

**2022 Newport CE Junior School Governors Annual Statement**

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| Introduction |
| The focus of the Governing Body (GB), during this year has been one of maintaining the high standards that we now all expect of Newport CE Junior School and looking at how we as a Governing Body can build upon the good work the Head Teacher, Deputy Head and all NJS Staff continue to undertake.  As a Governing Body we are committed to the ‘making a difference’ motto and use Compassion, Courage and Community to underpin our work with the school.  We are an aspirational team who put the children at the heart of all of our support, challenges and decision making. |

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| Meet the governing board |
| The Governing Body 2021-2022:  Chair: Laurie Boardman  Vice: Rev Merry Smith  Headteacher: Nicola Moody  Local Authority: Claire Bowen  Co-opted: Ian Stevens  Parent: Sarah Case  Parent: Mark Yates  Foundation: Anne Stevens  Staff: Max Jones  Co-opted: Lesley Green  The annual review of the Governors Code of Conduct was completed during this time and can be found on the school website.  The Governing Body works as a ‘whole team’, meeting 6 times per year, twice in each term, without any separate committees. An agenda for each meeting will include all the tasks which the Governing Body is required to consider, and the Governing Body will ‘commission’ assignments or activities arising from the business of the meeting, which will be recorded in the minutes. In addition to ‘commissioning’ activities or actions on their behalf, the Governing Body may wish to delegate monitoring activities to ‘monitoring pairs’ or ‘individuals’. This could apply to statutory functions, and/or the priorities of the School Plan. In each case, where a function has been delegated there is a statutory duty to report any action or decision to the Governing Body at the next meeting.  Please see Terms of Reference for more detail. |

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| The role of the governing board 21-22 |
| Key activity during this academic year:  **SAFEGUARDING**  All Governors read KCSIE 2021 and signed to confirm their understanding. The Child Protection Policy was reviewed and Governors minuted their agreement to this policy. The lead Governor for safeguarding has completed pupil voice with children to explore their lived experiences of school. The Governor has completed a learning walk and challenged staff on their knowledge of safeguarding policy and procedure. Governors have checked the single central record. New Governors have attended Child Protection Awareness and PREVENT. Governors attended West Mercia Police Exploitation Awareness Training alongside school staff. Governors supported the school to complete the Section 157 audit of safeguarding at NJS and submitted this to the Telford Safeguarding Board.  As a result of this activity Governors can report that safeguarding policy and practise at NJS is compliant.  **VISION AND VALUES**  All Governors are fully aware of the vision and values of the school. They know this underpins all of their leadership work. All notes of visit report back to the body on the impact of their work in relation to the vision and values of the school.  **CHRISTIAN DISTINCTIVENESS**  The Governing body is committed to the Christian distinctiveness of this school. The Foundation Governors are especially proactive in identifying strengths and next steps against the current SIAMS framework. Governors have regularly observed collective worship and completed pupil voice. The Foundation Governor meets termly with the Headteacher and twice annually with the Beliefs and Values coordinator to look at the impact of Understanding Christianity.  As a result of this work the Governing body understands and delivers on the foundations on which this school was built.  **OFSTED INSPECTION MARCH 2022**  Members of the Governing Body were on site for the schools OFSTED inspection. Three members of the Governing Body met with the HMI inspector to discuss their work with the school. Discussion centred around the vision and values, Equality Policy, Safeguarding, SEND and the Governors role in school improvement. We met again with the HMI inspector to receive feedback.  Due to our involvement with this inspection and clear understanding of next steps we have been effective at action planning with the school towards the target set from this inspection which focuses on parental understanding of and engagement with SEND provision.  **SEND PROVISION**  Our lead SEND Governor has held half termly meetings with the school SENDCO to discuss provision and to action plan for school improvement. Case studies have been discussed and strengths and development points identified. The SEND Governor has attended a meeting with parents to understand their perspective. The SEND Governor has observed classroom practise to be able to understand the curriculum offer.  As a result of this work the SEND Governor is able to ask challenging questions that drive school improvement. There is an increasing level of parental engagement through coffee afternoons and transition meetings. Provision maps are better tracked with response forms and these are chased if they have not been received to ensure all parents have the information they need about their child’s provision.  **HEALTH AND SAFETY**  The lead Health and Safety Governor has completed a learning walk to check the site is safe for staff and pupils. Governors meetings challenge the Headteacher on Health and Safety matters and monitor closely for any concerns. Policies, such as the Health and Safety Policy and Mental Health Policy have undergone their annual reviews.  **FINANCE**  The Governing Body has been very alert to the impact of a falling number on roll due to the local birth rate. The lead Finance Governors have met at least half termly with the Head, School Business Manager and Finance Officer to keep the impact of the falling roll on finance under close review. Notes of Visit are shared with the Governing body for full discussion half termly.  The Governing body were essential in decision making about class numbers for September 2022. The Governing body were also proactive in decision making about staffing numbers for a rising number of SEND pupils on roll at this school.  As a result of close monitoring and smart financial planning the school were able to sustain twelve class bases for September 2022 and the Governing body have an excellent knowledge of the schools finances and a plan for the future.  **CURRICULUM LEADERSHIP**  All curriculum subjects have a link Governor. All link Governors meet face to face with their curriculum leaders at least twice a year. Meetings may have included elements of deep dive activity such as a pupil voice which has enabled Governors to have a deep understanding of the level of knowledge retained by the pupils from the curriculum. Governors have also supported and challenged curriculum leaders on their action plans and looked to see that they are also consistent with whole school priorities.  All curriculum leaders presented to the whole Governing body: this was a very effective piece of work during which the Governing body were able to see the consistency across the school in the approach to the curriculum. This activity also meant all Governors were aware of the specific strengths and next steps within each subject area. Subject leaders were also open to challenging questions from the Governing body driving school improvement.  **PERFORMANCE MANAGEMENT**  The Governing body performance management panel reviewed the performance of the Headteacher in September 2021 alongside the School Improvement Advisor. This is a robust process demanding evidence and measurable targets are assessed against. This process and its outcome was fedback to the full Governing body and minuted. The performance management of all staff was anonymously reviewed by the Governing body and this process was minuted.  We are proud of the impact the Governing body has had on Newport CE Junior School across this academic year in relation to our statutory duties and in driving forward school improvement. |

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| Our school/trust aims and progress |
| *The governing board is responsible for setting the school/trust vision (what the school/trust will look like in three to five years’ time) and the strategy to achieve that vision. Briefly set out:*   * *your vision (formed through conversations with pupils, parents, and staff)* * *your strategic aims* * *the progress that staff and pupils have made towards achieving those aims* * *areas of focus for the coming year* * *relevant performance headlines such as pupil progress and attendance* * *any contextual challenges or issues relevant to the future of the school (for example financial performance, potential changes to school structure, pupil numbers)* * *how the board thinks parents can support the school/trust to achieve their strategic aims*   *It is recommended good practice to highlight any actions taken in response to parental feedback and upcoming opportunities for parents to share their views.* |