

Annual Governance Statement

Autumn 2021

This statement seeks to outline the impact of governance arrangements at Mawsley Community Primary School throughout the course of the 2020-21 academic year.

1. The Board of Governors

Name	Type of Governor	Role	Current term of office commenced	Current term of office expires
Miss Michelle Harris	Headteacher	Headteacher	01/09/2017	on-going
Mr Andy Taylor	Co-opted	Chair	15/07/2019	14/07/2023
Miss Pat Downing	LA nominated	LA governor	22/11/2020	20/11/2024
Mrs Claire Burlin	Elected Staff		23/09/2020	22/09/2022
Mr Stephen James	Co-opted		14/09/2020	13/09/2024
Mr Conor O'Sullivan	Elected Parent		22/09/2020	21/09/2024
Dr Simon Baines	Elected Parent		14/06/2019	13/06/2023
Mrs Leanne Hanson	Elected Parent		22/09/2020	21/09/2024
Mr Greg Guilford	Co-opted	Vice Chair	26/04/2021	25/04/2025
Miss Naomi Nanor	Co-opted		26/04/2021	25/04/2025
Mr John Joy	Elected Parent		26/04/2021	25/04/2025
Mr Daniel Glenn	Elected Parent		26/04/2021	25/04/2025
Mr Adam Griffin	Co-opted		23/11/2020	22/11/2024
Mrs Helen Smith	Co-opted		16/10/2018	15/10/2022

The Instrument of Government for Mawsley Community Primary School allows for 14 governors across different categories. The Governing Body membership currently stands at 14 and we currently have no vacancies.

Throughout the year the Governing Body saw significant changes to its membership. A total of 10 new people (5 co-opted, 1 staff, 1 LA appointed and 3 parent elected) joined the Governing Body. Of those 10 a total of 8 were newcomers to the world of school governance.

Over the course of the year the Governing body has been chaired by Mr Andy Taylor with Mr Greg Guilford as vice-chair.

The work of the Governing Body has been supported by Mrs Erica Wilson as Clerk to the Governors.

2. Attendance

Name	Type of Governor	Role	No. of meetings attended	% attendance
Miss Michelle Harris	Headteacher	Headteacher	10/10	100%
Mr Andy Taylor	Co-opted	Chair	9/10	90%
Miss Pat Downing	LA nominated	LA governor	10/10	100%
Mrs Claire Burlin	Elected Staff		6/8	75%
Mr Stephen James	Co-opted		9/9	100%
Mr Conor O'Sullivan	Elected Parent		8/9	89%
Dr Simon Baines	Elected Parent		9/10	90%
Mrs Leanne Hanson	Elected Parent		8/9	89%
Mr Greg Guilford	Co-opted	Vice Chair	8/9	89%
Miss Naomi Nanor	Co-opted		2/2	100%
Mr John Joy	Elected Parent		2/2	100%
Mr Daniel Glenn	Elected Parent		2/2	100%
Mr Adam Griffin	Co-opted		2/4	50%
Mrs Helen Smith	Co-opted		9/9	100%
			94/103	91%

Although the Governing Body is relatively new and over 71% have less than a years' service, they have demonstrated positivity, commitment, challenge and support to the school and their roles they have been assigned. We have also maintained a full programme of remote governor meetings and attendance has been strong.

3. Structure of Governance

The Governing Body works collectively with a whole Governing Body approach. This model is often referred to as the Circle Model of Governance. The Governing Body meets 6 times per year, twice in each full term, without separate committees. There is a small nuance to this rule in that there is a Pay and Performance committee. In addition to the 6 Full Governing Body meetings there are a further two meetings focused on administration and budget approval. Our annual planner and agenda for each meeting includes all the tasks which the Governing Body is required to consider.

The Governing Body may commission 'working groups' to complete assignments or activities arising from the business of the main FGB, which will be recorded in the minutes. Any 'working groups' will report any findings, actions or recommendations to the FGB at the next appropriate meeting. These reports and outputs from the 'working groups' inform the collective strategic decision making by the Governing Body.

In addition to 'working group' activities, to ensure that the Governing Body's core functions are fulfilled, monitoring responsibilities are delegated to link Governors or 'monitoring pairs'. Every area the Governing Body has determined requires level of monitoring has two Governors assigned to it. This ensures a level of continuity and succession planning but also a level of challenge and consistency. These areas include the statutory required individual roles e.g. Safeguarding and those focused on the priorities of the School Improvement Plan.

The Governing Body recognises that the delegated monitoring pairs are replacing committees in terms of challenge, responsibility and accountability when undertaking their monitoring and reporting back to the Governing Body meetings. The Circle Model has the potential to impact on the workload of the headteacher and the staff of the school. Our monitoring pairs are considerate to the

well-being of school staff and the headteacher and refer to the DfE teacher workload reduction toolkit.

In each area where a function has been delegated (working group or monitoring pair) there is a statutory duty to report back to the Governing Body. This would be in the form of a formal written report, supported by a verbal explanation of exceptions and any key findings, actions or recommendations to the Governing Body at the next full meeting.

The following tables list the members of each committee/group and monitoring Governors;

Pay and Performance Committee

Name	Type of Governor
Dr Simon Baines	Elected Parent
Mr Greg Guilford	Co-opted
Mr Adam Griffin	Co-opted

Headteacher's Appraisal Committee

Name	Type of Governor	Type of Governor
Mr Andy Taylor	Co-opted	Lead
Miss Pat Downing	LA nominated	Lead
Mr Stephen James	Co-opted	Shadow
Mr Conor O'Sullivan	Elected Parent	Lead
Dr Simon Baines	Elected Parent	Shadow
Mr Adam Griffin	Co-opted	Shadow

Appeal's Panel

Name	Type of Governor
Mr Andy Taylor	Co-opted
Miss Pat Downing	LA nominated
Mr Stephen James	Co-opted
Mr Conor O'Sullivan	Elected Parent
Dr Simon Baines	Elected Parent
Mrs Leanne Hanson	Elected Parent
Mr Greg Guilford	Co-opted
Miss Naomi Nanor	Co-opted
Mr John Joy	Elected Parent
Mr Daniel Glenn	Elected Parent
Mr Adam Griffin	Co-opted

Other link roles and responsibilities

Area	Name		School Contact
Safe Recruitment	Miss Pat Downing	Mrs Leanne Hanson	Miss Michelle Harris
Parish Council	Mr Andy Taylor		
Pupil Parliament	Mr Andy Taylor		Mrs Lynn Johnson

Link Monitoring

Area	Name		School Contact
Safeguarding	Mr Andy Taylor	Dr Simon Baines	Miss Michelle Harris
Finance and Resources	Mr Greg Guilford	Mr Conor O'Sullivan	Mrs Helen Smith
Pupil Premium and PE	Mrs Claire Burlin	Mr Daniel Glenn	Miss Cherelle Frost
SEND, Inclusion and LAC	Miss Pat Downing	Miss Naomi Nanor	Miss Andrea Cox
Anti Bullying and PSHE	Mrs Leanne Hanson	Mr John Joy	Mrs Natalie de la Salle
Website	Mr Stephen James	Mr Adam Griffin	Mrs Nicola Watts
Equality and Diversity	Mrs Leanne Hanson	Mr Stephen James	Mrs Natalie de la Salle
GDPR	Mr Stephen James	Mr Adam Griffin	Mrs Helen Smith
Curriculum	Mr Greg Guilford	Miss Naomi Nanor	Miss Michelle Harris
Health, Safety and Wellbeing	Mr John Joy	Mrs Leanne Hanson	Mrs Helen Smith

Committees related to a particular purpose such as dealing with complaints or exclusions are constituted as they are required. Members are drawn from the appeals panel list in line with the determining policy guidance.

4. Impact of Governance

The Governing Body, the committees, working groups and monitoring pairs all have a continuous oversight of the school's safeguarding responsibilities.

Impact of the Full Governing Body

Over the course of the last academic year, the Governing Body has maintained a full programme of meetings and has continued to adapt to meeting successfully via Zoom. The Governing Body has demonstrated notable impact regarding;

- From a COVID perspective
 - supporting the creation of and assessing the implementation of a comprehensive risk assessment and protocol which enabled the safe return to school for children, staff, parents and carers.
 - regular updates and reports from the headteacher on safeguarding matters
 - effectiveness reports on our remote learning offering and its uptake and usage and ensuring that all children have access to devices and resources to ensure that they can access the provision
 - monitoring of attendance both before and after the re-opening of school
 - maintained a strong focus on the wellbeing of staff, children and their families
 - discussed and monitored the use of Covid catch-up funding
- a continued focus on the long-term sustainability and strategy of the school
- monitored the Pupil Premium and PE funding alongside the Covid catch-up
- the ability to deliver the school budget for the school year and to set a balanced budget for the next year and have a forward plan for the next three years
- continuing the development of our whole school curriculum
- monitored the delivery of the School Improvement Plan (SIP)

Impact of the Pay and Performance Committee

Over the course of the year the Pay and Performance Committee has demonstrated impact regarding;

- Ensured that the criteria set in the Teachers Pay Policy were applied fairly and consistently at the annual review
- Monitored the process to ensure that all statutory and contractual obligations are adhered to
- Applied the outcomes of the Headteacher appraisal process
- Worked with the Headteacher to ensure that the Governing Body complied with the requirements of the Teacher Appraisal Regulations
- The impact that increases to pay would have on the financial planning for the school and more importantly the impact on the three-year plan

Impact of Monitoring

As well as attending meetings, governors are required to monitor aspects and identified areas (as specified in previous table). Monitoring takes several forms; monitoring as part of a monitoring pair to focus on particular areas and monitoring as part of a larger group in school and focusing on areas of the School Improvement Plan. The latter of these is often referred to as a Monitoring or Learning Walk. Governors are expected to visit school to understand more about school life.

Prior to Covid and at least once every term and depending on governor availability, we visit our school to see aspects of the school's work linked to the School Improvement Plan 'in action.' We visit classrooms, look at work and most importantly, listen to our pupils talking about their work and progress. We also speak to and question those who work with them. In the academic year just ended it has not been possible to undertake Learning Walks due to the impact of Covid.

Monitoring has been difficult this year, but the Governing Body have endeavoured to stay abreast of the school practice as often as possible through either Zoom meetings, telephone conversations or email exchanges.

The change from a committee structure to the circle model has also been a challenge for all of us to fully understand and embed. This coupled with a high turnover of governors and most of them being completely new to school governance has meant that not as much monitoring as was planned has been able to take place.

5. Governor training

One of the strengths of the circle model of governance is that governors work is often collectively undertaken, so we are always able to benefit from our different points of view and considerations. However, the Governing Body has also benefitted from numerous training courses on various topics (listed below). The format of training has also been heavily influenced by the pandemic however the increased availability of on-line training, especially via the NGA Learning Link and The Key has often suited the more flexible way that governors are now balancing the demands of work and home life.

Although not an exhaustive list here are some examples of training undertaken by our governors;

- Governance: Your role, your responsibilities, your organisation

- Key functions of the Governing Board
- Ofsted and the new inspection framework
- Monitoring performance data and targets
- The role of the SEND governor
- Exclusions
- Headteacher appraisal and capability
- Safeguarding: the governor's role
- Finance: making the most of what you've got

All governors also completed the NGA Skills audit at the start of the academic year. This highlighted the areas of the governing body which required further development. The two main areas which were highlighted by the skills audit were curriculum understanding and interpreting data and statistics. Both areas have been covered by workshops which have been arranged for the Autumn term 2021.

6. Chair's statement

2020-21 has yet again been another busy year for the Governing Body and one which has seen significant change in our governance model and membership. The Covid pandemic has continued to affect all our lives and given us many and varied challenges, but perhaps most importantly our children are now able to return to a more usual type of education and school routine.

As a board we have been meeting virtually, and we continue to do so. Whilst we can carry out our duties in this manner it is not the same as physically being in school and we are all looking forward to the time when this is always possible. I know that our senior leadership team and all the staff at the school continue to do their very best for all the children and that their health, safety and wellbeing is always at the forefront of their minds. Our children, their families and the village community which we are at the very heart of also continue to play their part in supporting the school to develop our children into amazing human beings.

COVID and recovery

We have played an active part in how the school has adapted to the new challenges that Covid has provided us. A dedicated working group was established to support the headteacher and the SLT in dealing with the many changes required. The headteacher has responded to advice and guidance throughout the year and particularly since lockdown and the plans for the re-opening of our school, scrutinised by the working group, have been sound and well implemented. As plans have changed throughout the year, the SLT has met every challenge. The headteacher always ensured that our school risk assessment was up to date and relevant and workable. The communication from the school was also very effective and from the discussions with parents it was very clear that they felt informed and up to date on how the school was dealing with the pandemic. Remote learning was much stronger than the first period of lockdown and it was evident that the headteacher and the SLT had taken on board all the feedback provided. Some of this came from a parent/carer survey which was requested from the working group.

Even though the pandemic presented us with challenges on our established ways of governing, we continued to support the work of the school and as a board we have continued to work with the headteacher and the SLT in our strategic role

- To ensure that children still enjoy coming to school and that they feel valued and at the heart of the school community
- To ensure clarity of vision, ethos and strategic direction
- To ensure that pupil progress and attainment is monitored
- To oversee and approve the school budget
- To ensure that staff are supported and that their wellbeing is always considered
- To approve policies and procedures

School improvement

Our School Improvement Plan is based on priorities identified from data, the school's self-evaluation, our local authority and Ofsted priorities. The plan is discussed, carefully researched, monitored and reviewed each term. It changes over time to meet the needs of our children. The Improvement Plan has been written drawing on the analysis of the school, our Ofsted Report, parent questionnaire, monitoring visits and discussions with governors. We were last inspected by Ofsted in September 2018 and graded as Requiring Improvement. Our key targets are;

Target 1: To improve the effectiveness of leadership and management by ensuring that:

- Leaders are supported in gaining the necessary skills to monitor and improve the quality of teaching and learning in their areas of responsibility.
- Leaders and governors monitor and evaluate closely the impact of additional funding received by the school for disadvantaged pupils and pupils who have SEN and/or disabilities, so that these groups of pupils make stronger progress.
- Governors are skilled appropriately to be able to provide leaders with effective challenge and support, particularly regarding pupils' outcomes.
- We rigorously and regularly review records for attendance and safeguarding concerns making certain that they are precise, accurate and detailed.

Target 2: To improve the quality of teaching to strengthen pupils' progress by ensuring that

- Teachers use assessment information effectively to set pupils work that provides sufficient and appropriate challenge, particularly for the most able.
- Teachers develop their questioning skills, so that they consistently check and deepen pupils' knowledge and understanding.
- Teachers' subject knowledge is secure, particularly in mathematics.
- Teachers provide more opportunities for pupils to apply their mathematical skills in problem-solving and reasoning.

Target 3: To improve pupils' personal development, behaviour and welfare by:

- Reducing the proportion of pupils who are regularly absent from school, particularly disadvantaged pupils, so it is below the national average.

Target 4: To improve the quality of the early years' provision by ensuring that:

- Leaders provide children with more opportunities to practise writing outdoors.

We continue to challenge and support in achieving these targets and we know we must focus on the progress of every pupil from the beginning to the end of their journey with us before they move on and take their next steps into secondary education.

We look forward to welcoming Ofsted to our school to witness for themselves the huge amount of work which has taken place.

Governance structure

Governance at the school has gone and continues to go through a period of change. We have many new governors (most of our team now have less than one year's service) and we have also moved away from the committee structure and adopted the circle model of governance. As I have previously mentioned this has taken time to embed and the impact of Covid and many new governors has impacted on its implantation and how far it has been embedded.

We remain committed to the circle model and believe that it is the right model for our Governing Body. For those that are new to the governing body and to school governance there is much to learn. But having so many 'fresh faces' also provides us with renewed challenge, commitment and having the ability to come at things from a different perspective.

We have been careful to ensure that the experience, knowledge and skills of governors is spread appropriately to ensure there are no gaps that could affect our efficient governance of the school. We continuously identify training opportunities and encourage the use of the on-line packages available.

Finance and Resources

We continue to scrutinise all matters relating to finance and deployment of human and other resources to ensure best value. This year has been a difficult one given the news we received about falling rolls in some areas of the county and in our school. We are working with the headteacher and her colleagues to determine the best way to manage this challenge.

Governors are responsible for the effective management of our annual budget. We have regular budget update meetings with the school's business manager, who also produces detailed and informative reports for governing body meetings.

We are also responsible for formulating the school's 'three-year plan' which takes a longer-term view of the school's finances. It is good to hear about the government's proposals regarding an increase in funding for schools and we are looking forward to receiving more detailed information.

We challenge and scrutinise how we spend the pupil premium funding and sports funding the school receives. We have named monitoring governors who are responsible for governor oversight of these areas.

We also receive regular reports on health and safety and all accidents (including all those playground bumps, slips and trips) to ensure that any necessary remedial or preventative action is taken. A nominated health and safety monitoring governor takes a particular interest in oversight of this area.

Forward plan

Following the impact of Covid, the governing body is looking forward to returning to a more 'normal' structure to its work in the forthcoming year. This will include;

- A focus on any areas of educational development as school life returns to 'normal' as identified through data analysis
- Ensuring that the school is suitably prepared for our forthcoming Ofsted inspection

- Continue to monitor the impact of Covid on the staff, children and their family's health and wellbeing
- Continue to monitor the impact of Covid catch-up funding and the other additional funding we receive
- Continue to embed the circle model of governance and ensure that governors have identified and have access to any training and support they require

7. Other information

Further information regarding the work of the governing body can be found at

<https://www.mawsleyschool.co.uk/governors>

This includes further information regarding governors Declarations of Interest.

Alternatively, stakeholders are always welcome to engage with the work of the governing body by contacting the Chair of Governors via email (andy.taylor@mawsley.org.uk)