

Annual Governance Statement for Chapel Allerton Primary School 2022-2023

This is the full statement supplemented by the communication sent out to the school community July 2023 via Class Dojo.

1. Introduction

At Chapel Allerton Primary School, the governing board recognises the importance of identifying the effectiveness and impact of its governance. The [Governance Handbook](#) defines the three core functions of governance as:

- Ensuring clarity of vision, ethos and strategic direction.
- Holding executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff; and
- Overseeing the financial performance of the organisation and making sure its money is well spent.

The governing board also ensures that the school complies fully with statutory safeguarding procedures and works with the safeguarding lead in school to complete an annual safeguarding self-assessment.

This aim of impact statement is to share the strategic work of the governing board in relation to school improvement and the discharge of statutory duties. The day-to-day management of the school is the responsibility of the headteacher and senior leadership team.

2. The composition of the governing board

To comply with statutory requirements our school website has a page with information about our governance arrangements including our structure, responsibilities and committees and attendance of governors at meetings.

This year the governing board welcomed two elected parent governors who received training and induction to their role. Induction included visits to school and individual meetings with the Chair. All new governors have attended induction training to support them in understanding the strategic nature of the role and the responsibility of challenging and monitoring aspects of school. During the summer holiday August 2023 two Governors (including a new parent Governor) resigned from the Board due to relocating away from Leeds for work.

A skills audit April 2023 showed strength and depth in the skills of the Board with no particular areas of concern. The Board is always mindful of being representative of the community and seeks more diversity in the Board.

3. Meetings of the governing board

All meetings are clerked by a trained professional clerk. Committee membership and the committee structure was reviewed at the first full governor meeting in September.

The full governing board met the required five times this year. Our sub committees (Leadership & Management; Quality of Teaching Learning & Assessment; Personal, Development, Behaviour & Welfare) met each term, they have

delegated authority to make decisions on behalf of the governing board. Each meeting in 22-23 was quorate.

Governors had good attendance at meetings. Apologies for non-attendance were considered on an individual basis and governors are aware, through our code of conduct that repeated non-attendance, will result in removal from the board. One governor was excused from meetings due to maternity leave.

4. The focus of our strategic oversight

The senior leadership team completed a self-evaluation of the school considering SATs results, the school's internal monitoring of pupil progress and attainment, the school curriculum, the most recent Ofsted report, SIA Novac reports, a Safeguarding audit & Mindmate assessment. The self-evaluation was reviewed by the board regularly throughout the year and informed our school improvement plan for 2022 – 2023. We continued to monitor for impact the seven ambitions of our school improvement plan. This year curriculum development including phonics, use of the outdoor environment & well-being was of particular interest.

Beyond the information gathered at meetings the governing board undertook monitoring visits to school where they observed lessons, interventions, assemblies, celebration events, playtimes, and they spoke to both children & adult teams. They met the School Council who also attended a PDBW committee meeting. They attended parent consultation events e.g., open evening, well-being day & SEND coffee mornings. The board invited teachers and school leaders to present at board and committee meetings so that our source of information was not restricted to the Headteacher. Our monitoring also took into account external reports and feedback from stakeholders including pupil, staff and parent surveys. Governors have been visible in school and this year presented a reminder to the staff team of the role of the governing board & attended whole staff training days.

Governors undertook the numerous statutory duties, which includes safeguarding and provision for pupils with additional needs. Governors received formal training e.g., safeguarding, induction and informal in-house training.

5. The impact of the governing board

Whilst this is not an exhaustive list of our work over the past year, the board has worked together in our strategic role on:

- **Attendance:** Ensuring pupils attend and enjoy school and feel valued and part of the school community. We have monitored the rates of pupil attendance at PDBW, recognising this is a national priority. Whilst attendance is good, we are ambitious for all children. We recognise the impact of poor attendance on attainment & applaud the significant efforts of staff to identify poor attendance & then work collaboratively with parents/carers/children to improve & maintain good attendance.
- **Safeguarding:** Safeguarding covers health and safety in the classroom and physical & emotional wellbeing in school, and at home. We have regularly monitored processes and procedures to ensure all school staff have been safely recruited; made sure that training of staff is up to date

and procedures followed to maintain a safe environment for our children including checks to ensure that volunteers and visitors to the school are suitable.

The safeguarding governor (a consultant paediatrician) meets regularly with the Safeguarding lead to challenge and monitor & keeps a monitoring tracker of her visits. Governors are provided with detailed reports. Governors are challenged on their safeguarding knowledge & responsibilities at full governor meetings via a quiz.

In March a safeguarding audit of the school by Leeds City Council showed that our procedures, policies, practices were robust & often showed exemplar practice. The auditor commented that governing body is providing challenge & support for the safeguarding team. However, we remain vigilant.

On-line safety has been discussed at committee. Governors attended a briefing for parents and received a presentation from the IT lead on how on-line safety is taught in school. They are satisfied that on-line safety is prioritised.

- **Curriculum**

We are committed to offering the children a richness in the subjects they learn. The Governors support the Teaching and Learning policy embedded with the Rosenshine principles.

The DHT led a whole curriculum development 22-23 with each subject area reviewed and revised. We are grateful to the staff team for the huge amount of work undertaken in making some significant changes to all subjects.

The teaching of writing has been a particular focus following consultation with staff & following average SATs performance results in 2022. The writing lead has led a new approach providing training, support & planning. Governors received a presentation at QTLA, looked at books across all year groups & abilities. The Governor responsible for reading accompanied the SIA on a visit to observe writing in school. The Novac report and recommendations were reviewed by Governors.

The children (& adults) have been thrilled with the stunning new library spaces and the well-stocked shelves of new books, many of which have been chosen to be more inclusive & representative of our community. We thank the PSA for their on-going support to the school.

- **Well-being**

The Social, Emotional & Mental Health of the whole school community continues to be a focus with budget allocated for both pastoral staffing as well as physical resources. Time is given in the day for children to share worries & staff are responsive. The outdoor spaces have been developed with both learning opportunity & well-being in mind. We are grateful to the PSA for their support in funding the well-being garden & the positive messaging, bespoke artwork in school.

The externally accredited Mindmate & PSHE Friendly status was achieved this year following a rigorous assessment.

The PDBW committee have considered the impact of the cost of living on our school community & are satisfied that school is mindful of the impact of demands on parents e.g. for trips, special days as well as being vigilant to children's well-being e.g. having had breakfast, meals, uniform etc

6. The effectiveness of the board

The governing board regularly questions its own effectiveness in terms of the impact on children's learning.

Meetings are minuted & actions identified & reviewed.

Each committee has focussed on the strategic priorities in the SDP and sought to triangulate evidence via presentations, reports from HT/DHT, NOVACs, visits to school and pupil voice.

A skills audit by LCC in March 2023 stated, 'this audit is extremely positive and shows that the governing board has most of the knowledge, skills and training needed for effective governance'. It recommended some areas for development particularly for new members in their understanding of how the school runs and to ensure that we are succession planning for key roles.

All members of the board are committed to their own continued development, so they have the knowledge to support school and ask appropriate and informed questions. Individual training needs identified are addressed through in-school development or formal courses.

7. What we plan to do next

Governance is an annual cycle. The board will review the latest self-assessment and support school in identifying priorities for the year ahead, which the board will monitor.

The pupils and staff will remain at the forefront of our decisions as we endeavour to provide the best educational and pastoral environment for them. We will continue to closely monitor the school budget, which is affected by reduced funding and rising costs, to ensure that staffing levels and resources do not suffer, and children's learning and development continues to be of the highest standard. We will consider our future as a local authority school and seek to inform ourselves about alternative structures.

We will recruit & train new Governors and associate Governors.