



ANNUAL GOVERNANCE REPORT FOR
CALSHOT PRIMARY SCHOOL
2023/2024

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

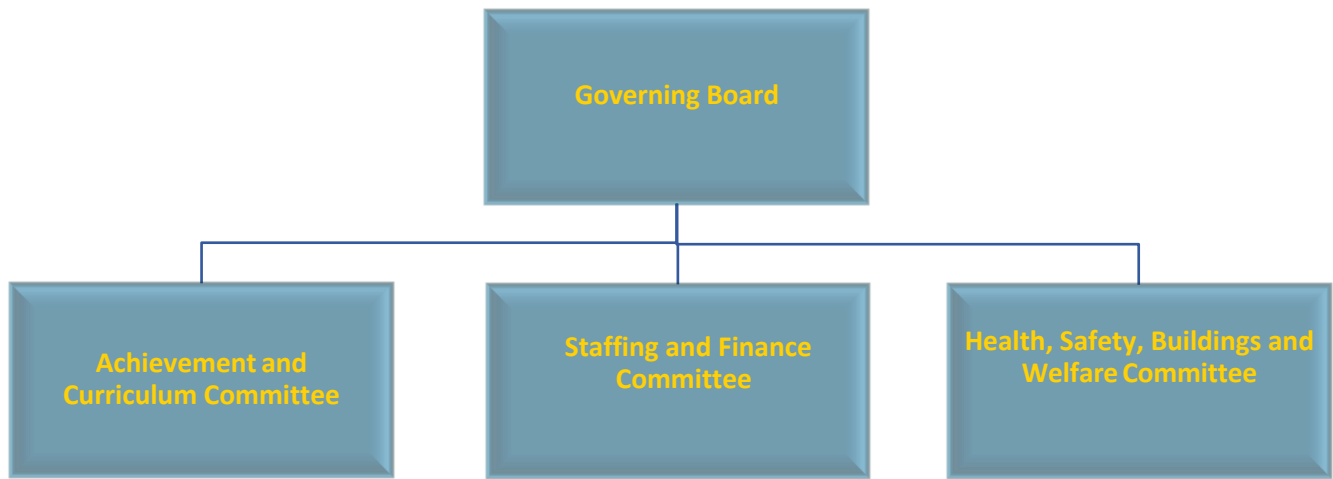
The governing board has the strategic responsibility for the effective management of the school, acting within the framework set by national legislation and with due consideration to the policies of the **Local Authority**. The governing board meets as a whole board twice per term.

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:



Attendance overall across the year at the governing body meetings has been good and we have a full complement of governors.

As a school we recognise that a diversity of thoughts, voices and perspectives is essential to good governance and the effective running of any organisation. We regularly collect diversity information from our governors and, depending on current data, can use this to:-

- Target recruitment to address gaps in experience and diversity
- Develop and adapt board practices to ensure full participation
- Prioritise training and awareness-raising in identified areas
- Address potential 'blind spots' through seeking wider advice and perspectives on current and upcoming opportunities, challenges and risks.

However, we are unable to publish this information as it would mean that individual members of our governing body are identifiable.

In accordance with the Government's requirement for all governing body, 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, Mr D Rajput

I'd like to start this year's report by paying tribute to Caroline Handley, our Clerk who sadly passed away after a short illness in November 2023. Caroline was a valued friend and colleague and we have missed her very much. Her death was a hugely sad loss to her family and the school. Caroline was an extremely efficient and supportive clerk who cheerfully, diligently and patiently kept us in check. Caroline always had her finger on the pulse of governance issues and was exceptional at getting things done. She was always welcoming to new governors and helping them settle into the role. She was a wonderful woman, and we are very grateful to have known her.

As a co-opted governor who has found it more difficult than most years to manage the time needed to chair the governing body, I'd like to acknowledge how challenging it can be to be a school governor. We meet 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. This always entails setting up agendas, reading paperwork, visiting the school and meeting with staff and writing up reports before meetings, so a massive thanks to all the governors for their commitment and the staff that support us in doing our jobs.

Mr Wingrove and Miss Atterbury have continued to lead the school by example, stepping up on multiple occasions across the year when necessary to support 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 welcomed new parent governors this year and are in the process of recruiting another a new clerk.

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, which you can read about at the end of this report as we look ahead to the next academic year.
- Results in Reading, Writing and Maths are significantly above National figures. Pupils continue to make excellent progress across the curriculum - in 2024, 68% of pupils in KS2 achieved the expected standard in Reading, Writing Maths, which is well above national and Local Authority data.
- Progress in Reading has continued over four years to be significantly above the Local Authority and National Average at 93%. Our SPAG attainment was 82%, Maths attainment was 78% which was significantly higher than the national standard.
- Undertaken stakeholder engagement training for governors as a Full Governing Body

- Parent Questionnaire results continue to 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 - Mr D Rajput

The Governing Body continues to expand understanding and skills to become better at serving the school. In March a whole GB training session took place around the visibility of governors around school and with stakeholders. Governors are already involved in school events such as Sports Day, School Fayre, Book Sales and Parent's Evening and more but have discussed further opportunities to come in to school to be involved and get to know children, staff and parents and for them to get to know who Governor's are and what we do.

New governors attended induction training to help them understand their role and 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 - Miss A Olatokun

The Committee have been monitoring progress against the School Improvement Plan and would like to thank everyone for their contribution.

The effects have been so positive that some of these targets will be carried into next year.

Middle Leaders have engaged in mentoring and coaching activities and the feedback around Maths mentoring has been very positive.

Mr Wingrove has completed Mental Health training and is now a recognised Mental Health Lead for the school.

The new Birmingham RE syllabus has been developed and embedded and has been well-received by the teachers.

Attendance remains an issue nationally and Calshot is no exception, however the school are doing everything they can to manage this. Miss Atterbury in particular is working diligently in this area and we are extremely grateful to her for her work in this area.

Interventions re the implementation of phonics skills to enable early readers to become fluent readers is ongoing.

There have been some pleasing assessment updates throughout the year especially in Reception, extra TA support has been implemented in areas where results have been below expectations. The Committee would like to recognise the staff for their continual hard work and dedication.

Pupil Premium Link Governor - Mr S Islam

The Governing Body of Calshot Primary School continues to prioritise the effective utilisation of Pupil Premium funding. We receive additional funds to assist approximately one-third of the pupils at the school, and this number is increasing. These funds support pupils who are considered to need more assistance due to their circumstances, including any pupil who has had free school meals at any point during their time at the school.

The pupil premium strategy statement, available on our website, explains how we have been using these funds to support and improve learning outcomes. We place significant emphasis on providing targeted support by allocating resources for tutoring and tailored interventions to assist students in reaching their full potential.

Additionally, we have invested resources in broader strategies such as enhancing wellbeing, behaviour, and attendance, and improving teaching quality through staff development.

English Link Governor - Miss A Olatokun

As the Link Governor for English, I meet with the Lead and provide updates to the Governing Body. This helps us understand how we are meeting the objectives to ensure that the children have high standards of language and literacy.

The embedding of the new Synthetic Phonics Programme (Essential Letters and Sounds) has gone well. Interventions are ongoing.

Writing is improving consistently, and children are drafting and editing their work more than they used to.

A poetry spine is planned for next year.

Fundraising and reading for pleasure remain key themes; Read-a-thons raised some much-needed funds for book corners in some classes. These encourage children to recommend books to each other or see books they have never seen before which reinforces a love of reading.

Mathematics Link Governor - Miss G Hipkiss

As the Link Governor for Maths, I have met with the Head of Maths who is leading on Maths Mastery at Calshot School.

Maths Mastery continues to evolve and there have been a number of areas of mastery that have been implemented this year. These include the small steps approach to learning, designed to teach maths in sequenced steps which allow pupils to master aspects of maths before moving onto the next stage. Using a range of approaches, including a mix of fluency, reasoning and problem solving and focusing on the accurate use of vocabulary and stem sentences, this allows pupils to verbalise their answers, thus embedding their learning.

This year has also seen the introduction of teacher training in the format of "Team Teaching" sessions whereby teachers observe a maths mastery class and gain skills which increase teacher confidence and proficiency.

Maths continues to feature strongly in the schools 2024/25 Improvement Plan and aspects of maths mastery will form part of this and continue to be rolled out into the new academic year.

The Committee would like to recognise the staff for their hard work and dedication in 2023/24.

Early Years & Health and Safety Link Governor - Miss S Howell

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

After meeting with Mrs Aldridge, it was clear to see the children were being well nurtured and have access to a range of carefully planned activities that help to develop key skills.

Some of these activities are adult led; the children work in small groups with a Class Teacher or Teaching Assistant.

This means the children can access a range of carefully planned independent activities to develop their skills in a range of areas within the EYFS curriculum.

The classrooms have different areas for children to access including:

- Reading area
- Sand and water area
- Creative area
- Maths area
- Writing area
- Role play area
- Fine motor area
- Exploration pods
- Construction activities
- Computing area
- Malleable activities
- Listening area
- Light box
- Small world area

Children have Phonics every morning at the start of the school day. And all these activities are changed daily to include the topic and sound of the day.

Mrs Aldridge also designed the new EYFS induction packs; they are very modern and easy to access with a QR code for parents to download the booklet to their devices all the packs complement each other from Nursery booklet to Reception and the 'All about me' booklet. Amazing work!

Religious Education Link Governor - Mrs R Parker

I met with the Lead for Religious Education (RE) who was passionate about developing the new Birmingham agreed syllabus with a focus on developing the dispositions across the school. The RE Lead advised that the school has chosen to follow Route 3 and staff have been given time for training in this area during INSET and further INSET time has been scheduled to allow for planning the year groups scheme. Staff have been asked to link the Disposition skills criteria to learning objectives to ensure progress and teacher assessments will be used, at the end of the academic year, to reflect on and evaluate what has been taught.

Pupil Interviews have taken place to identify the pupils' views with reference to the positive and negative aspects of the new programme. Books have been shared for scrutiny also.

The RE Lead has stated that sufficient time has been given to prepare and deliver the programme for staff as well as regular meetings with the Head Teacher to provide updates.

Head Teacher Performance Management Committee - Mr S Barlow

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's Performance Management Committee. In 2023/2024 the committee membership remained unchanged and consisted of Mr Rajput (Chair of the Governing Body), Mr Barlow (Vice-Chair) and Mr Islam. The committee worked alongside Mrs Karen Davies, in her role as external advisor to the panel.

At the start of the 2023/2024 academic year the committee met to review the performance of Mr Wingrove against the objectives that had been set the previous year and agree new objectives. The committee is pleased to report that Mr Wingrove met or exceeded all set targets for the 2022/23 academic year.

In the current academic year Mr Wingrove's objectives are closely aligned with the school improvement plan and focus on ensuring Calshot Primary School continues to be a beacon of excellence in all areas. This includes prioritising the professional development of all staff and ensuring procedures and practices promote the safety and well-being of all pupils. Mr Wingrove has been thanked for his tireless efforts in ensuring these targets, alongside all other school priorities, are met.

The objectives set for this academic year will be reviewed in September 2024.

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. 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 the last report issues with Birmingham City Council's Oracle accounting system were identified as a barrier to successfully tracking and managing the school's finances. These issues continued into the 2023/24 academic year and are ongoing. Despite this I am pleased to be able to report that due to the work of the School Business Manager, alongside other senior and key staff at the school, Calshot Primary School remains in a relatively strong financial position.

Another feature of last year's report was the significant impact of the PFI element of the school's costs. These continued to be monitored and, where appropriate, challenged this academic year. Despite a challenging national picture in terms of recruitment it is pleasing to see that Calshot Primary School remains an attractive place to work. This is reflected in the continued low labour turnover and strong interest in any advertised vacancies. This should not be taken for granted and the leadership teams drive to ensure that work life balance exists for all staff should be commended.

As we approach the start of the 2024/2025 academic year uncertainty around school funding continues. With ever-changing external factors making long-term planning difficult, the work of the committee in ensuring that Calshot Primary School can set a balanced budget, whilst meeting the needs of the school community is essential.

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 - report from the Chair of the Committee, Mrs G Hipkiss

The Health & Safety, Buildings and Welfare committee meets once every term. They are responsible for confirming that the school complies with the Health and Safety Policy to assure the safety and welfare of all children and adults at the school.

The committee plays a vital role in making sure that monitoring procedures are in place that allow both staff and pupils to work in a safe, healthy, and productive way. They also ensure compliance with all appropriate legislation.

In the committee we review the quality of the school environment and equipment through a termly Health and Safety Audit. Each term an audit is completed by the Deputy Head Teacher and the findings of this audit reported to the committee. The Head Teacher provides a fire safety update which include information regarding fire drills and compliance to fire safety regulations.

Mental health and wellbeing of pupils and staff is discussed at each committee meeting and actions are implemented to ensure ongoing awareness and support is available for all. We also monitor that the school is fully compliant with the General Data Protection Regulations and are provided with regular updates.

The 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.

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 that they comply with the law, lies with the Governing Body and Designated Safeguarding Lead (DSL) within each school. 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 the 2023/24 academic year, Mr Wingrove continued to have overall responsibility for safeguarding in his role as designated safeguarding lead (DSL). As part of the school development plan Mr Wingrove continues to work alongside colleagues to ensure that there is appropriate capacity within the school to manage an area with ever increasing demands.

During the academic year, I met several times with Mr Wingrove to discuss safeguarding policies and procedures. The Single Central Record was also reviewed with the School Business Manager to ensure that all legal requirements are met. Governors all receive annual safeguarding training and have safeguarding as a standing item on meeting agendas. Safeguarding questions are posed throughout the year to ensure that the knowledge and high standards expected of staff are also reflected within the governing body.

I am pleased to report that staff at Calshot Primary School continue to prioritise safeguarding in all that they do. It is important to record that the burden on schools in this area is higher than it

has ever been, with staff expected to go above and beyond their roles to ensure the safety of young people in their care. The safeguarding team at Calshot Primary School take this responsibility seriously and should be commended for the work that they have done this year and will continue to do going forwards.

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 Miss Knowles, who has been balancing the school's immediate needs whilst also having a whole school approach, planning, and looking ahead to the future.

Miss Knowles has also taken on role of Designated teacher for LAC and has undertaken training for this. Miss Knowles has delivered and co-ordinated training for staff- particularly around early years and Autism awareness. CPD for next year is currently being planned. There is a need for communication/Makaton training in EYS/KS1 due to the proportion of children with communication and interaction difficulties. There is also a need for CPD on literacy- writing is a difficult skill in years 3-5 in particular.

Miss Knowles has implemented a more streamlined SEND review process according to year group. All parents with children on the SEND register have had at least 2 reviews with SENCO this academic year and more if their child has SSPP/EHCP or high needs. Miss Knowles continues to meet with parents at other times as requested/needed.

Educational Psychologist ran a parental presentation in February regarding supporting their son/daughter at home. This was very well received & attended.

All SEND pupils have a pupil profile that identifies their specific needs and what works well for them in school. Intervention is also identified on the profile. This may be a small group withdrawal out of the classroom, 1:1 support for a specific skill (e.g.: writing, reading, phonics, spelling, memory skills, numeracy, etc.). Support is also available in the form of friendship groups/social skills groups. Interventions are run by teaching assistants. Fantastic practices have included: An Autism Awareness group- weekly throughout the year for 3 children in KS2. A weekly Bucket Attention Group for those children with more complex C&I difficulties (KS1). Precision teaching 1:1 in years 2-4. Sensory circuits for children with ASD/complex needs in KS1 & 2 3x weekly.

SEND register - currently 52- 10 children with SSPP/EHCP's main category C&I)

New Reception will have 4 high needs children starting- 1 EHCP, 3 with SEND plans to come. There will need to be a focus on ensuring these plans are appropriate, with attached funding to meet the needs of each child.

External agencies are under extreme pressure to meet statutory requirements for EHCP's/SSPP's. This has affected the allocation hours to schools. We effectively are paying more for less hours (particularly in the case of Educational Psychology services) As more mainstream schools now have more SEND high needs children, external agency hours are quickly swallowed up. This is having an impact on those children with SEND in school who previously would have been

able to have assessments. The new Local Authority approach to Speech & Language Therapy (SALT) has meant a link SALT for schools. This has not yet reduced the backlog of children on the waiting list at Calshot.

Miss Knowles will be increasing her days to 4 next year, which will help manage the increased SEND need in school. Miss Knowles 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

Every term I have an Attendance Meeting with Ms Atterbury who keeps me updated with attendance from the previous term. Ms Atterbury and staff are still working on improving attendance and are using incentives to encourage children to attend.

Holiday requests will still be denied and if the parent/carer still takes the child on holiday then the LA will be alerted about the absence and denied holiday request. If a child misses 5 consecutive days, then a letter will be sent out to parent/carers.

The changes that have been made since last year are as follows:

- Fines have risen to £80 per child if paid within 21days.
- £160 per child if paid within 28days.
- Both parent/carers will be issued a fine if living at the same address as the child/children.

Home visits will be made as this ties in with Safeguarding of the child/children if a phone call isn't made before 9.30am to the school explaining why the child is absent.

The Attendance percentage has been lowered to cater for families who have days where they don't attend because of religious reasons, we believe this makes it fairer.

Governing board priority areas for 2024/2025

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 |
|--|---|---|
| <p>Monitor and support the school improvement plan which will focus on:</p> <ol style="list-style-type: none"> 1. Middle & Subject leaders to have greater understanding of their subject areas to increase number of pupils who attain expected standard. 2. Mental Health Awareness 3. Music curriculum | <ol style="list-style-type: none"> 1. To develop and enhance the roles of our middle leaders. Subject Leaders to have a greater understanding of their subjects across the whole school. 2. To promote mental health awareness in the curriculum and raise the profile of mental health awareness across the school for staff, pupils and parents. Statement of Intent/ 3. To review and improve the Music curriculum, with a focus on developing skills across the school | <ol style="list-style-type: none"> 1. Each class to aim for 85% of pupils to attain the 'expected standard' in Maths, Reading, Writing and foundation subject 2. Mental health and wellbeing is promoted through the culture, curriculum and ethos within Calshot School (created by SLT and cascaded through the whole school to include staff, pupils and their families) 3. each class to aim for 85% of pupils to attain the 'expected standard' for their respective year group |
| <p>Ongoing Governor Training</p> | <p>Develop the skills that required for the Governing Body to perform effectively.</p> | <p>Formal training plan created and implemented that leads to effective governance.</p> |
| <p>Succession Planning to futureproof the Governing Body</p> | <p>To make sure that when required we can put the right people into the right roles on the governing body.</p> | <p>The Governing Body will always be quorate and have the right mix of skills to be effective.</p> |
| <p>Raising the profile of governance with stakeholders</p> | <p>To raise the profile of school governance and ensure that stakeholders understand what is being done.</p> | <p>There will be a shared understanding and appreciation of the work of the governing body.</p> |