



BPS Annual Governance Statement 2020/2021

As the Governing Board of **Basildon CE Primary School**, we are proud of the school and our welcoming ethos.

In accordance with the Government's requirement for all Governing Boards, the three core strategic functions of our Governing Board are:

- **Ensuring clarity of vision, ethos and strategic direction**
- **Holding the Headteacher to account for the educational performance of the school and its pupils**
- **Overseeing the financial performance of the school and making sure its money is well spent**

Current Governance Structure

The Governing Board is made up of 12 governor roles as follows:

- 3 Parent Governors appointed by ballot of the parents at the school
- 1 Local Authority Governor appointed by the Local Authority
- 1 Staff Governor appointed by ballot of the staff
- 1 Headteacher
- 3 Foundation Governors appointed by the Diocese
- 3 Co-opted Governors appointed by the Governing Board based on a skills audit
- 1 Associate Governor, appointed by the governing board based on a skills audit

We are ably supported by a professional Clerk who is responsible for arranging meetings, taking minutes and following up on all actions. The Clerk also advises on procedural matters and plays a key role in the work of the Governing Board.

The Governing Board operates as one committee, except for the Headteacher's Appraisal Committee and the Finance Committee, which enables the whole Governing Board to take a broader and more informed holistic view of the school.

Governors are all appointed (except for the Headteacher), are independent and have equal status to each other, with the exception of an Associate Governor who has no voting rights.

A Chair and Vice Chair are elected by the Governing Board and work closely together with the Headteacher and the Clerk.

The current board are all relatively new to the board at Basildon but bring with them a wealth of experience in school governance. In addition to Melissa Cliff, the Headteacher of Basildon there are 2 serving Headteachers and one ex Headteacher on the board. Several of the board are also governors on other boards in addition to Basildon and all of the board are professionals who are volunteering their time and expertise to support the school.

The Governing Board and the 2 committees have clear terms of reference and all Governors are required to abide by a Code of Conduct. In normal times, monitoring visits enable the governors to observe the pupils in their learning and view their work, as well as talk to staff and pupils to ensure that the actions agreed in the **School Development Plan** are being actively undertaken. With the current Covid restrictions we continue to look at different ways to be involved and monitor the work of the school at a safe distance or in a virtual way.

Health and Safety and Safeguarding monitoring visits are carried out separately and reported back at Full Governing Board meetings.

Governing Board Skills and Knowledge Development

The Governing Board recognises that to effectively fulfil its role, it must ensure that all the Governors have the required skills and knowledge to support the achievement of the school's key objectives. Regular skills audits are undertaken to identify and address any skills gaps together with an annual self-evaluation of the effectiveness of the Governing Board over the school year, using questions suggested by the National Governance Association (NGA). The Governing Board utilises Local Authority training and other relevant information channels to ensure it remains up to date on relevant developments in the education sector and fully understands its role in ensuring the quality of teaching and learning and pupil welfare in our school.

Governor Focus in Academic Year 2020-2021

At the beginning of the school year, the Governing Board oversees the strategic objectives of the **School Development Plan (SDP)**. This annual planning document is used to identify the key areas on which the school and the Governing Board need to focus during the academic year (identified from data and Ofsted priorities), and includes scheduled milestones and measures to assist with ongoing monitoring as well as impact indicators so that the Governing Board can assure itself that the actions taken within the plan will improve teaching and learning outcomes for all children. The **SDP** is reviewed and monitored termly and discussed at governor's meetings.

This year, our Key Focus Areas are;

- To continue to improve the effectiveness of leadership and management to ensure the curriculum intent and implementation are embedded securely and consistently across the schools
- Ensure the curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before and towards its clearly defined end points
- Further develop the use of Metacognition and Self-regulated Learning in the classroom in order to ensure children are aware of where they may have gaps in their learning - Increase and improve the use of thinking skills to ensure learning is embedded into pupils' longer-term memory
- Develop remote education so that it is integrated into the school's curriculum planning
- The curriculum and the schools' effective wider work support pupils to be confident, resilient and independent, and to develop strength of character and positive mental health
- Revise the concept and strategies of Therapeutic Thinking to staff and pupils
- Pupil intake is good and retention is strong

In addition to the school monitoring visits (undertaken in 'normal' times), the Governing Board uses other school data including, SATs results, Local Authority data, government data and regular internal school assessment data and reports from staff.

Policies

Governors review all relevant policies on a programmed basis to ensure that all guidance is current and up to date. Special attention is paid to ensure that the school complies with the Department of Education's mandatory policy list and the Local Authorities recommended list.

This year we have a focus to ensure all policies, including the non-mandatory ones are reviewed and reflected in the work of governors and staff and are added to the website accordingly.