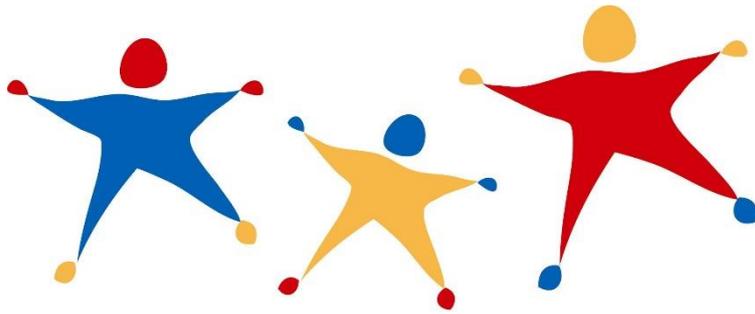


**KINGS HEATH
PRIMARY SCHOOL**



Kings Heath
Primary School

**GOVERNANCE STATEMENT
2022-23**

KINGS HEATH PRIMARY SCHOOL GOVERNANCE STATEMENT 2022-23

Table of Contents

PART 1. GOVERNING BOARD FUNCTIONS AND STRUCTURE.....	3
Introduction	3
The Structure of the Governing Board.....	3
PART 2. CORE GOVERNING BODY FUNCTIONS.....	4
2A. Ensuring clarity of vision, ethos and strategic direction.....	4
2B. Holding the Head Teacher to account for the educational performance of the organisation.....	4
Scrutiny of Teaching and Learning.....	4
Scrutiny of the school curriculum.....	8
Scrutiny of progress and attainment : 2021-22 school year	9
Scrutiny of progress and attainment : 2022-23 school year	11
Scrutiny of provision for children with Special Educational Needs and Disabilities.....	13
2C. Holding the Head Teacher to account for the well-being of the pupils	14
Scrutiny of school attendance	14
Scrutiny of school behaviour	16
Scrutiny of school safeguarding arrangements	17
Scrutiny of Health and Safety arrangements.....	18
Scrutiny of other pupil welfare matters	19
2D. Holding the Head Teacher to account for the performance management of staff	21
2E. Overseeing the financial performance of the school and ensuring money is well spent.....	21
Scrutiny and oversight of the school financial position.....	21
Scrutiny of school financial controls.....	22
Scrutiny of special funding received.....	23
Scrutiny of pupil roll numbers	25
Scrutiny of issues caused by local authority Oracle 1B systems	26
Benchmarking against other schools.....	28
Other financial matters.....	29
PART 3. SPECIAL PROJECTS DURING 2022-23.....	31
3A. OFSTED inspection of Kings Heath Primary	31
3B. Reviewing the impact of restructuring measures.....	32
PART 4. OTHER GOVERNING BODY ACTIONS.....	33
4A. Governor visiting.....	33
4B. Governor training.....	33
4C. Other governor contributions.....	33
4D. Other statutory responsibilities and recommended best practices.....	34
PART 5. GOVERNING BODY MEMBERSHIP AND ATTENDANCE RECORDS 2022-23.....	35
5A. Governing body membership	35
5B. Governor attendance records.....	36
5C. Governing body officers 2022-23	38

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 2022-23 school year the governing board engaged with a series of special challenges and discharged their ongoing statutory responsibilities as explained in the following sections of this statement.

THE STRUCTURE OF THE GOVERNING BOARD

There were six meetings of the Full Governing Body during the school year, with one meeting being held during each half term over the course of the year. In addition, the governing body operated the following regular committees :

- **Finance, Staffing and Premises Committee**. There were six meetings of this committee during the year. One meeting was usually held each half-term, and there was an extraordinary meeting in the second half of the summer term.
- **Safeguarding and Inclusion Committee**. One meeting of this committee was held each term.
- **Teaching, Learning and Curriculum Committee**. One meeting of this committee was held each term.
- **Head Teacher Performance Management Committee**. There were two meetings 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 2022-23 :

- **Quondam Committee**. An ad hoc committee met in January to hold an employee ill-health capability hearing.

Governing body membership and meeting attendance records for 2022-23 can be found in part 5 of this statement. These records are also 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 :
 - Quality of Education
 - Behaviour & Attitudes
 - Personal Development
 - Leadership & Management

Progress within each section of the School Development and Improvement Plan was monitored by a committee as a standing agenda item and reported at each meeting of the Full Governing Body.

- Regular review of the school Self-Evaluation Form (SEF). An evidence base was established within this document to support the self-evaluations made.
- In October, the Full Governing Body considered the implications of the Schools White Paper published by the government in March 2022. This White Paper had established a strategic vision that all schools should be part of a Multi-Academy Trust (MAT) by 2030. Governors received a report on a Birmingham Education Partnership (BEP) conference during the autumn term which had addressed this topic. Local authority representatives were present at that conference. The local authority view had been that 2030 was a long way into the future and that schools should be in no rush to take decisions on this question. There was also uncertainty about how long the present government would remain in office and whether this Schools White Paper would form the policy of any new government. The governing body accepted the local authority recommendation to take no immediate action in response to the White Paper.

In December 2022, the Schools Bill which would have converted key aspects of the White Paper into legislation was withdrawn by the government. This had the practical consequence that the plan for all schools to become part of Multi-Academy Trusts by 2030 would no longer be proceeding as set out within the White Paper.

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

SCRUTINY OF TEACHING AND LEARNING

The Teaching, Learning and Curriculum committee received a series of 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 included :

- A presentation by the English lead on the Talk for Writing approach being introduced at the school. This featured the following key points :

- Kings Heath Primary was collaborating with St Matthew's, Nechells, on the implementation of the Talk for Writing approach. School leaders receive training on the scheme through St Matthew's which they in turn deliver to other staff.
- The Talk for Writing approach involves a very different method of lesson planning and delivery from what has been used before at Kings Heath Primary. Each Talk for Writing unit commences with a model story. Children learn that story before they see the text. The teacher prepares a story map, and the children learn actions which accompany the story. When the children have learned the story by heart, they then begin to re-tell the story to the whole class. They imitate the story and are encouraged to develop their own slant to the story. Only at this point do the children start to write using the model text. Pupils use tools to re-create the story and begin to innovate around the story through creating their own versions.
- There are nine different model stories within Talk for Writing, with each model having a different theme. For example, there is a warning story and a journey story. Each model can be pitched at an appropriate level for the pupils.
- Each unit has a specific focus, such as dialogue or character description. That focus aims to develop a specific writing skill or toolkit. It is hoped that as children progress through the school, they will acquire successive toolkits which they can use to build their writing. The intention is that by the end of Year 5, pupils will have had exposure to different genres and toolkits. Children will be able to call upon those toolkits in Year 6 when there is a recapitulation of different genres and types of writing.
- Talk for Writing is not simply a scheme which can be picked up and used as an off-the-shelf package. The scheme must be adapted for each school in which it is being implemented. The Talk for Writing approach is based upon research findings. The approach works well for younger children by ensuring they are not experiencing cognitive overload when asked to write – their embedded knowledge of the story enables them to focus upon the mechanics of writing.
- Governors were advised that staff feedback about Talk for Writing has been very positive. Teachers had commented about how children who are often switched off about writing were much more engaged and enjoying the stories. The scheme has been especially helpful for children with special educational needs and disabilities (SEND). These children will often struggle to access a written text. However, they can enjoy learning the story, doing the actions and then re-telling that story before reading the text. By this point, the story is so embedded that the writing process becomes much easier when children are asked to write their own versions. The approach also helps plug gaps for some pupils from disadvantaged backgrounds who will have had less experience of stories being told to them and discussing those stories.
- It is hoped that Talk for Writing will greatly help the development of vocabulary. The models incorporate some high-level vocabulary, and teachers have been encouraged to see children being stretched to use that vocabulary. For example, children have been endeavouring to shoehorn the word "ebony" into sentences.
- Governors were advised that Kings Heath Primary often has pupils who are very creative, but in writing that creativity can at times lead to loose output. It is hoped that Talk for Writing will provide a focussed outlet for that creativity, by enabling children to produce their own interpretations of stories.
- At the time of the presentation to governors, Kings Heath Primary had only introduced Talk for Writing units concerning fiction. The next steps would be to introduce the approach for non-fiction writing. Fiction teaching might involve telling the story of Red Riding Hood. Introducing a non-fiction element might involve creating a newspaper article with the headline "Woodcutter saves the day".

- Staff had requested more guidance on how to teach the required elements of grammar within Talk for Writing. Previously, grammar was taught through standalone lessons, but now it has to be woven into the more general teaching. Instead of having a lesson on relative clauses, teachers must point out where relative clauses appear within the text. This was a new form of delivery to be managed by staff. School leaders had sought guidance on this point, and aimed to prepare a whole school overview of how Talk for Writing was being used within the school. This overview will identify which elements of grammar could be taught via particular model texts / units. It was intended that the whole school overview would be completed for September 2023.
- A presentation on teaching developments in mathematics by the maths subject leader. This featured the following key points :
 - There had been a more focussed use of assessment during the school year. The school had begun to track learning in mathematics against each unit within the White Rose curriculum, which forms the basis for maths teaching at Kings Heath Primary. This involves children undertaking a pre-topic assessment before each curriculum unit is delivered and then a post-topic assessment. These assessments provide much more specific information about children's attainment than can be achieved through more wide-ranging general subject assessments.
 - Examples were provided to demonstrate how this focussed use of assessment is helpful for planning. Before a Year 6 class commenced a two-week unit on algebra, the average class assessment score was 17 out of 20. This clearly showed that the children had grasped the basics of algebra and therefore teaching could immediately focus on more challenging aspects of algebra. By contrast, the average score before a unit on geometry, shape and measurement was only 11 out of 20. This showed that reinforcement of previous learning was required at the beginning of this unit.
 - As these assessments scores are recorded, they will provide helpful information across year groups next year. The next stage will be to use these assessment scores to inform specific interventions rather than more general class planning.
 - In 2023-24 Kings Heath Primary will enter the third year of a four-year programme developing and implementing the Maths Mastery approach in association with the National Centre for Excellence in the Teaching of Mathematics (NECETM). This will involve working with a new consultant. The principal focus will be upon the resources being used, to ensure there are suitable concrete and abstract resources available. An audit of existing resources was being undertaken to identify current stock and to ensure the school does not buy what is already available.
- A presentation on Education Endowment Foundation (EEF) teaching strategies which are being adopted within the school. This featured the following key points :
 - These teaching strategies underpin the concept of Quality First Teaching which is crucial for ensuring a high quality of education is being delivered in the school. The phrase “Quality First Teaching” has entered the educational lexicon in recent years and is not always precisely defined. The concept is often associated with supporting children with special needs or disadvantaged pupils. However, the concept is equally applicable for all children. Research shows that Quality First Teaching is essential for pupil progress.

- The techniques associated with Quality First Teaching should be regarded as a “best bet” rather than a certificate or a checklist. The underlying philosophy is that if these techniques are followed, then most children will make best progress for most of the time. However, that statement only applies when the product is delivered without any “lethal mutation”. This is when the product is adapted to fit with the practice already being followed within the school.
- The five main areas of Quality First Teaching are as follows :
 - **Explicit instruction.** This is a teacher-led approach which is focussed upon teacher demonstration followed by guided practice and later by independent practice. The approach moves away from the pessimistic view that teaching is an art form that cannot be communicated, but also from the overly optimistic view that good results will be ensured as long as the teacher follows a checklist which specifies particular actions must be taken.
 - **Scaffolding.** This is the support given to children in the classroom. Learning for younger children is most effectively achieved through modelling, which is gradually withdrawn. The expectation is that this scaffolding support will gradually be withdrawn and ultimately children will work independently.
 - **Cognitive and meta-cognitive strategies.** This is often described as teaching children how to learn and then use their own learning capacity. This is when progress can become rapid. The process can be compared to learning to drive a car. Initially, the learner has to think carefully about how to use the vehicle controls. Over time, after those controls have been mastered, the driver can think about more advanced matters such as planning the route ahead or anticipating traffic situations.
 - **Flexible grouping.** This involves deliberately using different groups and mixing groups, rather than allowing groups to be fixed. This may mean combining extroverts with introverts so each group can benefit from the other.
 - **Technology.** The power of technology can massively assist teachers. Governors were advised that Kings Heath Primary still lacks technological capacity to exploit these possibilities fully, but the possibilities are clearly apparent. The Times Table Rockstars package enables children to answer a substantial number of questions within a few minutes. The Learning by Questions software offers the capacity for teachers to receive live assessment data and then adjust the delivery of lessons based upon pupil understanding.

Governors noted the following other points concerning teaching and learning at the school :

- **An endorsement of school practice by Queensbridge School.** Governors were advised that teachers from Queensbridge School had requested the opportunity to visit Kings Heath Primary and see how writing is taught. Queensbridge stated it is always impressed by the writing of former Kings Heath Primary pupils within their Year 7 intake and these teachers wished to see how they might build upon that foundation.
- **Compliments from Birmingham Education Partnership representatives.** On 23 June, Baroness Estelle Morris of the Birmingham Education Partnership (BEP), and one-time Secretary of State for Education, visited the school accompanied by Juliet Silverton, BEP Director for School Improvement. It was a very positive occasion, which included some Year 6 pupils giving the visitors a guided tour of the school. Baroness Morris sent a letter of thanks after this visit. She wrote that was very impressed by the normal ongoing activities at the school, the wall displays, and the confidence and articulacy of the children escorting her.

- **The positive findings of a survey concerning pupil attitudes to reading.** The Full Governing Body received the findings of a survey completed during class time about reading. There were between 276 and 280 responses to each question. The overall findings from this survey were highly encouraging and demonstrated a positive attitude to reading throughout the school. They included the following points from the Key Stage 2 year groups :
 - 78.3 % of pupils thought reading is cool.
 - 73.2 % of pupils agreed that good reading skills will lead to better jobs when they grow up.
 - 74.1 % of pupils could find things to read that interested them.
 - 90.3 % of pupils enjoyed reading quietly by themselves.
 - 88.7 % of pupils agreed their reading had improved since last September.
 - 78.7 % of pupils said they had opportunities to read in lessons other than the Reading lesson.
 - 64.9 % of pupils said there are books in the class library that they want to read.
 - Use of the public library is limited, with 54 % of pupils saying they do not use the local library. The school hoped to arrange visits to the local library during the summer or autumn terms. This practice had ceased after the COVID lockdown periods and had not resumed.

SCRUTINY OF THE SCHOOL CURRICULUM

Governor scrutiny of the school curriculum included the following activities :

- **Reviewing materials used in Relationships and Health Education lessons.** The Teaching, Learning and Curriculum committee received a presentation from the Deputy Head Teacher on the materials used within Year 5 lessons concerning the human body and how these lessons are delivered. The key points within this presentation were as follows :
 - These materials are being used within science lessons, reflecting the national curriculum requirements for relationships and health education.
 - The class is split into groups and asked to prepare a list describing what happens to humans when a child becomes an adult. The list should include what changes occur on the outside of the body which are visible and what changes occur on the inside. These lists can then be compared with the teacher's list, which includes items such as girls developing breasts and having periods while boys begin to produce sperm.
 - Diagrams of the male and female anatomy and reproductive systems are used to inform these lessons. The school is no longer using animations in view of modesty issues.
 - These lessons are delivered to single sex groups, reflecting the differing needs of each sex within these lessons. This enables the girls to focus more heavily upon practicalities around their menstrual cycle and periods and the absence of boys makes it easier for them to ask questions. Lessons with boys focus more upon risky behaviour and the dangers from trying to impress their friends, which is recognized as a greater risk with boys.
- **Reviewing materials used in sex education lessons.** The Teaching, Learning and Curriculum committee also received a presentation from the Deputy Head Teacher on the materials used within Year 6 lessons concerning human reproduction. The key points within this presentation were as follows :
 - Lessons on puberty and change form part of the national curriculum, and parents no longer have an option to withdraw their child from those lessons. It is not a statutory requirement for primary schools to deliver sex education, although it is considered a good practice to do

so. As this teaching is not a statutory requirement, parents may withdraw their child from these lessons. At Kings Heath Primary, in any typical year, a small number of children will be withdrawn.

- The video materials shown in lessons have been used for many years but are still considered to be the best materials available. Governors watched the video entitled “How babies are made”. It featured couples in relationships and described how adult relationships may develop into a sexual relationship. It described the process of making love with cartoon graphic illustrations and explained how this can result in an egg being fertilized by sperm.
 - These lessons are delivered in single-sex groups, as the school believes children will thereby be less embarrassed when asking questions. An opportunity is also provided for children to submit anonymous written questions to which answers will be given to the whole class. However, the school only answers anonymous questions which are related to reproduction, the specific topic of these sessions.
 - Governors commended the video material, particularly how it places sex into the context of relationships.
- **Reviewing the new P.E. curriculum.** In September 2022, Kings Heath Primary introduced a new method for delivering the P.E. curriculum through using external sports coaches. During the autumn term, the Full Governing Body received the results of a pupil survey concerning the new P.E. curriculum. The key findings were as follows :
 - The new arrangements were overwhelmingly popular. All pupils questioned in Years 1 to 5 agreed that they enjoyed P.E. lessons.
 - Children commented that there was more time available for P.E. lessons, and opportunities to learn new and exciting sports. Tag rugby had been well-received.
 - Only Year 6 children were less enthusiastic. This was a consequence of the school ensuring Year 6 children can meet the national curriculum expectation that they can swim twenty-five meters. Children who had not achieved that milestone were being taught swimming by coaches at Birmingham University and were not at that point accessing any other P.E. provision for logistical reasons.
 - Working with the external sports coaches created opportunities for Kings Heath Primary to compete alongside other schools in local competitions. This included a dodgeball and a girls’ football team event.

SCRUTINY OF PROGRESS AND ATTAINMENT : 2021-22 SCHOOL YEAR

During the autumn term, the Full Governing Body reviewed a comprehensive analysis of school 2022 assessment data, using a document prepared by the Birmingham City Council data and intelligence team. The document contained a detailed assessment of progress and attainment data for each phase, incorporating analysis by pupil categories, and comparisons with national averages, local ward, parliamentary constituency and all Birmingham schools.

The key points shown by this data analysis were as follows :

- **Early Years Foundation Stage data**
 - Overall, Kings Heath data compared very favourably with both local and national data. The report also showed the impact of school closures and lockdown periods on education. Only 66.2 % of Kings Heath pupils attained a Good Level of Development in 2022, compared to 74.4 % achieving that goal in 2019. However, the national average also showed a significant drop from 71.8 % in 2019 to 68.2 % in 2022.

- Only 72.7 % of children attained the expected level in communication and language. This demonstrated why the Talk for Writing approach was being introduced to help children develop communication skills.
- However, analysis of school data by pupil groups exposed some considerable attainment gaps. Only 46.2 % of children eligible for Free School Meals attained a Good Level of Development, compared to 70.3 % of those children not eligible.
- **Phonics check**
 - 80 % of children attained the required standard in the Year 1 phonics check. This was comfortably above the national average of 75.5 %.
 - Children who do not reach the required standard during Year 1 take the check again in Year 2. By the end of year 2, 87.8 % of pupils had reached the required level. This was markedly down from 2019 when 93.5 % were at expected levels at the end of Key Stage 1.
 - While the Kings Heath phonics results for 2022 were broadly in line with attainment in 2018 and 2019, the school was now performing better than the national average following a national decline. Governors thought this demonstrated the positive impact of the new phonics scheme introduced from the beginning of 2022.
- **Key Stage 1 data**
 - At the end of Key Stage 1, 55.6 % of pupils attained age related expectations or better in Reading, Writing and Maths (RWM) combined. This was a decline from the 64.4 % attainment in 2019 and 2020 but remains better than the national average of 53.5 % attainment.
 - However, there were again substantial attainment gaps between pupil groups. Only 13.6 % of disadvantaged pupils reached age-related expectations in RWM combined, compared with 69.1 % of non-disadvantaged children.
 - Only 3.3 % of children (in practice, three pupils) achieved Greater Depth than Standard in Writing. This was a sharp drop from previous school results.
 - Maths attainment was highlighted as a potential concern. Only 63.3 % of pupils reached age related expectations, which is below the national average of 67.6 %.
- **Key Stage 2 data**
 - Overall, 53.1 % of pupils reached age related expectations in RWM combined. This was a sharp drop from 70.3 % and 72.9 % in 2018 and 2019, and lower than the national average of 58.7 %.
 - Key Stage 2 reading and maths scores are based on a standard test, but writing scores are based upon teacher assessment. In 2022, Kings Heath Primary's assessments were moderated by the local authority which lowered the outcome scores.
 - Although 66.7 % of pupils attained age related expectations in Writing, which is not far from the national average of 69.4 %, only 6.2 % of pupils attained Greater Depth than Standard.
 - Analysis by pupil groups again revealed vast attainment gaps. Only 11.8 % of disadvantaged pupils attained age related expectations in RWM combined, compared to 62 % of their non-disadvantaged peers.
 - No disadvantaged children at all attained Greater Depth in Writing. That had the inevitable consequence that no disadvantaged children achieved Greater Depth in RWM combined.

Governors observed that these outcomes in summer 2022 provided strong evidence for why the school must continue to concentrate upon raising the attainment levels of disadvantaged children. The Kings Heath gap between disadvantaged children and others reaching the expected standard

in RWM combined was 50.2 % (62 % - 11.8 %). Governors noted that gap is spectacularly higher than the national average of 22.8 %. Nationally, 42.6 % of disadvantaged children attained expected levels, compared with 65.4 % of non-disadvantaged children.

SCRUTINY OF PROGRESS AND ATTAINMENT : 2022-23 SCHOOL YEAR

In July, governors reviewed the provisional school assessment data for the 2022-23 school year. Many national averages had not been published at that time, and therefore many of the comparisons were with the 2022 averages.

The key points shown by this data analysis were as follows :

- **Early Years and Phonics outcomes**

The Early Years Foundation Stage (EYFS) and Year 1 data is shown in the table below :

KINGS HEATH PRIMARY EARLY YEARS & YEAR 1 OUTCOMES 2023				
	Kings Heath 2023	Kings Heath 2022	National average 2022	Variation from 2022 national average
EYFS – Good Level of Development	65 %	66 %	68 %	-3 %
Phonics check – attained standard	88 %	80 %	76 %	+ 12 %

- There had been a substantial improvement in phonics attainment with 88 % of pupils reaching the required standard compared with 80 % last year. This demonstrated the impact of the Little Wandle phonics scheme which the school introduced in 2022. Governors recognized that much credit is due to the teaching assistant team for their work delivering the scheme.
- Children who do not attain the required phonics standard in Year 1 must re-take the test in Year 2. Ten out of thirteen children re-taking the test (77 %) attained the required standard.

- **Key Stage 1 outcomes**

The Year 2 Key Stage 1 SATs outcomes are shown in the summary table below :

KINGS HEATH PRIMARY KEY STAGE 1 OUTCOMES 2023					
		Kings Heath 2023	Kings Heath 2022	National average 2022	Variation from national average
Reading	Expected level or better	61 %	74 %	67 %	-6%
	Greater Depth than Standard	25 %	17 %		
Writing	Expected level or better	51 %	59 %	58 %	-7%
	Greater Depth than Standard	7 %	3 %		
Maths	Expected level or better	65 %	63 %	68 %	-3%
	Greater Depth than Standard	18 %	18 %		
RWM	Expected level or better	51 %	56 %	54 %	-3 %
	Greater Depth than Standard	9 %	3 %		

Governors were advised of the following points concerning this data :

- These school results are lower than last year. However, the school assessments were externally moderated so these outcomes are definitely accurate.

- There was a high level of special needs within the Year 2 cohort which has impacted on these results. Fourteen children were working below Key Stage expectations and could not have been expected to reach age related expectations.
- National averages for Key Stage 1 outcomes are not yet available and could show a dip in attainment across the country.

- **Key Stage 2 outcomes – overall**

The Year 6 Key Stage 2 SATs outcomes are shown in the summary table below :

KINGS HEATH PRIMARY KEY STAGE 2 OUTCOMES 2023					
		Kings Heath 2023	Kings Heath 2022	National average 2023	Variation from national average
Reading	Expected level or better	77 %	79 %	73 %	+4%
	Greater Depth than Standard	39 %	38 %		
Writing	Expected level or better	75 %	67 %	71 %	+4%
	Greater Depth than Standard	18 %	6 %		
Maths	Expected level or better	75 %	73 %	73 %	+2%
	Greater Depth than Standard	28 %	31 %		
RWM	Expected level or better	64 %	53 %	59 %	+5 %
	Greater Depth than Standard	13 %	5 %		

Governors noted the following points concerning this data :

- These are very pleasing results with the school outcomes above the national average in all three subjects. No national averages for Greater Depth than Standard have been published, but it was anticipated that 39 % in Reading and 28 % in Maths would exceed the national average.
- Concerns about anticipated Year 6 Maths attainment had been reported to governors earlier in the school year. Great credit was therefore due to teachers for the impact of maths interventions to produce results considerably better than the forecasts presented during the spring term.

- **Key Stage 2 outcomes – disadvantaged pupils**

Governors examined a separate analysis of attainment by disadvantaged children, which is shown in the table below :

KINGS HEATH PRIMARY KEY STAGE 2 OUTCOMES FOR DISADVANTAGED PUPILS 2023				
		Kings Heath 2023	Kings Heath 2022	Year on year change
Reading	Expected level or better	54 %	50 %	+4%
	Greater Depth than Standard	21 %		
Writing	Expected level or better	58 %	33 %	+25%
	Greater Depth than Standard	4 %		
Maths	Expected level or better	58 %	44 %	+14%
	Greater Depth than Standard	8 %		
RWM	Expected level or better	54 %	Not Available	
	Greater Depth than Standard	0 %		

Governors noted the excellent improvement in both Writing and Maths attainment from last year. School leaders believed that moving away from setting by ability to whole class groups had been particularly helpful for disadvantaged pupils and may partly explain this improvement. These children have been exposed to a much broader range of examples and models than would previously have been the case.

SCRUTINY OF PROVISION FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

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 support provided for children with special needs during the previous term.
- Recent developments locally and nationally concerning SEND provision.

The latest report to the Safeguarding and Inclusion Committee, at the June meeting, presented the following data concerning children with SEND within the school :

- There were 208 children on the SEND register or being monitored in some way. This monitoring may relate to attendance concerns or a pupil being a Looked After or Previously Looked After Child rather than any special educational needs.
 - 63 children were at tier 1 on the register, which involved initial assessment and observation of needs.
 - 136 children were at tier 2, where specific needs have been identified and interventions are either light-touch or more intensive based upon the level of needs.
 - 9 children were at tier 3, where they have an Education Health Care Plan (EHCP).

- **External review of SEND provision.**

In December, the Full Governing Body received the report from a SEND provision review conducted on 19 October by two external BEP consultants. The review was funded by the Developing Local Provision scheme and the school was to receive £2,500 to implement the recommendations arising from the review. The review consultants met leaders, the SEND link governor, went into classes and spoke to pupils. The review included the following findings and comments :

- The Special Educational Needs Co-ordinator (SENCO) is a champion of SEND and has sufficient time allocated to fulfil the role successfully.
- There is an identified SEND link governor who is proactive and demonstrated a good understanding of the SEND profile of pupils in the school.
- There is still work to do to ensure all teachers fully understand their role in addressing the needs of SEND pupils.
- The best lessons demonstrated well-planned and organized teaching and learning. Pupils were on task, taking responsibility for their own learning and there were very positive relationships between adults and children. Clear classroom procedures were in place and pupils responded well to those procedures.
- Other lessons showed poor learning behaviours and inconsistency in the use of working walls and vocabulary. Concrete and pictorial opportunities in Maths were not consistently planned for and resourced.

- In Early Years, children were not provided with enough challenge to move on with their learning. Too many activities did not have clear outcomes and expectations. There was no clear focus on language development and communication skills.

Governors were advised that the school acknowledged the validity of the observations that there were some inconsistencies in teaching and learning identified across the school. Some recommendations were already planned or in-progress at the time of the review.

The SEND link governor expressed some concerns about the manner in which the review had been conducted, although not with the subsequent content of the report. Governors recorded their appreciation to the Special Educational Needs Co-ordinator for participating in this review, as the timing was far from ideal in view of her personal circumstances.

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

Governors received regular reports from the Head Teacher upon developments within the school and containing statutory data that must be presented to governors. These reports included the following matters :

- School census data
- Attendance reports
- Safeguarding data

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 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. This included offering Early Help where appropriate and taking stricter measures which could include fines in other cases.
- Reasons for absence analysis.

Particular points noted by the governors were as follows :

- Overall school attendance was consistently in line with the most recently published national averages. It was reported in July that school year to date attendance was 94.2 %, while the national average for primary schools was 94.1 %.
- However, the absence rates for disadvantaged pupils were notably higher than the overall absence rate throughout the year. In July, year to date attendance by disadvantaged pupils was 90.6 %, compared to 95.2 % for other children within the school.

- The persistent absence rate (that is, the number of pupils with attendance below 90 %) was also slightly better than the national average. In July, the persistent absent rate was 16.4 %, while the national average was 17.1 %.
- Throughout the school year, the cohorts with lowest attendance were Reception (91.3 %) and Year 1 (92.3 %). All other cohorts had attendance levels between 94.3 % and 95.6 %.

Governors paid close attention to attendance matters and scrutinized attendance improvement action in more detail. This scrutiny included the following :

- **Disaggregated analysis of attendance by disadvantaged and SEND pupils**

In the summer term, the Safeguarding and Inclusion Committee reviewed an analysis of spring term attendance which disaggregated statistics by disadvantaged pupils and children with special educational needs and disabilities (SEND). The number of disadvantaged and SEND pupils in each year group was shown.

The key statistics are shown in the table below :

KINGS HEATH PRIMARY ATTENDANCE SPRING TERM 2023		
	Pupils	YTD attendance
Whole school attendance	643	94.4 %
Disadvantaged pupils	128	90.3 %
SEND pupils (with EHCP)	9	89.0 %
SEND pupils (without EHCP)	131	92.0 %

In every year group, the attendance levels by SEND pupils without an Education Health Care Plan (that is, SEN K pupils) were above the attendance levels for disadvantaged pupils. Governors thanked the Head Teacher for preparing this report. They concluded that it demonstrated that disadvantage rather than special needs is the key driver of poor attendance. Consequently, it showed that a focus on Pupil Premium initiatives is important for attendance improvement action.

- **New framework for attendance practice**

In January, the Safeguarding and Inclusion committee received a presentation by the Head Teacher on the new framework for attendance practice which was to be introduced at Kings Heath Primary. The Full Governing Body received a summary version of this presentation. The key points within the presentation were as follows :

- The framework is called “The Five Foundations of Effective Attendance Practice”. It was developed by a Deputy Head Teacher within the Washwood Heath Trust. The framework offers an evidence-based and child-centred whole-school approach to attendance improvement practice, instead of the piecemeal approach often to be found within schools.
- The key to the approach is working with families to address attendance concerns before there is any need to escalate these concerns to the local authority. All staff receive training on the whole-school approach, while identified staff receive specialist training to support families and work with external agencies. The framework is underpinned by a collection of Key Performance Indicators (KPIs) which help a school to embed the framework and monitor their performance.
- The Department for Education (DfE) would be introducing new statutory guidance on school attendance practice from September 2023. If the Five Foundations framework is fully implemented, it will meet all the DfE expectations under the new guidance.

- The framework is based around the number of days a child has been absent during the school year, rather than a child's attendance percentage. Many people may consider a 90 % attendance record to be good attendance, when it is actually the threshold for being deemed persistently absent. Instead, references to "seven days absence" or "nineteen days absence" are clearer and may make a greater impact.
- Four days absence prompts an initial letter to parents and possible early intervention or early help support offers. Concern levels steadily rise until reaching nineteen days absence at which point a child is deemed as persistently absent for the remainder of the school year. By this point, safeguarding referrals could be made.
- As the name indicates, the framework is based upon five foundations. Each foundation has five KPIs, and schools rate themselves on a 1 to 4 scale against each KPI. In January, the Head Teacher assessed Kings Heath Primary against each of the foundations as follows :
 1. **Whole School Thinking – Culture and Climate.** Kings Heath Primary had not yet cultivated a fully embedded ethos in which excellent school attendance is expected, developed and nurtured.
 2. **Supportive policies, systems and processes.** At Kings Heath Primary, there is an attendance policy in place, but other school policies supporting attendance improvement have not yet been reviewed and an Attendance Action Plan has not yet been developed.
 3. **Professional learning and staff development.** All staff need to receive Continuing Professional Development (CPD) training on the attendance framework.
 4. **Implemented target programmes and intervention.** The Management Information System used to analyse data is not fit for purpose and must be replaced before higher KPI scores for this foundation will be possible. The system was scheduled to be replaced in autumn 2023.
 5. **Connect appropriately with approaches to behaviour management.**
- **Survey of pupil attitudes to attendance**

In February, the Full Governing Body received the findings of a small survey to gauge pupil attitudes to school attendance. Six pupils were questioned, drawn from Years 2, 4 and 6. The children questioned had attendance records ranging from 92 % to 100 %.

Governors noted the following conclusions that could be drawn from this exercise :

- Displaying attendance statistics on classroom doors does not appear to have a significant impact. Some children questioned seemed to regard this as a form of wallpaper.
- Children with good attendance talked about connection with their friends in the class and their teacher. Routines such as meeting and greeting at the door seemed well-received.
- Good attenders were supported at home by families that stressed the importance of school attendance.
- The school remained uncertain about how it might reward attendance and what would be an appropriate reward system. It was suggested that linking rewards with house teams might be considered. This would sidestep potential problems with class rewards such as whole class attendance being lowered through a child being absent following an operation.

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 :

- Behaviour incidents being logged on the Child Protection Online Management System (CPOMS) being used within the school. Governors were advised that the categories used within CPOMS need to be more sharply defined. This work overlaps with introducing a new management information system, scheduled to be implemented in autumn 2023.

SCRUTINY OF SCHOOL SAFEGUARDING ARRANGEMENTS

The Head Teacher presented a termly safeguarding report to each meeting of the Safeguarding and Inclusion Committee.

These reports included the following information :

- Safeguarding referrals and concerns which have been raised.
- The number of complaints and concerns raised with the school.
- Online monitoring alerts recorded and the actions taken in response.

The Safeguarding and Inclusion committee monitored the action plan arising from the S175 safeguarding self-assessment audit completed during 2022. The S175 self-assessment audit for 2023 was presented to the Full Governing Body in July.

Governors were advised that the Single Central Record (SCR) was reviewed on 18 April 2023 as part of the OFSTED inspection and was found to be compliant with requirements. The safeguarding governor had reviewed the SCR and sample staff personnel records in November 2022.

Other governor scrutiny concerning safeguarding included the following matters :

- **Online monitoring procedures**

In December, the Full Governing Body received a presentation by the Deputy Head Teacher about the online monitoring procedures used at the school. This presentation ensured compliance with the expectation within Keeping Children Safe in Education (the statutory guidance on safeguarding in schools) that governors should not only be aware of the monitoring systems used in school but should also regularly monitor the effectiveness of those systems.

This presentation included the following key points :

- All internet traffic coming into school has filtering applied. The filtering database is a third-party collection of acronyms, words and phrases which might generate concern. The school can customize the database if it wishes, but in practice the school has found it no longer needs to do this. The database is well-established and fit for purpose.
- In addition to this top level of protection, the school uses a monitoring app called "SmoothWall" on all PCs, laptops and devices used by staff and pupils at the school. The software operates whenever the device is being used, either within or outside school. Smoothwall tracks keystrokes and search terms, compares them to a (modifiable) database and produces reports which flag any behaviour which may need to be investigated. SmoothWall does not run on Ipads. This does not create a significant problem as the school uses Ipads to run apps and not for internet access. However, there is a similar filtering system running on Ipads known as "Mosyle Manager" which also creates a dashboard of flags.
- Anonymized screenshots illustrated how the school monitors the alert flags created by SmoothWall. This software generates heat maps showing circles identifying words or phrases

which have prompted an alert. The greater the concern, the higher the circle appears on the screen. The size of each circle is determined by the number of alerts for that word which have been generated.

- When any of these circles are selected, the software displays a list of the generated alerts. This list shows the username, device name, date and time, and title and application that was being used when the alert was created. Each individual alert can be selected to display a screenshot of the moment when that alert was generated, which indicates what the user was doing at the time. An example in the presentation demonstrated a heat map generated about “self-harm”. Looking at the individual screenshots showed that these alerts were created by someone working on a risk assessment for a child with additional needs.
- Governors were advised that the overwhelming majority of heat maps / alerts prove to be false positives. The most common alert that requires any action occurs through children typing rude words into the computer. It was noted that the way in which IT is used at the school means there is limited risk of children coming across harmful content or misusing devices in a way that puts them at risk. There are very few open-ended research tasks as these are too time-consuming and unfocussed to meet most learning objectives in a primary school. Devices are not available for use outside lessons and children are always supervised when using them.

SCRUTINY OF HEALTH AND SAFETY ARRANGEMENTS

The Safeguarding and Inclusion committee received various reports relating to Health and Safety matters within the school. This included the following reports :

- The Strategic School Business Manager provided a termly report on buildings health and safety issues and actions.
- Work undertaken during the course of the school year to ensure compliance with requirements and enhance health and safety included the following :
 - A major upgrade to the fire alarm as the existing alarm had reached full capacity. Governors were advised that the new system is a much higher specification with significantly more automatic detectors than the existing one. Governors expressed their gratitude to the local authority for funding this work.
 - Replacement of valves, pump and improved insulation of pipework on the hot water circuit. This has alleviated issues found by routine inspections when the temperatures of hot water regularly do not meet the required level in taps, while cold taps are often above the required temperature.
- The statutory compliance declaration submitted to the local authority concerning the statutory testing of equipment and plant. Governors were informed that
 - All external checks and inspections required during the April 2022 to March 2023 cycle were carried out and that records of such inspections are retained in the school's property logbooks.

Other governor scrutiny concerning health and safety issues included the following matters :

- **Accessibility audit**

The Safeguarding and Inclusion committee received the report of a new accessibility audit conducted on 19 January 2023. No items requiring immediate action were identified by the audit. The following actions required over the next twelve to twenty-four months were identified :

- Instal an induction loop in Reception. Governors noted that this recommendation has appeared on previous accessibility audits.
- Place a sign at the school entrance stating there is disabled parking in the school car park. Governors questioned how helpful this would be in practice, as the disabled parking is immediately visible when anyone drives into the car park.
- White furniture in bathrooms accompanied by white walls. This was a new finding which suggests that the absence of any colour contrast could be difficult for anyone visually impaired. The remedial action would be to paint the bathroom walls rather than replace any bathroom furniture. However, governors were advised careful thought should be given to this recommendation. There is already a colour contrast between floor and bathroom furniture. If the bathroom walls were darkened, that would reduce the current colour contrast between the walls and support rails.

Governors were informed that the auditor noted how much work had been undertaken to declutter the school. She had also commented upon the clear ethos within the school to support SEND pupils.

- **Introduction of Compliance support systems.** The Safeguarding and Inclusion committee received a report on school efforts to remove reliance upon the memory and routines of individuals to ensure statutory compliance. This had involved researching the capacity offered by compliance support systems. A software package called “I Am Compliant” had been obtained and would be implemented from September 2023. This will enable both statutory and non-statutory testing tasks to be defined, so that advance prompts and reminders can be issued.

The software includes a live compliance overview dashboard and a facility to produce reports which could be presented to governors. Tasks defined on the system do not have to be restricted to testing – tasks could include emptying the bins or other regular site management routines.

SCRUTINY OF OTHER PUPIL WELFARE MATTERS

Governors considered the following additional matters relating to pupil welfare :

- The Safeguarding and Inclusion Committee received a termly report on the well-being of Looked After Children (LAC) and Previously Looked After Children (P-LAC) within the school. In June, the following information was reported to the committee :
 - There were 5 Looked After Children in the school
 - There were 15 Previously Looked After Children in the school
 - One child was currently in family care
- In March, the Head Teacher gave the Full Governing Body a tour of the nursery and Reception area to enable governors to see how the learning environment had been overhauled and decluttered to support pupil interaction and promote imaginative play. Tables had been removed and open shelf storage introduced. The intention was that children should be able to access their learning resources independently rather than staff set everything up ready for them. Natural and recyclable materials had been introduced, including items such as logs, open pipes and large reels which could be easily rearranged and re-purposed over the course of the school year.

Governors were shown how wall displays throughout the school have been harmonized and enhanced. Corridor displays feature learning journeys which illustrate curriculum sequencing and progression. A “Wonder Wall” display, surrounded by fairy lights, showcases excellent pupil work.

- In July, the Full Governing Body received the findings of a survey of some Key Stage 1 pupils on their awareness of after school clubs, the clubs they had attended during the year and clubs they would wish to see offered at school. The survey revealed the following information :
 - Key Stage 1 pupils had very little awareness of clubs. None had attended any clubs. Some pupils stated their parents would not allow them to participate, with cost being cited as an issue. Governors thought that work is needed to ensure Key Stage 1 pupils are aware of clubs, perhaps by promoting them within school assemblies.
 - The pupils offered some good ideas for clubs which would interest them, which included football, Lego and reading.

- The Full Governing Body reviewed the findings of a parent questionnaire conducted by OFSTED in connection with the inspection of the school in April. There were 158 responses, which the lead inspector stated was a high number of returns for this questionnaire. The key findings were as follows :
 - 94 % of parents agreed (74 % strongly agreed) that their child is happy at this school.
 - 97 % of parents agreed (78 % strongly agreed) that their child feels safe at this school.
 - 93 % of parents agreed (54 % strongly agreed) that the school makes sure pupils are well-behaved.
 - 93 % of parents agreed (63 % strongly agreed) that their child does well at this school.
 - 89 % of parents agreed (54 % strongly agreed) that the school supports their child’s wider development.
 - 87 % of parents agreed (46 % strongly agreed) the school makes them aware of what their child will learn this year.
 - 57 % of parents agreed (34 % strongly agreed) the school has dealt properly with any concerns raised. A further 34 % stated they have not raised any concerns.
 - 94 % of parents would recommend Kings Heath Primary to another parent.

One governor calculated the national average percentages for each survey question using the aggregated national responses supplied alongside the survey results. This analysis demonstrated that for every question, Kings Heath Primary had a “strongly agree” response above the national average.

- The Safeguarding and Inclusion committee enquired how the school was supporting children following an incident in June in which a Kings Heath Primary pupil was severely injured by a car in a hit-and-run accident while the child was crossing Poplar Road on his way to school. Governors commended the school’s sensitive response and the support being offered.

- One governor presented to the Safeguarding and Inclusion committee a summary of professional research which she had submitted on behalf of the University of Birmingham as evidence to the Parliamentary Education Committee on persistent absence and support for disadvantaged children. The research examined the experience of school discipline and exclusion on black girls in the United Kingdom.

Governors recognized that it would be clumsy to attempt to lift conclusions based upon this study of secondary school experiences into a primary school setting. Nonetheless, governors recognized insights that could be gleaned from the study. For example, Kings Heath Primary does not require pupils to wear a school uniform. This policy enables Kings Heath Primary to avoid clashes which occur in many schools over dress and uniform issues.

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.
- Sickness absence monitoring procedures.

Other scrutiny included the following actions :

- 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.
- Governors received reports on the impact of strike action, which enforced the closure of Kings Heath Primary for several days during the school year.

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

SCRUTINY AND OVERSIGHT OF THE SCHOOL FINANCIAL POSITION

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, which exceeds the local authority requirement to present this information only twice during the year.
- Budget revisions approved by the Head Teacher under delegated powers and budget revisions requiring approval by governors.
- How devolved capital funding had been deployed during the year and future plans for devolved capital expenditure.
- A Best Value statement indicating how the school follows the Best Value principles of Challenging, Comparing, Consulting and Competing.

The local authority had been unable to declare the official end of year balances for 2022-23 for Birmingham schools by 31 July 2023. Consequently, the latest financial figures presented to governors could only be drawn from the school's internal accounts. These figures showed that, during 2022-23,

Kings Heath Primary had recorded annual funding of £3,512,220 and recorded annual expenditure of £3,632,058. This means that the school had an in-year deficit of £119,838.

Kings Heath Primary had started the 2022-23 financial year with a cumulative deficit of £172,090. The in-year deficit of £119,838 therefore increased the cumulative deficit to £291,928.

The school budget for the 2023-24 financial year envisaged an in-year surplus of £46,350, which would reduce the cumulative deficit to £245,578. However, the strategic forecast accompanying the budget envisaged this in-year deficits of £111,641 in 2024-25 and £228,510 in 2025-26.

Governors took the following actions in the light of the financial position :

- Throughout the year, governors stressed the importance of filling any vacancies on the school roll in order to maximize funding. Scrutiny of school roll numbers is outlined later in this statement.
- The primary cause of the deficit was recognized as the costs of special needs provision at the school exceeding the level of funding provided, as demonstrated within this governance statement within the section on scrutiny of special needs funding.
- A restructuring committee operating in 2021-22 had approved a business plan to introduce measures for addressing the deficit. These restructuring measures were implemented in October 2022.

SCRUTINY OF SCHOOL FINANCIAL CONTROLS

Governors received and scrutinized the following documents concerning the financial controls operating within the school :

- **The Schools Financial Value Standard**

Governors approved the Schools Financial Value Standard (S.F.V.S.) return to the local authority. Working with the Strategic School Business Manager, the Finance, Staffing and Premises Committee considered draft answers and supporting evidence at one meeting before commending a revised version for approval at the following meeting.

- **Statement of Internal Controls**

Governors approved 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 statement recorded the following weaknesses in control systems :

- A notable weakness remains pertaining to the setting of future balanced budgets – this is the current highest priority for governors and school management who continue to work to address this issue, liaising at all times with relative local authority departments and officers.
- The introduction of the local authority Oracle 1B systems has caused a loss of control around payroll reconciliation and absence management. For most of the year, the school has been unable to determine whether employees are being paid correctly, and material inaccuracies have recently been discovered. The new system still fails to provide absence management reports, causing the school to rely upon internal systems to meet its absence monitoring responsibilities.

- **School fund audit**

The Finance, Staffing and Premises committee received the audit report on the school fund. The auditor certified that the accounts present a true and fair view of income and expenditure for the 2021-22 financial year. Governors noted the contents of the audit report and were satisfied that points raised by the auditor did not represent any serious concerns.

SCRUTINY OF SPECIAL FUNDING RECEIVED

Governors particularly scrutinized how special purpose funding was being used. This included the following work :

- **Pupil premium funding**

The pupil premium is additional school funding provided for disadvantaged children, to help close attainment gaps between these children and their peers. The Full Governing Body approved a report outlining the school's strategy for using Pupil Premium funding in 2022-23. The report was presented using a template which all schools are now required to adopt. The intended outcomes were as follows :

- Improve attendance, punctuality, emotional resilience and behaviours for learning for disadvantaged pupils.
- Reduce the difference in attainment between disadvantaged pupils and other pupils nationally in reading, writing and mathematics.
- Enhance disadvantaged pupils' knowledge, skills and understanding of the wider world.
- Raise aspirations for disadvantaged pupils.

The planned use of Pupil Premium funding is summarized in the table below :

• Teaching	£60,000
• Targeted academic support	£75,000
• Wider attendance/behaviour strategies	£28,767
• <u>Total expenditure</u>	<u>£163,767</u>

The Pupil Premium link governor held regular meetings with the Head Teacher to discuss the implementation of the strategy and how disadvantaged pupils were being supported. Following these meetings, the governor reported the following points :

- Much of the school strategy for Pupil Premium expenditure is to build the general quality of teaching, drawing on Education Endowment Foundation research.
- Teaching assistant time was being used in a more targeted way for interventions, which will be received by many Pupil Premium children. The promotion of Quality First Teaching strategies, including Continuing Professional Development to embed these strategies was discussed.
- Analysis of various interventions were reviewed. The most meaningful impact was apparent from the Phonics "rapid catchup" intervention. This intervention involved small groups having three twenty to thirty minute sessions each week over a three to five week period. The attainment reports showed how rapid catchup has reduced the number of pupils in Years 3 to 6 who have not reached the required phonics level. While this intervention is being provided for all pupils, it is having a particular impact for disadvantaged pupils.
- The wider strategy feature of improving attendance appeared to be progressing well. The appointment of a dedicated attendance officer was having a positive impact. Less progress had been made on initiatives to promote the social, emotional and mental health of pupils.

- Only seven Year 6 pupils eligible for the Premium attended the Redridge residential event this year. While the trip to Redridge is an excellent educational visit, governors recognized how the current cost of living rises have impacted upon the ability of some families to participate.
- The link governor had encouraged the school to feature participation in trips, clubs and music as part of the success criteria within the Pupil Premium strategy.

The Full Governing Body considered a review of how far the strategy had been achieved in May. At this progress review, governors noted the following points :

- Academic mentors were being used strategically to support Pupil Premium children in Year 6 in maths.
 - Participation in after-school groups supported by Pupil Premium funding was variable. Only 7 % of children receiving musical instrument tuition are eligible for the premium, which was well below the 18.1 % proportion of pupils who are eligible throughout the school.
 - There was better uptake of opportunities to join sports clubs. There are currently ninety-two children participating in these clubs, and 24 % are eligible for the premium.
 - Governors were advised that the Senior Leadership Team was considering how best to communicate the enrichment opportunities that are available. Instead of emailing families directly, it might prove more effective to promote possibilities in assemblies or classes and then send flyers home with children, making clear that costs will be subsidized.
- **Special Educational Needs funding**
In the summer term, the Finance, Staffing and Premises committee received comprehensive reports on SEND funding and provision costs, as this issue was at the heart of the financial challenges facing the school.

These reports examined the funding and provision costs for each of the following special needs categories :

- **Resource Base places.** The local authority is in the process of phasing out Resource Bases for pupils with physical disabilities, although this funding will be honoured for those children presently occupying Resource Base places within the school.
- **Children with an Education Health Care Plan (EHCP) who do not have a Resource Base place and those children who have – or may potentially have – a SEND Support Provision Plan (SSPP).** The SSPP is a relatively recently introduced form of funding for children who are going through the application process for an EHCP or who may not reach those criteria but are clearly identified as requiring additional support.
- **Children within the SEN K++ category.** This is the informal term for children who are on the SEND register but require higher levels of support than most children who have been identified as having special needs. For these pupils, the only funding available comes from the notional SEN budget within the general School Budget Share, as the school Special Educational Needs Co-ordinators (SENCOs) do not consider they reach the threshold of needs for a SSPP.
- **Notional SEN funding.** The notional SEN is part of regular school funding which is intended to meet general special needs, particularly high-incidence and low-cost needs. The allocation is determined within the Section 251 School Budget Share statement as follows :
 - ❖ 5 % of total pupil entitlement
 - ❖ 50 % of Income Deprivation Affecting Children Index (IDACI) funding

- ❖ 50 % of Free School Meals Ever 6 funding (that is children who have been eligible for Free School Meals at any time during the last six years).
- ❖ 50 % of low prior attainment funding

Governors noted this allocation methodology means that the notional SEN is in practice determined by deprivation levels rather than special needs.

A summary of the overall funding and provision costs for each area in 2022-23 and 2023-24 are shown within the tables below :

KINGS HEATH PRIMARY SEND FUNDING AND PROVISION COSTS 2022-23			
Category	Funding	Provision costs	Variation
Resource Base places	112,537	190,693	-78,156
Other EHCP / SSPP pupils	124,454	212,833	-88,379
SEN K++ pupils	98,718	139,840	-41,122
Allocation of notional SEN budget	345,781	352,637	-6,856
Totals	681,490	896,003	-214,513

KINGS HEATH PRIMARY SEND FUNDING AND PROVISION COSTS 2023-24			
Category	Funding	Provision costs	Variation
Resource Base places	103,798	160,576	-56,778
Other EHCP / SSPP pupils	98,866	171,089	-72,223
SEN K++ pupils	61,502	98,395	-36,893
Allocation of notional SEN budget	277,709	304,749	-27,040
Totals	541,875	734,809	-192,934

Governors noted the following points in connection with this report and the calculated funding deficits :

- The number of teaching assistants within the school has reduced over the last year, thereby reducing the amount of support available to pupils with special needs
- There are some children outside the Resource Base for whom funding is a long way short of matching the provision costs, even in some cases where an EHCP is in place. This is particularly evident in the lower end of the school, where pupils may arrive with no prior work toward establishing an EHCP completed.
- There was an overall special needs funding deficit of £214,513 for 2022-23 which was a reduction on the equivalent deficit of £315,549 in 2021-22. The funding deficit is predicted to fall again to £192,934 in 2023-24. These reductions reflect the impact of staff restructuring, but the deficit remains unsustainable.

SCRUTINY OF PUPIL ROLL NUMBERS

Governors recognized that vacancies on the school roll compounded the financial difficulties facing Kings Heath Primary, as every primary school place occupied secures at least £4,405 in funding. Therefore, governors closely scrutinized the numbers on the school roll and efforts being made to fill these vacancies. This scrutiny included the following points :

- The Head Teacher reported the number of pupils in the school and the number of vacancies at every meeting of the Full Governing Body. In September 2022, there were 658 pupils on the school roll (including twenty-six children in the nursery) and twenty-two vacancies. In July, it was

reported that there were 661 pupils on the school roll and nineteen vacancies. Fourteen of these vacancies are in Reception and Year 1.

- In December, governors received a report on a presentation by EDSI, who are responsible for Birmingham schools infrastructure, on surplus capacity in local schools because of falling birth rates and changing demographics. The local authority was seeking reductions in the number of available school places across the city. However, the Head Teacher informed governors there had been no suggestion made that Kings Heath Primary should reduce its Published Admission Number (PAN).
- Governors noted there had been twenty-six new starters during the previous academic year and questioned the school on how it was coping with the challenges brought by these admissions, particularly if there are language barriers involved. Governors were informed that Kings Heath Primary had visited some other schools who have greater experience of accommodating in-year starters and learned from their experience and advice. A key point emphasized was that children will learn to speak English through receiving lessons delivered in English. School leaders believed the school has addressed the academic challenges effectively. However, it had been more difficult to address any social or behaviour problems when there has been a language barrier or when there were any school attendance issues.
- Governors questioned how the waiting list and offers system operates, to ensure that any additional vacancies which became available would be filled as swiftly as possible. Governors noted that Kings Heath Primary is obliged to adhere to the Birmingham City Council (B.C.C.) admissions policy and asked the Head Teacher to enquire how long the school must wait for a response to any offer of a place before moving on to the next family on the list. The guidance received was that all maintained schools must follow the School Admissions Code, and B.C.C. advised that compliance with this code requires a school to wait for seven days before moving on to the next family on a waiting list. Governors suggested that, while waiting for the response, the school could inform the next family that they have moved into the top place on the waiting list and ascertain if they are still interested in filling a vacancy.

SCRUTINY OF ISSUES CAUSED BY LOCAL AUTHORITY ORACLE 1B SYSTEMS

Throughout the year, governors monitored the serious problems created for the school by the implementation of new B.C.C. Finance / HR systems in April 2022, which are known as Oracle 1B. The problems identified included the following matters :

- There had been many delays in contractors being paid and errors in allocation– leading to additional works for schools chasing payments and finding alternative ways to maintain supplies to keep the school running.
- There was increased manual entry on the part of schools required by the new systems which has led to both additional time in processing finances and additional levels of internal checking to ensure those manual entries do not leave the school open to fraud and/or human error. Governors were advised that data entry and checking for the “Simplified loader” spreadsheet mechanism for approving payments had added 1.5 hours to the weekly finance officer’s duties, with further time required for cross-checking by the Strategic School Business Manager.
- For many months, the Oracle system did not produce weekly suspense files to allow reconciliation between the local authority financial systems and the school’s management information system. These suspense files should be received on a weekly basis, listing payments made during the previous week. Until the spring half-term holiday, only seven suspense files had been received during the current financial year. In three weeks after that half-term, over forty suspense files were received, which included most transactions for the financial year. Investigating and

correcting queries which inevitably arise as a regular part of financial processing was proving an overwhelming task for school staff.

- There were no payroll reports available which, when coupled with the lack of a suspense file, means there was no means of checking if individuals were being paid correctly. Payroll reports were launched in mid-September, and promptly withdrawn as it was possible for anyone with authority to get reports for their own department to obtain reports for any department / school simply by typing the name of the school into the search box. This was a potentially significant data breach that was reported to the local authority.
- When payroll reports were obtained, hundreds of issues relating to incorrect pay were raised at schools across the city. Governors received reports about significant payment errors affecting Kings Heath Primary staff.
- In May, governors were advised that the school had still not received any end of financial year suspense files for 2022-23. The consequence was that the school was unable to complete and close the 2022-23 financial year on its internal accounting system. At the end of the school year, the local authority had still been unable to close the 2022-23 financial year and had pushed the closure date backward to 31 August 2023. Governors were advised to anticipate that date being postponed still further, as there was still so much required financial information missing and many schools would have nobody working during the summer holiday period

Governors received reports on how these matters were being addressed, the workshops / forums in which problems were being reported and the action plans presented by the local authority in response. In July, governors reviewed a letter to Head Teachers from Sue Harrison, B.C.C. Strategic Director of Children and Families. Dated 22 May 2023, the letter includes the following comments :

“The Council accepts that the implementation of Oracle has, unfortunately, resulted in reduced functionality of day-to-day operational services across finance, payroll and some HR services. We understand that this has had and may potentially continue to negatively impact your School until such time as the issues are resolved.....

As a result of the difficulties experienced it is not possible for the Council to confirm your school’s financial outturn position at present though officers are committed to working closely with you to advise and support in this intervening period.

I am content, should the need arise, for this letter to be shared with external regulators, such as Ofsted, to offer clarity to them of the current position relating to Oracle and the challenging impact this is currently having.”

During the summer term, the Finance, Staffing and Premises committee reviewed the school’s strategic risk register. The committee considered the Oracle 1B problems must be recorded as a significant financial risk involving a serious loss of financial oversight. The risk factors to be considered were recorded as follows :

- Absence of weekly reconciliation files
- Inability to identify variances in payments and income
- Absence of confirmation of additional income (E.g. Exceptional Special Needs payments)
- Inability to ensure staff are being paid accurately
- Loss of absence management reports
- Difficulty ensuring suppliers are paid accurately and promptly
- Workload increase through reliance upon the “Simplified Loader” mechanism for paying invoices

- Absence of training opportunities on Oracle 1B systems to mitigate difficulties

The risk register recorded the following additional control measures that had to be introduced in response to these risks :

- Increased reliance upon purchase card expenditure
- Establishment of manual procedures for staff absence management
- Liaison with local authority officers to track Oracle system developments and maintain pressure for improvement.

BENCHMARKING AGAINST OTHER SCHOOLS

One governor prepared and presented a comprehensive benchmarking report based upon nationally published school data for 2021-22. The benchmarking analysis compared the school against a basket of fourteen other schools suggested by the government benchmarking website and also against a basket of the eleven other most local mainstream primary schools in south Birmingham. All the analysis was completed on a per pupil basis. This enabled more meaningful comparisons between Kings Heath Primary and other smaller local schools. The report included an analysis of five-year trends.

The key benchmarking findings were as follows :

- Total income per pupil largely grew over the last five years. However, because of a drop in pupil numbers, overall total income has dropped since 2019-20.
- Spending on staff has risen over time, despite reductions in staff numbers.
- Kings Heath Primary had relatively few teaching assistants compared to similar schools nationally but was more in line with local schools. This may indicate that Birmingham schools have had to trim staffing numbers more than other areas. It should be noted that this benchmarking does not demonstrate the impact of recent restructuring which further reduced the number of teaching assistants.

The following points were made regarding the comparison with other local schools :

- Kings Heath Primary's total income per pupil was low relative to local schools - the lowest of the twelve local schools in 2021-22.
- Self-generated funding was low relative to other local schools – Kings Heath Primary was the third lowest of the twelve local schools.
- Per pupil spending on all staff was the fourth lowest of the twelve local schools.
- Per pupil spending on premises was relatively high compared to local schools as the fifth highest of the twelve schools. Per pupil spending on cleaning and caretaking was the highest of the local schools.

The following points were made regarding the comparison with national schools :

- Kings Heath Primary expenditure on cleaning and caretaking (per pupil) was second highest of the fifteen schools.
- Kings Heath Primary ranked second lowest of the fifteen schools in self-generated funding.
- Pupils per teacher was relatively low, with Kings Heath Primary having the sixth lowest number of pupils per teacher of the fifteen schools. However, pupils per Teaching Assistant was very high – Kings Heath Primary had the highest number of pupils per Teaching Assistant of the fifteen schools.

OTHER FINANCIAL MATTERS

Governors also received reports/considered the following matters in connection with finance and governance matters within the school :

- **Review of catering provision at the school**

In the autumn term, the Finance, Staffing and Premises committee received a report on catering provision on the anniversary of the appointment of a new catering contractor. This report included the following key points :

- Food quality has been consistently good and notably better than the previous contract. There have been fewer issues than in previous years and these have generally been handled by either the kitchen catering manager or the Area Manager with minimal input from the school.
- There has been a good variety of choice in the menus and a better range for lifestyle choice diets – particularly, and as highlighted during the tender process, for veganism.
- The key differences sought from previous contracts was a requirement for the contractor to take responsibility for the parent interface and payments under the contract. The school was advised that the contractor’s “Lunchhound” system would meet those requirements from the outset. In practice that was not the case, but over time data issues have been resolved, and there has been better communication with, and engagement from, parents to enable the system to operate quite smoothly. Consequently, by autumn 2022, only light touch involvement from the school was required and navigating the system was relatively easy for parents. Although “Lunchhound” is not quite the solution the school was seeking, the Strategic School Business Manager assured governors this is a much better system than operated before. There is a major advantage in how the school collects all the money up front and parental debt is self-managed as parents cannot place an order unless they are in credit. There is no longer any requirement for debt chasing by the school.
- Free School Meals uptake in the infants stood at 78.5 %. The best the school had reported in recent years has been 80 %. Governors were advised that the benchmark for Kings Heath Primary would be 85 % so there is still room for development.
- Free School Meals uptake in Key Stage 2 was 67 % of eligibility which was quite high for the school – this figure has traditionally been closer to 50 – 55 %
- Overall uptake of meals - both paid and Free School Meals - in Key Stage 2 was 30.5 %

- **Scrutiny of purchase card expenditure**

The difficulties experienced with the local authority payments system (Oracle 1B) resulted in an unavoidable increased use of purchase card expenditure, as purchase card payments were not dependent upon Oracle 1B. Governors considered that increased use of the purchase card ought to be accompanied by closer scrutiny of how the card was being used.

In March, one governor who is a qualified accountant made a scrutiny visit to examine whether the purchase card controls specified within the school Purchase Card policy were operating in practice. The governor reported his findings as follows :

- Various transactions shown on the purchase card statement were selected. For each transaction, a requisition authorized by either the Head Teacher or Strategic School Business Manager could be found.
- For each transaction, an invoice and delivery note could be found.
- The monthly transaction log was checked against the purchase card statement. The log had been verified and signed off by the Head Teacher.

In the light of this scrutiny visit, the Finance, Staffing and Premises committee were satisfied with the controls which are in place for using the purchase card and felt comfortable that appropriate procedures are being followed. However, while the governors recognized that extending purchase card usage had been unavoidable to overcome payment issues encountered following the implementation of the Oracle 1B systems, the committee wished to see reduced dependence upon purchase card expenditure in the future.

- **Sundry reports and scrutiny**

The Finance, Staffing and Premises committee also took the following actions concerning school financial matters :

- Received regular reports from the Strategic School Business Manager on premises matters and related expenditure.
- Reviewed the school Sports Premium expenditure report for 2021-22
- Scrutinized the Gifts and Hospitality register on a termly basis. Governors were concerned to ensure that the protocols within the school Gifts and Hospitality policy were being followed, and asked the Head Teacher to ensure all staff were familiar with those protocols.
- Completed a self-assessment survey of governor financial skills in connection with preparing the Schools Financial Value Standard. The survey indicated the school has a good range of governors with suitable financial skills and expertise. However, it was noted that self-assessment survey results can only ever be indicative as people may be unduly modest or over-confident in assessing themselves.
- Approved the introduction of a small marketing budget for 2023-24, which would be used to promote the school, primarily with a view to increasing pupil numbers. The Finance, Staffing and Premises Committee recognized that any marketing budget must provide value for money. It was agreed that the budget for 2023-24 would primarily be used for establishing a new school website. Proposals for continuing with this budget in 2024-25 and beyond would be considered as part of the wider scrutiny of the school budget.

PART 3. SPECIAL PROJECTS DURING 2022-23

3A. OFSTED INSPECTION OF KINGS HEATH PRIMARY

On 18-19 April 2023, OFSTED made a full and graded inspection of Kings Heath Primary School. Governors met with inspectors during the inspection and answered their questions concerning how the governors carry out their role and discharge their duties. The inspectors closely questioned governors on how they triangulate the information received in governing body meetings. How could they be confident that information presented to them in reports or meetings was accurate? The governors answered with reference to inviting subject co-ordinators to meetings and link governor visits.

The inspection outcome was that Kings Heath Primary was judged as GOOD against each of the inspection categories, and therefore retained its overall rating as a GOOD school. The inspection report includes the following comments about the school :

“Leaders have brought about significant changes since the previous inspection. They have focused on the right things and managed changes well.... Governors know the school well and share leaders vision.

Leaders have made changes to the curriculum, especially in mathematics and phonics. Here, there are clear sequences of learning. Some subjects are not yet as established as mathematics and phonics. However, new subject leaders are continuing to develop their areas of the curriculum.

Across school, there are high expectations for pupils behaviour.... Respectful relationships are evident between pupils and staff. Pupils spoken to value the education they receive.”

The inspectors recognized that phonics, reading and mathematics were more advanced than other subjects, but accepted that other subjects were heading in the right direction. Inspectors suggested the more advanced subjects might form a template for others. The school had been anxious about how the Talk for Writing approach would be received as this was also at a very early stage of implementation. However, the inspectors could see the approach was already having impact in lessons and books.

Next steps for the school identified by the inspection were as follows :

- *“There have been many recent changes to the curriculum. Some subjects are more developed than others. Leaders should continue to embed changes and check that all staff fully understand curriculum expectations so that they can deliver and implement what leaders intend effectively across the curriculum.*
- *Leaders do not analyse some of the information they collect about different aspects of their work with sufficient focus. As a result, they do not always identify patterns or trends which they can then address. Leaders at all levels should ensure that there is a strategic, analytical use of information in order to evaluate proactively the impact of what they have done and identify what to do next, across all aspects of provision.”*

Governors congratulated the school on the excellent outcome and achievement at this inspection. They recognized that the next steps aligned with the school’s existing plans and agreed they should form a key part of the School Development and Improvement Plan for 2023-24.

3B. REVIEWING THE IMPACT OF RESTRUCTURING MEASURES

During the 2021-22 school year, a governors' Restructuring committee had been formed to review options for addressing the school's financial deficit. This committee approved consultation upon, followed by the implementation of, a restructuring programme. The restructuring measures were implemented in October 2022.

Following this implementation, the governing body reviewed the impact of this restructuring programme. This included the following actions :

- In December, the Full Governing Body received a report from the Head Teacher on the impact of restructuring on teaching and learning, including a realignment of how teaching assistants were deployed across the school.
- In the summer term, the Full Governing Body received a detailed report upon the financial impact of restructuring. This analysis indicated that the restructuring process had delivered the savings which were targeted once the first-year redundancy and salary protection costs had been borne. Significant savings of £182,843 and £193,102 were achieved for the 2023-24 and 2024-25 financial years respectively.

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, children eligible for the Pupil Premium). Other link governor roles were created to meet identified scrutiny needs.

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

- The external review of school SEND provision, mentioned earlier in this statement and staff views concerning that review.
- Information meetings for the families of children with special educational needs.
- The implementation and impact of the Pupil Premium strategy, as mentioned earlier in this statement.
- How physical spaces around the school had been revised for more inclusive education and pupil activities, and ideas for further adaptations along these lines.
- The Little Wandle phonics system, including scrutiny of books, materials and computer software used.
- The impact of the restructuring process and the consequences of reduced staffing. This means there had been less available reading support and a necessity for strategic decisions concerning the available floating resource.

4B. GOVERNOR TRAINING

All governors completed online safeguarding training during the year, to meet the new Keeping Children Safe in Education requirement that all governors – not only the safeguarding link governor – should have received this training.

Individual governors also completed the following training courses during the year :

- Governor induction course
- Introduction to school finance

4C. OTHER GOVERNOR CONTRIBUTIONS

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

- A 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. Mrs Holmes undertook this role during the first half of the year, before handing over the responsibility to Dr Migliarini.

4D. OTHER STATUTORY RESPONSIBILITIES AND RECOMMENDED BEST PRACTICES

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

- Administration of medicines
- Alcohol misuse
- Allergy, anaphylaxis and asthma
- Anti-bullying
- Appraisal
- Attendance - pupils
- Attendance – staff (managing attendance)
- B.C.C. curriculum statement
- Behaviour & statement of behaviour principles
- Best Value statement
- Business Continuity Plan
- Capability procedures – support staff
- Capability procedures - teachers
- Care and control
- Charging and Remissions
- Code of Conduct – support staff
- Code of conduct – teachers
- Collective Worship
- Complaints
- Critical incidents
- Data protection
- Dignity at work
- Discipline - staff
- Drugs education
- Drugs related incidents
- Educational visits
- Emergency procedure – bomb threat response
- Emergency procedure – evacuation plans
- Emergency procedure – lockdowns
- English
- Environment
- Equalities scheme
- E-safety
- Early Years Foundation Stage
- First Aid
- Fixed-term employees
- Freedom of Information
- Gifts and Hospitality
- Governor code of conduct
- Health and Safety
- Home school agreement
- Looked After Children
- Lettings
- Marking, feedback and assessment
- Maths
- No platform
- Nursery admissions criteria
- Pay
- Purchase card
- Relationships & Health Education
- Safeguarding
- Safer recruitment
- School Fund operating procedures
- Security
- SEND
- Substance misuse
- Support children with medical conditions
- Teaching and Learning
- Use of images of children
- Volunteering
- Whistleblowing and Serious Misconduct
- Workload

The Safeguarding and Inclusion committee reviewed the following risk assessments prepared by the school :

- Asbestos
- Child abduction
- Fayres fetes events
- Kitchen & catering
- Multi-Use Games Area (MUGA)
- Nature area and pond
- Out of hours clubs
- P.E. equipment
- Playground
- Site security
- Stock cupboards
- Volunteers

PART 5. GOVERNING BODY MEMBERSHIP AND ATTENDANCE RECORDS 2022-23

5A. GOVERNING BODY MEMBERSHIP

Name	Governor category	Start of term	End of term
Beusch, Mr Danny	Co-opted	18/10/2022	17/10/2026
Bishop, Dr Beth	Co-opted	17/07/2023	16/07/2027
Brownsword, Mrs Fiona	Co-opted	22/05/2023	21/05/2027
Clabon, Mr Paul	Co-opted (staff)	01/09/2019	31/08/2023
Colbourne, Mrs Penny	Co-opted	01/09/2019	31/08/2023
Court, Mr Mark	Head Teacher	Ex officio	
Coxsey, Ms Gemma	Parent governor	25/11/2019	24/11/2023
Hand, Professor Michael	Co-opted	19/06/2023	18/06/2027
Hetherington, Ms Janet	Co-opted	22/05/2023	21/05/2027
Holmes, Mrs Liz	Co-opted	19/03/2022	18/03/2026
Migliarini, Dr Valentina	Parent governor	13/12/2022	12/12/2026
Naven, Mrs Michelle	Co-opted (staff)	01/09/2019	31/08/2023
Spencer, Miss Claire	Local authority governor	17/12/2022	16/12/2026
Way, Mrs Rebecca	Elected staff governor	01/03/2021	28/02/2025
Webb, Mr Robin	Co-opted	22/05/2023	21/05/2027
<u>Resignations / departures during year</u>			
Adams, Mrs Jill	Co-opted	01/09/2019	13/02/2023

Notes on governing body membership

- Dr Bishop, Mrs Brownsword and Prof. Hand had all previously served more than one term when co-opted again during the year.
- Miss Spencer had previously served more than one term on the governing body when nominated for a further term as the local authority governor in December 2022.
- Mr Webb had previously served a four-year term as a parent governor when he was co-opted in May 2023.

5B. GOVERNOR ATTENDANCE RECORDS

All meetings were quorate and were usually held at the school. However, virtual meetings were held when the Chair of Governors / Chair of Committee judged that would be wiser or more appropriate.

Full Governing Body

Name	Attended	Called	Apologized	Attendance %
Beusch, Mr Danny	5	5	0	100%
Bishop, Dr Beth	5	6	1	83%
Brownsword, Mrs Fiona	5	6	1	83%
Clabon, Mr Paul	6	6	0	100%
Colbourne, Mrs Penny	6	6	0	100%
Court, Mr Mark	6	6	0	100%
Coxsey, Ms Gemma	5	6	1	83%
Hand, Professor Michael	5	6	1	83%
Hetherington, Ms Janet	1	2	1	50%
Holmes, Mrs Liz	6	6	0	100%
Migliarini, Dr Valentina	4	4	0	100%
Naven, Mrs Michelle	4	6	2	67%
Spencer, Miss Claire	4	6	2	67%
Way, Mrs Rebecca	4	6	2	67%
Webb, Mr Robin	6	6	0	100%
<u>Resignations / departures during year</u>				
Adams, Mrs Jill	0	2	0	0%

All meetings were quorate. Mrs Adams was granted leave of absence during the autumn term due to ill-health.

Finance, Staffing and Premises Committee

Name	Attended	Called	Apologized	Attendance %
Beusch, Mr Danny	5	5	0	100%
Bishop, Dr Beth	5	6	1	83%
Colbourne, Mrs Penny	6	6	0	100%
Court, Mr Mark	6	6	0	100%
Coxsey, Ms Gemma	6	6	0	100%
Hand, Professor Michael	6	6	0	100%
Webb, Mr Robin	5	6	0	83%
<u>Resignations/departures during year</u>				
Adams, Mrs Jill	0	2	1	0%

All meetings were quorate.

Safeguarding & Inclusion Committee

Name	Attended	Called	Apologized	Attendance %
Brownsword, Mrs Fiona	2	3	1	67%
Court, Mr Mark	3	3	0	100%
Holmes, Mrs Liz	3	3	0	100%
Spencer, Miss Claire	3	3	0	100%
Way, Mrs Rebecca	2	3	1	67%
Resignations / departures during year				
None				

All meetings were quorate.

Teaching, Learning & Curriculum Committee

Name	Attended	Called	Apologized	Attendance %
Clabon, Mr Paul	3	3	0	100%
Colbourne, Mrs Penny	2	3	1	67%
Court, Mr Mark	2	3	1	67%
Hand, Professor Michael	3	3	0	100%
Hetherington, Ms Janet	1	1	0	100%
Holmes, Mrs Liz	3	3	0	100%
Migliarini, Dr Valentina	1	2	1	50%
Naven, Mrs Michelle	3	3	0	100%
Resignations / departures during year				
None				

All meetings were quorate. One meeting was held remotely.

5C. GOVERNING BODY OFFICERS 2022-23

Chair of Governors : Michael Hand

Vice-Chair of Governors : Beth Bishop

Chairs of Committees

Finance, Staffing & Premises : Gemma Coxsey (until 31 March 2023)
Danny Beusch (from 1 April 2023)

Safeguarding & Inclusion : Claire Spencer

Teaching, Learning & Curriculum : Liz Holmes

Statutory/other link governor roles

Safeguarding (incl. attendance) : Claire Spencer

SEND : Liz Holmes

Pupil Premium / vulnerable pupils : Beth Bishop

English (reading, writing and phonics) : Gemma Coxsey

Equalities : Michael Hand

Governor induction : Beth Bishop

Staff well-being : Penny Colbourne

The Governing Body of Kings Heath Primary School

September 2023