

**KINGS HEATH
PRIMARY SCHOOL**



Kings Heath
Primary School

**GOVERNANCE STATEMENT
2019-20**

PART 1. GOVERNING BOARD FUNCTIONS AND STRUCTURE

INTRODUCTION

All school governing boards have three core functions, which are defined by the Department for Education as follows :

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

In addition to performing these core functions, during the 2019-20 school year the governing board engaged with some unprecedented challenges and discharged their ongoing statutory responsibilities as explained in the following sections of this statement.

THE STRUCTURE OF THE GOVERNING BOARD

There were ten meetings of the Full Governing Body during the school year, with one regular meeting being held during each half term and four extraordinary meetings during the summer months. In addition, the governing body operated the following regular committees :

- **Finance, Staffing and Premises Committee**. There were seven meetings of this committee during the year. One committee meeting was held each half-term, with an additional brief meeting before the December Full Governing Body meeting.
- **Safeguarding and Inclusion Committee**. One regular meeting of this committee was held each term, and an extraordinary meeting was held in April to consider safeguarding issues during the lockdown period.
- **Teaching, Learning and Curriculum Committee**. There were three meetings of this committee during the year. The meeting scheduled for the spring term was postponed until early in the summer term.
- **Head Teacher Performance Management Committee**. There was one meeting of this committee during the year.
- **Pay Committee**. This committee held one meeting in the autumn term to consider the proposed pay awards.

The following special purpose committees were also required during 2019-20 :

- **Restructuring Committee**. This committee met on two occasions to consider financial issues facing the school. The committee also met with Birmingham City Council officers on several occasions to discuss these issues.

Governing body membership and meeting attendance records for 2019-20 are published on the governors' page on the school website.

PART 2. CORE GOVERNING BODY FUNCTIONS

2A. ENSURING CLARITY OF VISION, ETHOS AND STRATEGIC DIRECTION

The governing board established a clear strategic direction through :

- Agreement of the School Development and Improvement Plan for the year, which featured the following main sections for improvement action :
 - Increase the breadth and depth of the curriculum offer across years 1 to 6
 - Develop assessment procedures in the Foundation Stage
 - Remove barriers to learning for pupils who are disadvantaged
 - Take proactive measures to safeguard the mental health and well-being of staff and pupils
 - Improve the environment for learning
 - Review systems and processes for behaviour management across school
- During the spring term, an additional section was added to the plan :
 - Improve Early Reading and the teaching and learning of phonics.
- Progress within each section of the School Development and Improvement Plan was monitored by either a committee or the Full Governing Body. Improvement plan monitoring was a standing agenda item for each regular committee until the interruption of normal school operations caused by the school closure.

2B. HOLDING THE HEAD TEACHER TO ACCOUNT FOR THE EDUCATIONAL PERFORMANCE OF THE ORGANISATION

SCRUTINY OF TEACHING AND LEARNING – CURRICULUM DEVELOPMENT

The Teaching, Learning and Curriculum committee received a series of presentations on work within the school to re-develop the school curriculum and ensure that it was fully compliant with the new OFSTED inspection framework. The Deputy Head Teacher also delivered a presentation on this work to the Full Governing Body in July. These presentations and associated governor scrutiny covered :

- **CURRICULUM INTENTIONS**
 - Parent, pupil and staff consultations concerning curriculum development
 - The conclusions reached after consultation – that the Curriculum Intent should be to develop Confident, Curious and Caring children
 - Governors suggested that Capable and Critical might be added as further attributes
 - Governors questioned the school’s thinking on possible curriculum models involving the integration of subjects
 - Governors encouraged the school to integrate subjects when possibilities arose
- **CURRICULUM IMPLEMENTATION**
 - An audit of each subject in terms of coverage, quality, expectations and content undertaken by staff working parties.
 - Reviewing sample subject audits. Most subject audits had been completed by the end of the spring term, although this work had been interrupted by school closures
 - The key pillars that have been identified for curriculum planning
 - Motivation
 - Metacognition

- Feedback
- Cognitive load theory
- Memory
- Story and literature

SCRUTINY OF TEACHING AND LEARNING – OTHER MATTERS

The Teaching, Learning and Curriculum committee received other presentations upon work within the school to develop and improve teaching and learning practice, and how educational challenges are being faced. These presentations and associated governor scrutiny covered :

- School assessment methodology
 - The use of formative assessments and summative assessments
 - The assessment challenges that are created by children falling into multiple assessment categories, meaning that interventions targeted at one disadvantaged group may not be effective due to other factors
 - ⇒ The disparate nature of “Pupil Premium children” as a group
 - ⇒ How barriers vary considerably from Pupil Premium child to child
 - ⇒ Consequently how it is misleading to imagine a single “Pupil Premium intervention” will be helpful to so diverse a collection of children
- Relationship and Health education
 - The health and well-being teaching requirements under the new framework for Relationship and Sex Education.
- An overview of homework practice
 - The planned development of a new homework policy was postponed in the light of the school closure during the COVID-19 pandemic.

SCRUTINY OF PROGRESS AND ATTAINMENT

Governors received regular reports throughout the year upon progress and attainment levels being achieved within the school. This included the following information presented by the Head Teacher to the Full Governing Body :

- The official school performance results for 2018-19 published on the Analyse School Performance (ASP) system.
- The Inspection Data Summary Report (IDSR), the data dashboard which would be used by OFSTED prior to any inspection of the school.
- A later, revised version of the Inspection Data Summary Report, which for the first time contained direct comparisons between schools concerning children eligible for the Pupil Premium.

Particular points noted by governors from this data were as follows :

- KS2 attainment of the high standard in Reading (39 %) was significantly above the national average and in the highest 20 % of all schools in 2019.
- KS1 attainment of greater depth in Writing (22 %) was significantly above the national average and in the highest 20 % of all schools in 2019.
- 17 % of pupils achieved the KS2 high standard in Reading, Writing and Mathematics (RWM) combined. This is significantly above the national average and in the highest 20 % of all schools.
- 92 % of pupils achieved the expected standard in KS2 English spelling, punctuation and grammar test. This is significantly above the national average and in the highest 20 % of all schools.

- The percentage of children attaining expected or better levels in KS2 RWM combined (73 %) is comfortably above both the national average (65 %) and local authority average (61 %).
- The percentage of children attaining the expected standard in KS1 Reading (73 %) is marginally below the national average (75 %). Governors approved the school's proposal to create a new Teaching and Learning Responsibility post for Early Reading which will address this point.
- The percentage of children attaining the expected Phonics standard (80 %) is marginally below the national average (82 %).

Governors were able to take note of the following points highlighted by the new assessments published concerning children eligible for the Pupil Premium :

- Attainment by children from disadvantaged backgrounds is higher than the national average in Reading and Mathematics, but below the national average in Writing.
- Progress rates for children from disadvantaged backgrounds is slower than the national rate in all subjects, and particularly slower in Writing.
- Internal school analysis shows that children eligible for the Pupil Premium who have attended Kings Heath Primary since the start of KS2 make better progress than those joining the school more recently – although their level still remains below the national average.

SCRUTINY OF PROVISION FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

Each term, the Safeguarding and Inclusion Committee received a presentation and report from the Assistant Head Teacher for Inclusion on the educational performance of children with special educational needs and disabilities (SEND). These reports included the following information :

- The number of children on the SEND register along with the types of need identified.
- The termly progress being made over the year in each subject by children on the register using the Birmingham Toolkit continuum assessment method.
- Development of the process for reviewing children on the register to ensure best value and the most cost-effective use of resources.

2C. HOLDING THE HEAD TEACHER TO ACCOUNT FOR THE WELL-BEING OF THE PUPILS

Governors received termly reports from the Head Teacher upon developments within the school and containing statutory data that must be presented to governors. Asking questions based on these reports involved scrutiny of school attendance, scrutiny of school behaviour and scrutiny of other pastoral matters.

SCRUTINY OF SCHOOL ATTENDANCE

The Head Teacher presented a detailed analysis of the latest school attendance statistics to each meeting of the Full Governing Body. These reports reflect the school and governing body responding to the target set by OFSTED at their inspection of the school in 2016. OFSTED observed that the attendance of pupils who are persistently absent from school should be improved, particularly those who are disadvantaged or have special educational needs.

These regular attendance reports included the following information :

- Overall pupil attendance at each data point during the year.

- Attendance analysis by gender, by pupils eligible / not eligible for the Pupil Premium, by pupils with / without special educational needs, and by pupils who do / do not speak English as an additional language.
- Comparisons of school data for each group with the most recently published national averages.
- Persistent absenteeism using the same analysis groups.
- Attendance improvement actions in progress.

Particular points noted by the governors were as follows :

- Overall school attendance in 2019-20 (up to 20 March, when all schools nationally were closed by government decree) was 95.4 %, which means the absence rate was 4.6 %. The absence rate rose from 4.1 % in 2018-19 when it was slightly above the latest published national average absence rate of 3.9 %.
- The IDSR stated that overall school absence for 2017-18 (3.8 %) was slightly below the national average for schools with a similar level of deprivation.

SCRUTINY OF SCHOOL BEHAVIOUR

The Head Teacher presented a report on school behaviour to each regular meeting of the Safeguarding and Inclusion Committee.

These reports included the following information :

- The number of exclusions imposed by the school.
- Behaviour incidents being logged on the Child Protection Online Management System (CPOMS) being used within the school. Governors suggested how these categories might be refined and improved.
 - Governors questioned the twelve-month data trends demonstrated by the numbers of logged incidents
 - Governors noted with approval the increased role of older children in modelling good behaviour and supporting in such ways as helping younger children in the dining hall.

SCRUTINY OF OTHER PASTORAL MATTERS

The Safeguarding and Inclusion Committee took the lead in scrutiny of pastoral and other matters relating to the well-being of children within the school. This included the following termly actions :

- A report was received upon the number of safeguarding and child protection concerns that have been raised and the number of referrals made to external agencies.
- The Committee monitored the register of outside speakers visiting the school to ensure that all due diligence checks required have been completed.
- The Committee monitored the log of formal complaints made to the school.
- Termly reports were received on Looked After Children (LAC) and Previously Looked After Children (P-LAC) on the school roll. Governors recognized the considerable growth in the number of LAC and P-LAC children within the school in recent years.
- Risk assessments were considered to highlight areas of potential risk and controls in place to mitigate those risks.

Other actions included the following :

- The Head Teacher included pupil reports within her reports to the Full Governing Body. During the year, pupil views were canvassed on the implementation of the 4 ½ day school week, a Stone Age day held during the autumn term, school clubs and a visit to Warwick Castle.
- Reviewing the OFSTED inspection report upon Playcare, the provider of before/after school care.

2D. HOLDING THE HEAD TEACHER TO ACCOUNT FOR THE PERFORMANCE MANAGEMENT OF STAFF

The Head Teacher presented a staffing report to every meeting of the Finance, Staffing and Premises Committee. This included the following information :

- Employee numbers, broken down into employment categories of teaching staff and support staff.
- Sickness absence reporting and monitoring
- Comparative sickness absence with other schools in Birmingham and nationally using information drawn from the School Work Force Census data
- Sickness absence monitoring procedures

Other scrutiny included the following actions :

- In October, the Head Teacher reported to the Finance, Staffing and Premises Committee upon the structure of the targets being given to teachers and support staff for the school year.
- In February, the Head Teacher outlined to the Finance, Staffing and Premises Committee the performance management targets being set for lunch time supervisors.
- The Pay Committee scrutinized the performance management process conducted during the previous school year. Governors were satisfied that a robust, thorough and equitable assessment process had been completed and accepted the school's performance management recommendations.

2E. OVERSEEING THE FINANCIAL PERFORMANCE OF THE SCHOOL AND ENSURING MONEY IS WELL SPENT

At each meeting of the Finance, Staffing and Premises Committee, governors received a report from the Strategic School Business Manager explaining the current financial position of the school. Reports considered included :

- Income and expenditure by cost centre with variances from budget
- A three-year strategic financial forecast was presented once per term
- Budget revisions approved by the Head Teacher under delegated powers and budget revisions requiring approval by governors.
- Budget monitoring and financial health check reports using templates designed by Birmingham City Council for use by all maintained schools within the city.
- How devolved capital funding had been deployed during the year.
- A Best Value statement indicating how the school follows the Best Value principles of Challenging, Comparing, Consulting and Competing.
- A Statement of Internal Controls declaring that the school's internal systems provide as much assurance as is reasonably possible (not absolute assurance) that assets are safeguarded, transactions are properly authorised and recorded, and that material errors or irregularities are either prevented or can be detected promptly.

The school faced an in-year financial deficit budget for 2019-20 and already had a cumulative financial deficit at the start of 2019-20. Governors carefully monitored the budget position through the year and noted with approval that a significant in-year surplus was achieved in 2019-20. This surplus completely wiped out the cumulative deficit and enabled the school to start 2020-21 with an overall cumulative surplus.

Governors took the following actions in response to the school financial position :

- End of year surplus balances were allocated to school improvement priorities, which included curriculum development resources and the replacement of the nursery boiler.
- Governors noted the budget approved for 2020-21 forecast an in-year of £14,876 deficit with significantly higher deficits forecast for the following two years. This necessitated continued close scrutiny of school operating costs and expenditure.
- Governors received detailed reports on the operating costs and funding received for the Resource Base hosted by the school. This demonstrated that the Resource Base had an operating deficit of £148,222 in 2019-20 and a further deficit of £131,603 was forecast for 2020-21.
- Governors participated in discussions with the Birmingham Special Educational Needs Assessment and Review service (SENAR) about how this operating deficit must be tackled.
- Governors also supported the school in wider negotiations with Birmingham Schools Financial Services concerning the financial deficit position.
- Governors encouraged the pursuit of SALIX loans as a method of funding energy saving school improvements and supported the school when it encountered difficulties obtaining permission to access these loans.
- Governors recognized that the cumulative deficit had been eliminated through the implementation of a 4 ½ day school week from September 2019. However, governors did not regard a 4 ½ day school week as an optimal arrangement and asked for reports upon the costs of returning to a five-day week.
 - The Strategic School Business Manager produced an analysis of the costs of returning to a five-day school week. This demonstrated that
 - ⇒ An additional £160,000 - £170,000 per year would be required to meet the costs involved.
 - ⇒ If a five-day school week were implemented from September 2020, the school would be expected to have an overall deficit of £218,854 by the end of 2021-22.

The governing body also :

- Received a report upon how Pupil Premium funding is being used within the school to help address the barriers to learning faced by disadvantaged children.
- Received reports upon how Sports Premium funding is being used within the school to help improve the quality of P.E. and sports provision.
- Received a report on the notional SEND budget and how this funding has been used to support children with special educational needs.
- Received an audit report of the School Fund for the 2018-19 school year. Governors noted the auditor's view that the accounts give a true and fair view of the income and expenditure account.
- Received regular reports from the Strategic School Business Manager upon buildings and premises issues, and the financial impact of these issues. These included reports to the Safeguarding and Inclusion Committee on health and safety premises issues.

PART 3. SPECIAL PROJECTS DURING 2019-20

3A. FACING THE CHALLENGES CREATED BY THE COVID-19 PANDEMIC

All governors at all schools faced unprecedented challenges during 2019-20. As part of a national lockdown to combat the COVID-19 pandemic, the government decreed that all schools nationally were to be closed after 20 March to all pupils except vulnerable children and the children of key workers. Primary schools were only permitted to re-open from June, and then only to children in Reception, Year 1 and Year 6. This created a series of extraordinary aspects to the governors' core duty to hold the Head Teacher to account for the educational performance and wider well-being of the pupils.

The governing body switched in March from holding face-to-face meetings to video conference meetings. Some scheduled meetings were postponed, but by the end of the school year the governing body had completed the full schedule of regular meetings as well as holding several extraordinary meetings to consider these special circumstances and scrutinize the school response.

Governor action in relation to the school closure and partial re-opening period included the following matters :

SCRUTINY OF SAFEGUARDING PROVISION

- The Safeguarding and Inclusion committee held a special meeting in April to examine safeguarding arrangements while the school was closed to the majority of pupils. Scrutiny at this extraordinary and the subsequent regular meeting included
 - Ensuring that the school was following all relevant advice from the Department for Education and Birmingham City Council
 - The arrangements for contacting vulnerable children and families. Governors noted with approval that the school had established a three-tier system based on levels of risk with fluidity to move families between levels where necessary.
 - The practical support being provided to vulnerable families including the provision of free school meals before a voucher system was established and the subsequent provision of vouchers.
 - Laptop loans and ICT support to families lacking access to technology for home learning.
 - Printing off materials where necessary to support families.
 - Systems for checking the welfare of non-vulnerable children involving home learning provision and telephone calls from teachers.
 - Collaborative arrangements with other schools over the Easter holiday period.
 - Governors raised questions on outstanding SEND reviews and asked for a report in September on how this had been handled over the summer term.

SCRUTINY OF TEACHING AND LEARNING PROVISION

- The Teaching, Learning and Curriculum committee took the following actions to scrutinize teaching and learning provision while the school was closed to most pupils :
 - Reviewed the staffing and teaching arrangements established for home learning.
 - In June, the committee considered in detail concerns raised by parents about the home and school learning programme and how the school would be addressing those concerns.

SCRUTINY OF FINANCIAL IMPLICATIONS

- The Finance, Staffing and Premises committee took the following actions to scrutinize financial issues arising from the school closure :
 - Questioned and received reports on additional costs incurred as a result of the COVID-19 pandemic, school re-opening arrangements and the impact on school finances with particular reference to the forecast in-year budget deficit.
 - Commended an addendum to the Structure of Financial Management for the Head Teacher and Strategic School Business Manager authorizing exceptional measures, in line with Cabinet Office guidance, to offer relief to suppliers deemed to be at risk during the pandemic.
 - Received a report upon where that supplier relief had been necessary.
 - Questioned the arrangements in place to ensure that these supplier relief measures were not being abused.

SCRUTINY OF SCHOOL REOPENING ARRANGEMENTS

- The Full Governing Body held four extraordinary meetings during the year to scrutinize in detail the risk assessments relating to the reopening of the school. Two meetings in June considered the plans for partial reopening to some children from specified year groups. A meeting in late July considered the risk assessment for full school re-opening in September. There was a follow up meeting in late August to consider the updated assessment and review the most severe risks which had been identified in July.
- Governor scrutiny and questioning included the following matters :
 - Demand for places during the summer period while school attendance was not compulsory.
 - Classroom capacity and staffing availability
 - Staffing risks
 - Plans for the management of any suspected COVID-19 cases
 - The operation of class pods rather than year group bubbles within school
 - The capacity of “Playcare” to provide wraparound before and after school care
 - Curriculum plans for when children return to school which would involve
 - ⇒ A two-week transition period
 - ⇒ A recovery period
 - ⇒ Individual catch-up sessions
 - Planning for any future lockdown that may be imposed
 - ⇒ Staffing arrangements for both local lockdowns and national lockdowns and costs involved
 - ⇒ Engagement with resources from external providers to enable a smooth switch to a home learning plan which is based around those resources.
 - Addendums to policies to cover COVID-19 related matters.
 - Revised risk assessments for operating within a COVID-19 secure environment.
- Following each scrutiny session, governors unanimously concluded that the school had conducted a thorough and robust risk assessment and fully supported the decisions taken by the Head Teacher regarding the re-opening of the school.

PART 4. OTHER GOVERNING BODY ACTIONS

4A. GOVERNOR VISITING

In accordance with recommended best practice, link governors were appointed for Safeguarding, Special Educational Needs and Disabilities and for Vulnerable Pupils (including, but not limited to, Pupil Premium matters). Other subject link governor roles were appointed. Common themes were established for link governor visits during a term.

Link governor reports were presented to the Full Governing Body which included the following matters discussed within governor visits :

- Local authority agencies directing parents of children with Special Educational Needs and Disabilities toward Kings Heath Primary.
- The work with disadvantaged learners of the school's Pupil Premium champion and English as an Additional Language champion.
- Efforts to develop maths reasoning skills across the school.
- Work to develop children's editing and revising techniques in English, based upon practice observed at other schools.

At the end of March, it was agreed that link governor visits should be suspended while the school was closed.

4B. OTHER STATUTORY RESPONSIBILITIES AND RECOMMENDED BEST PRACTICES

Governors discharged other statutory responsibilities or recommended best practices not previously mentioned within this statement. These included :

- Approving the Schools Financial Value Standard, on the basis of the report and assurances provided by the Strategic School Business Manager.
- Ensuring that the S175 safeguarding audit was completed and monitoring the action plan that was drawn up following the audit. Governors expressed their confidence that appropriate arrangements are in place for the safeguarding and welfare of children at the school.
- The safeguarding governor conducted audits of the Single Central Record and HR records maintained within the school for safeguarding purposes. She reported to the governing body that all her questions had been satisfactorily answered and that records are in good order.
- Scrutiny of the annual declaration concerning the statutory testing of equipment and plant.

The governing body also approved the statutory and non-statutory policies listed below :

- Administration of medicines
- Admissions criteria – nursery
- Allergy, anaphylaxis and asthma
- Anti-bullying
- Appeals statement
- Appraisal policy
- Attendance
- Behaviour
- Birmingham Curriculum statement

- Business Continuity Plan
- Charging and remissions
- Code of Conduct for Governors
- Code of Conduct for Staff
- Collective worship
- Complaints
- Critical Incidents
- Data protection
- Drugs education
- Early Years Foundation Stage policy
- Educational visits
- English
- Environment
- Equalities statement
- Fire evacuation procedures
- First Aid
- Freedom of Information
- Governor Virtual Attendance
- Health and safety
- Home school agreement
- Lettings
- Looked After Children
- Manual handling and movement of children
- Marking, assessment and feedback
- Maths policy
- No platform
- Pay policy
- Relationship and Sex Education
- Safeguarding and Child Protection
- Security
- Special Educational Needs and Disabilities
- Supporting children with medical conditions
- Teaching and learning
- Volunteering
- Whistleblowing
- Workload

4C. OTHER GOVERNOR CONTRIBUTIONS

Apart from activities previously mentioned within this statement, governors also made the following contributions to school life :

- One governor liaised with the Parents, Teachers and Friends Association (PTFA) and provided regular reports on PTFA activities, serving as a trustee on the PTFA board.

The Governing Body of Kings Heath Primary School
October 2020