed training in safeguarding and pupil attendance. Governors continue to learn more about the way individual subjects are taught through their role as Link Governors.

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 back at school as government restrictions around COVID began to be relaxed. The school has paid particular attention to interventions where necessary to help children catch up with any missed learning, Maths was seen as a priority and featured as a key target in the School Improvement Plan. Mr Wingrove and Miss Atterbury have been successful in achieving the targets for the School Improvement Plan and conversations have started for targets for the next academic year.

Outdoor learning has proved extremely successful, and staff have found opportunities to take learning out of the classroom when appropriate and possible and children have responded positively to this. Similarly, a new PE scheme has been used which has empowered teachers and given them more confidence in this area. Significant work has been put into the Early Years Framework across Reception and Nursery which became statutory in September 2021. The school was part of a project for the Perry Barr Consortium which provided additional monies for speech and language.

Governors have continued to scrutinise the decisions which have been made regarding the curriculum. Budgets are challenging and these can have an impact on children's learning as seen in some pupil progress and assessment data. This remains an area of close observation.

Pupil Premium Link Governor - Mrs A Shergill

We remain committed as a Governing Body to helping all children at Calshot Primary School to achieve their potential. We receive additional funds to assist approximately one third of the pupils at the school, who are considered to be in need of greater assistance because of their circumstances.

The pupil premium strategy statement available on the website sets out clearly, how we use the money to support and improve learning outcomes.

This term the focus was on improving understanding in maths and the governing body is encouraged by the positive results in achieved by pupils in this area.

In the coming term the focus will be in supporting children with writing to improve outcomes in this area. There will also be continued focus on outdoor learning as the children have found this enjoyable and rewarding.

Early Years Foundation Stage Link Governor - Ms L Seraton

As the newly appointed EYFS link governor it is my role to gain an insight of the Early Years Foundation Stage framework and how the EYFS provision is being implemented within the school, reporting back to the governing board as part of the meeting agenda.

The EYFS framework changed in September 2021 putting a broader emphasis on using a child-centred approach by ensuring that EYFS staff move away from the collection of data assessments and draw towards building on the individual child's prior and current knowledge.

In meeting with Mrs Aldridge, the EYFS Lead and the rest of the EYFS staff whilst in practice, I was able to observe how they are implementing the new framework. In doing so, it was very clear to see that the pupils have great rapport with the staff, allowing for them to cover all areas of the new EYFS curriculum to meet the needs of the cohort.

Despite the disruption of each child's learning due to the pandemic, Mrs Aldridge ensures that high standards are maintained throughout the EYFS department which meets all aspects of the new EYFS framework.

English Link Governor – Miss A Olatokun

I am new to the role of English Link Governor and am a new governor as well this year. The main aim is to work closely with the subject lead to get the insights I need to help the board hold staff to account and drive improvement. The main development this year has been the review and purchase of the Essential Letters and Sounds (ELS) Phonics scheme in April 2022 for KS1 and EY. All staff have been trained in this and it has been well-received.

English is one of the focus areas on the School Improvement Plan and there will be an emphasis on writing in different genres e.g. instructions, newspaper articles so that the children are able to adapt to different writing styles. The Subject Lead is keen to develop a reading spine, ensure that resources are well-managed and promote a culture of reading within the school

I look forward to continuing to develop the links between governors and school.

Mathematics Link Governor Role- Ranjit Johal

The role of a Math's Link Governor involves liaising with the school's Math's Lead. Termly meetings are held to discuss and evaluate the implementation of the Maths curriculum, since Covid meetings between myself and the Maths Lead have continued via the telephone. Understanding my role as a Maths Link Governor is imperative in order to question, support and challenge the Maths lead.

The School Improvement Plan in September 2021 now includes Maths as one of the focus areas. This is due to Covid and concerns that children may not achieve their targets due to the loss in learning. The Inspire Workshops had a calculation theme this year so everyone will undertake Maths as their focus topic.

Teaching Assistants are running intervention groups for children in Key Stage 2 who are not meeting age related expectations but previously have been. This is a potential indicator of the impact over the last 18 months and how these intervention groups can help to bridge this gap. 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.

An optional government Y4 test was undertaken to see how the children would perform in Maths, the results of this test were unable to be compared with other schools across the country. However, several schools opted in for a Y4 mock test with the Times Table Rock Star (TTRS) programme and the results of this test allowed for comparison with other schools who had opted in. The results of this test came in quite favourably for Calshot, who scored 21/25 with the average across Birmingham at 19/25, the average score across the country was 18/25. Although this is not an accurate gauge it provides some indication if Calshot are on track and how they compare with the Maths progression with other schools. The Maths Lead has developed a programme for learning timetables across the school with which year groups need to be practicing which timetables in which term.

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 2021/2022 academic year the committee met to review the Head Teacher, Mr Wingrove's, performance in the 2020/2021 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 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 Chair of the Committee - Mr S Barlow

Each governing board has a statutory responsibility for the financial management of the budget in their school. As a whole, they are accountable for the standards of education provided and for balancing cost and effectiveness. Above all, governors need to ensure that they achieve the best possible outcomes for their pupils in the most efficient way.

The Staffing and Finance Committee supports this through delegated responsibility for budget monitoring, oversight of staffing structures, risk management and all related policies. They meet every half-term and work to ensure they have a secure knowledge of the school's current financial position and forecasted budget in the medium and long-term.

In 2021/2022 schools continue to feel the effects of the coronavirus pandemic and the impact of previous school closures. This has had a practical impact in terms of variations in income and expenditure derived from operational issues as well as a need to ensure catch-up funding is used effectively.

In the medium-term school finances and the ability to operate within a balanced budget is increasingly challenging. The ongoing increase in the cost of living seen in society has also impacted on schools with significant rises expected in energy bills alongside other day to day costs including PFI fees.

As previously reported, in the 2020/2021 academic year Governors sought to increase their knowledge of finance through dedicated training and have used this effectively to scrutinise and challenge all financial decisions, including pupil premium expenditure with a member of the governing body given link responsibilities for monitoring its impact. We have also sought to provide support to the Head Teacher, School Business Manager and other key staff who work tirelessly to ensure that financial constraints do not have a negative impact on the quality of education for pupils at Calshot Primary School.

As we approach the start of the 2022/2023 academic year the work of the Staffing and Finance Committee is focused on ensuring a sustainable approach is taken to staffing and finance decisions.

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 the Committee

The Health & Safety, Buildings and Welfare committee meet once every term and ensure the safety and welfare of all pupils and adults at the school. Since Covid these meetings have been carried out via Zoom and continue to do so.

The committee plays a vital role in the management of health and safety, making sure that monitoring procedures are in place for health and safety, and compliance with legislation.

The committee reviews the quality of the school environment and equipment through a termly Health and Safety Audit. A "walk around" the school is conducted on a termly basis by the Deputy Head Teacher and the School Premises Manager, the findings from the audit are reported back to the committee.

The committee ensure that the school is fully compliant with the General Data Protection Regulations (GDPR) and are provided with regular updates. The Health & Safety, Buildings and Welfare committee works in close partnership with the Head Teacher, to promote a sensible approach to health and safety and making use of competent health and safety advice when required. Also ensuring that health and safety procedures are in place and compliant with legislation.

The committee is responsible for monitoring the mental health and well-being of the staff and children. All of site visit such as Whitemoor Lakes and Think Tank have re-commenced this year.

Link governor for Safeguarding - Mr S Barlow

The overall responsibility for ensuring that safeguarding procedures, policies and training are in place, being effectively managed and comply with the law, lies with the Governing Body and Designated Safeguarding Lead (DSL) within each school. In order to fulfil this responsibility, the Governing Body appoints a safeguarding link governor whose role it is to have oversight for these responsibilities and to report back in governing body meetings.

In my first year in this role I have met several times with the designated safeguarding lead (DSL), as well as the Head Teacher and School Business Manager to discuss a range of issues relating to safeguarding. I have also undertaken the mandatory training for Safeguarding Link Governors through Birmingham City Council.

Staff at Calshot Primary School continue to prioritise safeguarding in all that they do. They have relevant policies and procedures in place and the DSL's are given the time, resources and support needed to ensure these are enacted effectively. Mandatory staff training ensures that all adults are aware of the responsibility they have for safeguarding.

The Single Central Record has been reviewed and actions following this have been implemented to ensure that all legal requirements are met.

Governors continue to have safeguarding as a standing item on meeting agendas, with safeguarding

questions posed throughout the year to ensure that the knowledge and high standards expected of staff are reflected within the governing body.

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 Mrs Patterson, who has been balancing the school's immediate needs whilst also having a whole school approach, planning, and looking ahead to the future. Mrs Patterson has undertaken training, delivered training for staff and updated reviews with parents of all children on the SEND register.

All SEND pupils receive a good welcome into the school, but due to their differing needs, staff and time can be a resource issue. Some need more regular interventions. Calshot does offer a lot and is aiming to be more strategic and smarter with the resources available. SEND entails writing Pupil Profiles for each SEND child, writing an Education Health and Care Plan (for significant and complex needs, which becomes a legal document) and writing a detailed SEND Support Provision Plans (which documents the graduated approach before applying for an EHCP). SEND Support Provision Plans and EHCPs can provide crucial top-up funding for the school when meeting the needs of the children. All children have different needs and Mrs Patterson spends a lot of time talking to outside agencies.

BCC's Children Services is under new management and has been in the news for the inadequate services, this is an ongoing concern. Sarah maintains staff training is crucial.

Mrs Patterson is passionate about the work she is doing and while she has a vision for the SEND offer at Calshot, she rightfully prioritises what needs to be done for the children.

Attendance Link Governor - Miss Y Joyce

Calshot has remained above the national average this last year even through Covid. When the children returned to school fully, bubbles remained. The children dealt with everything positively and more importantly took to sticking to bubbles seriously.

Ms Atterbury and Mr Wingrove kept on top of ensuring pupils attended school everyday, as well as arriving on time. Office staff have been instructed to inform Ms Atterbury and Mr Wingrove by 10am of all absent children, so they can contact parent/carers on reasons why their child is absent. This ties in with Safeguarding.

Ms Atterbury has sent out letters to families with below average attendance, has had informal meetings with parents and had one formal meeting with a parent.

Outdoor Learning Link Governor - Miss Y Joyce

Mr Wingrove has introduced Outdoor Learning at Calshot, this has had a positive effect with the children participating. Teachers/staff have access to a folder to help them with activities. Activities vary so all years are catered for, from planting seeds to building dens, using marshmallows & sticks to build using equipment to solve problems.

Mr Wingrove is planning on expanding the Outdoor Learning in the future as the children want to do more, it is also beneficial for children that struggle with communicating with others as it pushes them to work as a group. The tasks they are given the children have to solve themselves and staff don't assist them only to tell them what they need to achieve.

Outdoor Learning really has helped the children and I look forward to seeing it expand.

Community Link Governor - Councillor J Hunt

Calshot continues to have strong community links and works proactively to help and support families and children within the school. The school continues to provide a food and clothing bank and has distributed holiday activity vouchers to disadvantaged families during the school holidays. In addition, the children and staff have raised money for various charities throughout the year and has held a very successful Summer Fayre, which was open for the local community to come and enjoy. The school has developed further links with the local police, who are helping to support with parking problems and road safety around the school, as well as giving safety talks to the children about important issues that they face in the local community.

This year, Calshot has made improving the local environment a focus and planted trees within the school grounds, as well as donating trees to families to plant at home. This reinforces the important ethos that Calshot has of improving the local environment. In the future, Calshot is embarking on installing sustainable drainage systems in the playgrounds, planting rain gardens and installing an outdoor classroom. This links with the Outdoor Learning, which has also been a focus for the school this year.

Governing board priority areas for 2022/23

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.
Monitor and support the school improvement plan which will focus on: 1. English provision 2. Synthetic Phonics Programme 3. Art & Design Technology curriculum	1. To review and ensure Reading, Writing and SPaG provision across the school is appropriate to help bridge gaps in learning due to Covid. 2. To embed the new phonics scheme across Early Years and Key Stage 1 3. To embed Art & Design Technology so creative skills are developed across the school.	1. each class to aim for 85% of pupils to attain the 'expected standard' for their respective year. 2. a consistent whole school approach to the teaching of phonics 3. each class to aim for 85% of pupils to attain the 'expected standard' for their respective year group.
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.
Raising the profile of governance with stakeholders	To raise the profile of school governance and ensure that stakeholders understand what is being done.	There will be a shared understanding and appreciation of the work of the governing body.