



ALEXANDER HOSEA PRIMARY SCHOOL

'Roots to grow, wings to fly'

Annual Governors' Report to Parents

Our Governors

Our Governing Board is a team of people who wish to make a positive contribution to the children's learning and development. The board is formed by the school's stakeholders - namely volunteers from the parent body, the local and wider community, as well as employees of the school, such as the Headteacher and elected members of school staff.

The Governors have varied backgrounds and expertise, including those with an education background and those who have served the local community, reflecting the many different interest groups in our school, but they have one important thing in common: all are dedicated to ensuring that the children in our school are kept as safe as possible and enjoy the best education possible.

We work together as a board, at a strategic level, holding the Headteacher and senior school leaders to account for the operational day to day running of the school. The Governing Body makes important collective decisions and is therefore answerable to parents and the community as well as the local authority and the Government.

At Alexander Hosea Primary School, Governors are aware that successful school governance is a team effort. Regular Full Governing Body (FGB) meetings and committee meetings enable us to work together effectively as a team and ensure decisions are made democratically in the interests of the school. Governors work in close partnership with the Head Teacher and senior leaders.

Further information about Alexander Hosea governors, their terms of office and attendance at meetings can be found on the Governor section of the website.

Types of Governor

There are various types of Governors drawn from different areas of the community:

- ✚ **Parent Governors** - Elected by the parents and carers of children at the school.
- ✚ **Staff Governors** - Selected by election from teaching and support staff from the school.
- ✚ **Co-opted Governors** - Appointed by the FGB to represent the wider community or to provide specific skills.
- ✚ **LA Governors** - Appointed by the Local Authority.

The Purpose of a Governing Body

The role of the school's Governing Body is to act as a critical friend. Questioning and challenging appropriately is key to the boards function but at the same time providing support and encouragement.

As Governors of Alexander Hosea Primary, we are appointed and elected to provide:

- ✚ a visible form of accountability for the Headteacher and school staff;
- ✚ a team focusing on long term development and improvement;
- ✚ accountability to the community for the use of resources and the standards of teaching and learning in the school;
- ✚ support for the Headteacher and staff;

- ✚ strong links between the school and the community it serves;
- ✚ an independent view.

Governor Responsibilities

Governors have a general, legally defined responsibility towards the effective management of the school. The governing board has three strategic core functions:

- ✚ To ensure clarity of vision, ethos and strategic direction;
- ✚ To hold the Head to account for the educational performance of the school and its pupils;
- ✚ To oversee the financial performance of the school and make sure money is well spent.

Some of our specific responsibilities are to:

- Plan the school's long-term future and decide on the aims and objectives for the school
- Set the school's strategic vision and values and reinforce ethos
- Monitor the provision of high standards of education and achievement
- Review the staffing structure and appointment of staff
- Approve the Budget and ensure proper budgetary management and control
- Review and agree policies and practice which allow the Head Teacher the necessary tools to carry out her responsibilities
- Ensure the National Curriculum and religious education are taught
- Agree pupil progress and set targets for improvement
- Make sure children with special needs have access to the curriculum
- Ensure the school is well maintained
- Ensure Health and Safety requirements are met and promote the well-being of pupils & staff
- Receive and discuss reports on the resulting practice and conduct of the school
- Promote links with the community
- Review our own working practices and standard

The Full Governing Body (FGB) - Chair Jo Dent

The FGB meets at least five times during the academic year. The board follows a rolling agenda which is dictated by the needs of the school. Much of the meetings' foci are based on the report from the head teacher. This report covers updates on attendance, pupil progress, behaviour, staffing, school budget, curriculum and particularly through recent years, pupil and staff well-being. Other fixed agenda items include; monitoring and reviewing the School Development Plan, safeguarding, governor training and reviewing and approving school policies.

Governor Sub-Committees

In order to fulfil our management role, the Governors are split into three Sub-Committees:

✚ **Teaching and Learning – Chair Trevor Lee**

The Teaching & Learning committee meets five times a year. Its function is to monitor and examine the effectiveness of teaching and learning and the school curriculum. It considers the breadth and depth of the curriculum and how it is planned, led, delivered, assessed and reviewed by curriculum lead staff and senior leaders.

Governors ensure that they ask the school about the comparative progress and attainment of different groups including those targeted by the pupil premium grant and the different ethnicity, gender, and ability groups. They ensure that the pupil premium grant is used to have an impact on the outcome of disadvantaged pupils. Governors receive information regarding the use of Sports Premium Funding and the impact this has on the development of PE across the school.

Premises and Finance – Chair Gareth Fielding

The Premises and Finance committee meets at least five times a year. Their principal function is to monitor the financial performance of the school. The committee reviews regularly the school's spending, and in terms of budget setting undertakes a detailed scrutiny of the draft school budget prior to making a firm recommendation to the FGB

In recent years the finance committee, along with the School's Business Manager have worked tirelessly to ensure the school is working within an ever-more challenging budget. The governors have worked with school staff to achieve The Schools Financial Value Standard accreditation which is reviewed annually.

This committee also has responsibility for building maintenance, building improvement and health and safety. Reports, including recommendations, are received by the committee on health and safety inspections. This ensures that our pupils and staff reside in an environment conducive with learning while also providing a feeling of security and wellbeing.

Staffing and Welfare – Chair Jo Dent

The Staffing & Welfare committee meets at least three times a year. Its role is to carry out an annual review of the staffing structure in consultation with the Headteacher; to ensure the school is sufficiently staffed to fulfil the effective operation of the school and the School Development Plan (SDP), to develop and review relevant policies and make recommendations to the Finance Committee on personnel-related expenditure.

The committee also has a focus on pupil welfare and closely monitors attendance, accidents, safeguarding issues etc.

It recognises the vital role of the staff team within the school and monitors work/life balance, working conditions, absences and well-being. This has been a priority over the past couple of years with the extra challenges that the pandemic has provided.

Overview of the school's aims

Our school vision is currently '*Roots to grow, wings to fly*'. High quality teaching and learning allows our pupils to develop firm roots, from which to grow as individuals and as learners, and wings to fly, through promoting limitless learning.

We encourage our pupils to be aspirational through our **ASPIRE** values: **A**daptability, **S**elf-belief, **P**erseverance, **I**nclusion, **R**espect and **E**nquiry.

Governors keep this vision at the forefront of all the work they do. Any aims and objectives we set ourselves or the school contribute to achieving the vision for all our children and their families.

Governors' role in promoting school improvement

The Governing Board monitors school improvement priorities through regular committee meetings; we have clear agendas which focus on the impact of actions in the School Development Plan. We also visit the school regularly to take part in learning walks, as well as watching the children at work to see first-hand the impact of the school's work.

What have we done this year?

Here are some examples of activities undertaken during the academic year 2021-2022.

Governors:

- Monitored activities in school through Learning Walks, Data Analysis and Pupil Voice Interviews
- Carried out the Performance Management of the Headteacher

- Reviewed and Ratified the School Budget
- Monitored the Single Central Record and attendance figures.
- Ensured Safeguarding Procedures were robust and participated in the audits,
- Appointed a new safeguarding governor who was knowledgeable and experienced in safeguarding
- Supported with the recruitment of staff (eg. School Business Manager)
- Monitored the induction of new staff
- Monitored the provision for SEN, including the role of the ELSA
- Began the installation of a new alarm system
- Reviewed the teaching of maths and the outcomes (Osted Key Issue 2017)
- Monitored spending of the PE/Sports Grant and the Pupil Premium Grant allocation
- Reviewed and amended, where necessary, school policies to ensure their currency and relevance.
- Oversaw the impact of COVID, including the COVID Risk Assessment
- Reviewed the intention and implementation of the school curriculum
- Monitored the choosing and implementation of a Phonics SSP programme
- Reviewed the whole school approach to reading, with a specific focus on lowest 20%.
- Fulfilled all other statutory requirements

In addition to educational priorities, Safeguarding and promoting Equality & Diversity are always at the forefront of our work, ensuring that our school is a fully inclusive and safe learning environment for pupils, staff and the entirety of the school community. This is reflected in our curriculum, which is closely monitored by governors to ensure high quality and robust educational experiences are on offer for all our children, supporting them to become good citizens of the future.

What will we do next?

We strive to ensure consistently improving outcomes for all our children, in a safe and happy learning environment; where there are high aspirations for all, and children are well prepared for life beyond primary school.

The governing body approved the school's development plan for 2021/2022 early in the academic year and carefully monitored its progression throughout the year to ensure that educational priorities were on track.

In 2022-2023, as well as working to ensure that children reach age related expectations in reading, writing and maths at the end of key stages, we will focus closely on:

- ✚ Further enhancing the Alexander Hosea Curriculum and rigorously monitor the impact.
- ✚ Improving pupils' self-regulation and emotional resilience.
- ✚ Reviewing and refreshing the school's vision and values
- ✚ Improving academic achievement of boys to decrease gender gap and help them to thrive.

We will continue to support senior leaders to achieve this and will challenge and hold them to account to ensure the very best for all children at our school. We are incredibly proud of the progress made by all of the children at Alexander Hosea Primary School during the past few years in the face of great adversity and challenge and will continue to work hard with all the staff to ensure this is maintained and further improved upon.