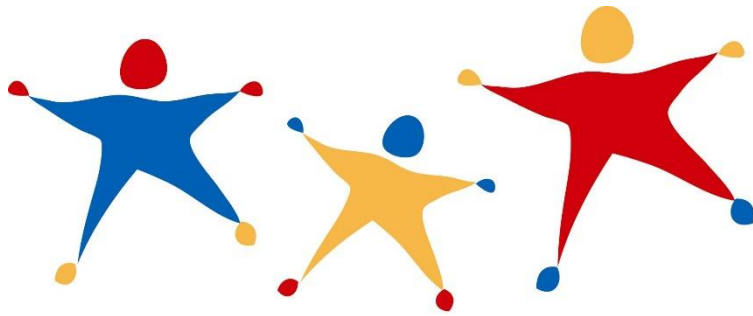


**KINGS HEATH  
PRIMARY SCHOOL**



**Kings Heath**  
**Primary School**

**GOVERNANCE STATEMENT  
2021-22**

# KINGS HEATH PRIMARY SCHOOL

## GOVERNANCE STATEMENT 2021-22

### Table of Contents

<b>PART 1. GOVERNING BOARD FUNCTIONS AND STRUCTURE.....</b>	<b>3</b>
Introduction .....	3
The Structure of the Governing Board.....	3
<b>PART 2. CORE GOVERNING BODY FUNCTIONS.....</b>	<b>4</b>
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.....	7
Scrutiny of progress and attainment.....	7
Scrutiny of provision for children with Special Educational Needs and Disabilities.....	9
2C. Holding the Head Teacher to account for the well-being of the pupils .....	10
Scrutiny of school attendance .....	11
Scrutiny of school behaviour .....	12
Scrutiny of school safeguarding arrangements .....	12
Scrutiny of Health and Safety arrangements.....	13
Scrutiny of other pupil welfare matters .....	13
2D. Holding the Head Teacher to account for the performance management of staff .....	14
2E. Overseeing the financial performance of the school and ensuring money is well spent.....	15
Scrutiny and oversight of the school financial position.....	15
Scrutiny of school financial controls.....	16
Scrutiny of special funding received.....	17
Other financial matters.....	19
Benchmarking against other schools.....	20
<b>PART 3. SPECIAL PROJECTS DURING 2021-22.....</b>	<b>21</b>
3A. Responding to the OFSTED inspection report .....	21
Scrutiny of Cornerstones Maestro package .....	21
Scrutiny of new phonics system .....	23
Scrutiny of subject curriculum planning .....	24
Other work in response to the OFSTED inspection .....	25
3B. Desktop review of school governance.....	25
<b>PART 4. OTHER GOVERNING BODY ACTIONS.....</b>	<b>27</b>
4A. Governor visiting.....	27
4B. Governor training.....	27
4C. Other statutory responsibilities and recommended best practices.....	27
4D. Other governor contributions .....	29
<b>PART 5. GOVERNING BODY MEMBERSHIP AND ATTENDANCE RECORDS 2021-22.....</b>	<b>30</b>
5A. Governing body membership .....	30
5B. Governor attendance records.....	31
5C. Governing body officers 2021-22 .....	33

# 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 2021-22 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 five meetings of this committee during the year.
- **Safeguarding and Inclusion Committee**. One meeting of this committee was held each term.
- **Teaching, Learning and Curriculum Committee**. There were four meetings of this committee during the year. One meeting of this committee was held each term, with an additional meeting during the first half of the autumn term.
- **Head Teacher Performance Management Committee**. There was one meeting of this committee during the year.
- **Pay Committee**. This committee held one meeting in the autumn term to consider the proposed pay awards.

The following special purpose committees were also required during 2021-22 :

- **Restructuring Committee**. This committee met on seven occasions to consider, approve and oversee a staffing restructuring process.

Governing body membership and meeting attendance records for 2021-22 can be found in part 5 of this statement. These records are also published on the governors' page on the school website.

In December 2021, the governing body successfully applied to the local authority for permission to increase the number of co-opted governors on the board from nine to ten to enable a wider range of skilled and experienced governors to contribute to governing body work.

## **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.

The governing board ensured clarity of vision and ethos through regular review of the school Self-Evaluation Form (SEF). An evidence base was established within this document to support the self-evaluations made.

### **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 on teaching development in mathematics by the maths subject leader. This featured the following key points :
  - The White Rose mathematics scheme is being used for the school mathematics curriculum. White Rose adopts a mastery approach to provision. This means children are not organized according to attainment groups and are using concrete, pictorial and abstract approaches to their learning. The mastery approach is now proven within the educational world to be a highly effective teaching strategy.
  - Using White Rose improves consistency of teaching across the school and ensures that the curriculum is carefully sequenced through successive years with refresher lessons included from previous years where needs are identified. Governors were assured that White Rose is an accredited scheme which provides a curriculum learning plan which meets the requirements of the OFSTED inspection framework.
  - White Rose mathematics is supplemented by using the computer programs Times Tables Rock Stars and Numbots to support the teaching of number and learning mathematical facts. Evidence suggests that Times Table Rock Stars, when used daily, significantly helps many children to remember their times tables. Governors were informed that all year groups have been using this software on a daily basis since Christmas. Although the Maths

lead did not yet have statistical evidence to show impact, he advised there was anecdotal evidence of improvement.

- A major change during this year concerned the school joining the Mastery Readiness Programme co-ordinated by the National Centre for Excellence in the Teaching of Mathematics (NCETM). The school has been supported by a consultant who visits for one day each half-term. The NCETM programme supports five key areas :
  - ❖ The vision and culture underpinning maths learning
  - ❖ Mathematical mindsets
  - ❖ Subject expertise
  - ❖ School systems
  - ❖ Arithmetical proficiency
  
- Early Years provision has changed to the Numberblocks television series, which was written by the NCETM primary lead. The series provides a deeper and richer experience of early number, and each episode is supported by NCETM materials. Kings Heath Primary has received £500 in materials through the NCETM without charge.
- Governors were advised that one reason for this change is that White Rose materials are fairly thin for Reception teaching. Numberblocks is designed to establish a good understanding of number in children at a very young age – for example, by recognising how the number six is also  $2 \times 3$ . This understanding provides children with a firm grounding when they face greater mathematical challenges higher in the school.
- Kings Heath Primary has enrolled onto Mastering Number, a NCETM course designed to support early learning of number through carefully selected manipulatives and images. This will involve ten to fifteen minutes sessions each day and should represent a significant supplement to maths provision at the school.
- Two In Service Training (INSET) sessions dedicated to maths teaching were staged for staff during the year. One established the mathematics vision for the school, which is
  - ❖ *“To ensure that children at Kings Heath Primary School develop into curious, confident and resilient mathematicians who can fluently and flexibly solve problems while using precise vocabulary to explain and reason their solutions.”*
  
- A presentation by the subject leader on Religious Education teaching. This featured the following key points :
  - Kings Heath Primary follows the Birmingham Agreed Syllabus for Religious Education. This is a locally agreed syllabus used by non-denominational state primary schools, including academies and Foundation Schools.
  - The delivery of the religious subject matter within the agreed syllabus is designed to cultivate twenty-four dispositions which are taught using a spiral curriculum over two-year cycles. The dispositions have been defined by agreement amongst all religious traditions and include the following :
    - ❖ Being thankful
    - ❖ Caring for others, animals and the environment
    - ❖ Sharing and being generous

- ❖ Being merciful and forgiving
  - ❖ Living by rules
  - ❖ Being reflective and self-critical
  - ❖ Being silent and attentive to, and cultivating a sense for, the sacred and transcendence
- Governors were shown the timetable for when each disposition is taught at Kings Heath Primary. The timetable ensures that by the end of Year 6, children will have covered each disposition twice during their time in primary school.
- A presentation by the subject leader on Personal Social and Health Education (PSHE) teaching. This featured the following key points :
    - The school realized that it needed to acquire an educational package to ensure that all the new statutory requirements for relationships and health education were being covered within the school. After researching the possibilities available, the school chose “Jigsaw” which was introduced at Kings Heath Primary in September 2021. The reasons for selecting “Jigsaw” were as follows :
      - ❖ The scheme ensures everything needed to meet the statutory requirements is provided, including lesson plans and resources. This means teaching would immediately be matching those requirements. This is all backed up with mapping documents within the scheme.
      - ❖ “Jigsaw” enables a whole school approach.
      - ❖ The mindful approach underpinning this scheme was highly appealing. This helps the promotion of mental well-being, which is another requirement of the new guidance.
    - The “Jigsaw” scheme contains six “puzzles” – or themes – which are each covered over a half term during the academic year. Each year group covers the same puzzle theme at an age-appropriate level. These puzzles are as follows :
      - ❖ Being me in my world
      - ❖ Celebrating difference (including anti-bullying)
      - ❖ Dreams and goals
      - ❖ Healthy me
      - ❖ Relationships
      - ❖ Changing me (including sex education)
    - The PSHE package is supplemented by a bespoke health education curriculum which Kings Heath Primary has developed. This curriculum is informed by Birmingham health profiles data published by Public Health England and Birmingham City Council. The sources were :
      - ❖ <https://fingertips.phe.org.uk/profile/child-health-profiles/data#page/1/gid/1938133228>
      - ❖ [https://www.birmingham.gov.uk/downloads/file/11845/birmingham\\_health\\_profile\\_2019](https://www.birmingham.gov.uk/downloads/file/11845/birmingham_health_profile_2019)
    - Governors were informed that the 2019 data presented by these sources remains the latest available data. This data shows the following areas where Birmingham is significantly worse than the national benchmark for health profiles :
      - ❖ First time entrants to the youth justice system

- ❖ Teenage mothers – under 18s conception rate per 1,000 citizens
  - ❖ Prevalence of obesity (including severe obesity) in Reception and Year 6.
  - ❖ Children killed and seriously injured on England’s roads
  - ❖ Children with one or more decayed, missing or filled teeth
  - ❖ Hospital admissions for asthma for people under 19 years old.
- Drawing upon both these research findings and the new statutory requirements, Kings Heath Primary has identified the following priorities for the health education curriculum :
- ❖ Childhood obesity
  - ❖ Prevalence of smoking
  - ❖ Dental hygiene
  - ❖ Mental health
  - ❖ Ways to keep our hearts and lungs healthy
  - ❖ The risks of smoking and alcohol consumption

During the summer term, governors approved a new Relationships and Health Education policy, designed to meet the latest statutory requirements and informed by a consultation with parents. Governors were advised that the statutory science curriculum now covers most of the topics previously covered within non-statutory sex education at Kings Heath Primary. Governors questioned the implications of confining teaching of sexual matters to science lessons, and the concomitant withdrawal of the materials previously used. The governors sought reassurance that matters such as consent and sex positivity would still be covered. This reassurance was provided based upon these topics being contained within the national curriculum and therefore they must be taught as part of the Key Stage 3 / Key Stage 4 curriculum at senior school.

### **SCRUTINY OF THE SCHOOL CURRICULUM**

Scrutiny of school curriculum development became a major priority for the governing board following the OFSTED inspection conducted in September 2021. This part of the governors’ work is outlined in detail within section 3A of this report.

### **SCRUTINY OF PROGRESS AND ATTAINMENT**

Governors scrutinized the externally validated progress and attainment outcomes for the school. In July, the following Key Stage 2 SATs outcomes were reported to governors :

<b>KINGS HEATH PRIMARY KEY STAGE 2 OUTCOMES 2022</b>					
		<b>Kings Heath 2022</b>	<b>Kings Heath 2019</b>	<b>National average 2022</b>	<b>Variation from national average</b>
<b>Maths</b>	Expected level or better	73 %	84 %	71 %	+2%
	Greater Depth than Standard	31 %	28 %		
<b>Reading</b>	Expected level or better	79 %	83 %	74 %	+5%
	Greater Depth than Standard	38 %	39 %		
<b>Writing</b>	Expected level or better	66 %	78 %	69 %	-3%
	Greater Depth than Standard	6 %	20 %		
<b>SPAG</b>	Expected level or better	84 %	92 %	72 %	+12 %
	Greater Depth than Standard	44 %	42 %		
<b>RWM</b>	Expected level or better	51 %	73 %	59 %	-8 %
	Greater Depth than Standard	tbc	17 %		

Governors noted the following points concerning these results :

- The Maths, Reading and Spelling Punctuation and Grammar (SPAG) results are extremely positive. While the results for each subject are lower than in 2019, this reflects a trend that has occurred nationally as a consequence of lockdowns and missed time in education. Attainment in all three subjects is above the national average. The national averages for Greater Depth than Standard were not available, but the Head Teacher advised governors he was confident the school's figures would comfortably exceed those averages.
- The school's Writing assessments were externally moderated by the local authority. This was the first occasion Kings Heath Primary has been moderated for approximately six years. The two moderators were strict in their assessments, and made the school reduce the number of pupils who had been initially assessed at working at age related expectations. This resulted in a final figure of 66 %, which is 3 % below the national average.
- The core problem the school faced in this moderation was that it did not have enough evidence in some cases to justify a judgement that the pupil was working at age related expectations. Following this experience, school leaders will be reviewing how writing is being taught throughout the school. This will be one strand within a two-year project working alongside St Matthew's Nechells from next year.
- The reduction in Writing outcomes had the knock-on effect of reducing the percentage of children who attained age related expectations in Reading, Writing and Maths combined (RWM). Despite being above the national averages in Reading and Maths, the school RWM figure of 51 % is 8 % below the RWM national average.
- Analysis of outcomes by pupil groups would be presented to governors in the autumn term.

Key Stage 1 SATs assessment data was not available for presentation to governors at the time of the last meeting of the school year. However, governors did receive the following Early Years and Year 1 data in July :

<b>KINGS HEATH PRIMARY EARLY YEARS &amp; YEAR 1 OUTCOMES 2022</b>				
	<b>Kings Heath 2022</b>	<b>Kings Heath 2019</b>	<b>National average 2019</b>	<b>Variation from national average</b>
<b>Early Years Foundation Stage – Expected level or better</b>	66 %	74 %	75 %	-9 %
<b>Year 1 Phonics check – Expected level or better</b>	80 %	80 %	82 %	- 2 %

Governors noted the following points concerning these results :

- The percentage of children attaining a Good Level of Development (66 %) was 8 % lower than in 2019 and 9 % below the 2019 national average. The Head Teacher advised governors this was a common situation at many schools, reflecting the impact of lockdowns on these children's development. The 2022 national average was not available when the meeting was held.
- Governors were also informed that 39 % of Year 4 children attained the maximum score in the multiplication check. There is no designated pass mark in this test. In 2019, the national average was for 30 % of pupils to obtain top marks.



Governors also reviewed internal school assessment data. The Teaching, Learning and Curriculum committee received a presentation from the Head Teacher on the Curriculum Maestro assessment system which was introduced at the school during the spring term. The key points concerning this new assessment system were as follows :

- Despite being a new system, implementing Curriculum Maestro would reduce workload for teachers and greatly reduce workload for leaders. Previously, Kings Heath Primary's assessment system had been based upon a collection of Excel spreadsheets.
- Pupil data (including markers such as Pupil Premium eligibility or having special needs) is drawn directly from the school's pupil management system. This ensures that assessment reports are always using live data.
- The system provides class, year group and key stage reports showing pupil attainment levels. These can be presented in bar chart forms showing the percentage of pupils at each level. Pupil names can be included within reports to identify who falls into each category.
- Filtered reports showing information for children eligible for the Pupil Premium, SEND pupils, Boys and Girls and so on can be generated.
- Venn diagrams can be produced which show in combined circles children working at age related expectations in Reading, Writing and Maths combined - and those at that level in two or only one of the subjects. This can form a strategic tool for targeted interventions.
- The system includes a custom report for governors to provide a two-page overview of school assessment data.

During the first half of the summer term, governors received the first whole school assessment reports generated from Curriculum Maestro. Governors noted the following key points shown by this assessment data :

- Overall the lowest attainment levels are in Years 1 and 2. These are the year groups which have been disproportionately affected by COVID lockdowns and have missed a substantial proportion of their overall time in education as a consequence.
- There are notable weaknesses in Writing attainment, especially by children eligible for the Pupil Premium. Only 15 % of Pupil Premium children in Year 1 were performing at age related expectations, and only 10 % of Pupil Premium children in Year 2. Yet 61 % of Pupil Premium children in Year 5 were performing at the expected level of better. Governors questioned why such differences could be found.
- Overall pupil attainment levels were quite good. Reading attainment for all cohorts apart from Year 1 showed 74 % - 84 % of pupils at expected level or better. All Key Stage 2 cohorts showed 66 % - 76 % of pupils had reached age related expectations in Writing. Maths attainment was 68 % - 78 % for all cohorts except Year 5. However, these top-level figures disguised major gaps between disadvantaged students and their peers.

#### **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 200 children on the SEND register.
  - 58 children were at tier 1 on the register, which involved initial assessment and observation of needs.
  - 130 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.
  - 12 children were at tier 3, where they have an Education Health Care Plan (EHCP).
- The main categories of need were cognition and learning needs, followed by social emotional and mental health needs. However, governors were advised there has also been a marked growth in the number of children with Communication and Interaction needs. The social impact of lockdowns and pandemic restrictions may have contributed to this rise, as children coming into Reception were lacking experience of playgroups.

The following key information was presented to governors concerning special needs provision :

- There was a particularly high level of needs identified with the Reception cohort. However, outside agency involvement with children in Early Years and Year 1 remained low due to a backlog in appointments, which exacerbated the challenges of supporting these children.
- The Developing Local Provision project enabled the school to use the WellComm toolkit to assess the speech and language capacity of Reception children during the autumn. The test results placed each child in a band ranging from 1 to 9 according to their speech and language capacity. The results showed that over 50 % of children in Reception were below age-related expectations at that time.
- The Developing Local Provision project also sought to improve communication between schools and pre-school nurseries. It was hoped this would help the school be more aware of pupils' special needs before they join the school.
- Governors were advised that the school plans to change how support staff are deployed from September 2022. The intention is to develop strategic teams who will work across the school. This should enable the development of expertise within particular thematic strands and will see staff organized by phase rather than by year groups. Some steps had been taken in this direction before the COVID pandemic, but lockdown restrictions and bubbles resulted in staff returning to working within specific year groups. The Head Teacher believed this should offer an exciting opportunity for professional development to support staff.

## **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.
- Reasons for absence analysis.

Particular points noted by the governors were as follows :

- Overall school attendance was consistently above the most recently published national averages, although it was below the 96 % benchmark for good attendance.
- Overall school attendance was consistently at 92.8 - 92.9 % between January and the end of May. The reported national averages for state-funded schools were 87.4 % in January, 89.7 % in March and 91.1 % in May.
- However, the absence rates for children eligible for the Pupil Premium were notably higher than the overall absence rate throughout the year. Pupil Premium children attendance was consistently between 88 % and 89 % throughout the school year.
- The persistent absence rate (that is, the number of pupils with attendance below 90 %) was high. Persistent absence for each half term from January to the end of May varied between 21 % and 25 %. The overall persistent absent rate to the end of May was reported to be 22.9 %.

Governors paid close attention to attendance matters and scrutinized various points in more detail :

- The Safeguarding and Inclusion committee received a report on attendance safeguarding concerns. Governors were advised that a high number of families had taken unauthorized holidays and that some families were apparently willing to regard subsequent penalty charges as part of the overall holiday cost.
- The Safeguarding and Inclusion committee scrutinized the disadvantaged pupils attendance tracker chart which had been developed as a tool for addressing attendance issues. Governors were given the following information about this new tool :
  - The tracker would be a standing item for discussion in Senior Leadership Team meetings. This would ensure all senior leaders are familiar with the document and able to discuss these attendance issues whenever that might be necessary.
  - It draws together into one place all information on home visits, meetings with parents and attendance improvement actions taken.
  - Governors commended this tracker, noting that it would be beneficial for children and families to receive the same responses from all senior leaders.
- The Safeguarding and Inclusion committee examined a collection of case studies which demonstrated the variety of reasons why pupils may be persistently absent and the challenges that these cases present. Governors appreciated where a mixture of supportive and punitive approaches needed to be adopted according to the circumstances involved.

- Governors were advised that the school was beginning to introduce and adopt whole school initiatives to improve attendance. This would include attendance displays on class doors and rewards for improved attendance.

### **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.
- It had been a long-standing practice to use these reports to track rolling twelve-month periods to indicate whether the number of behaviour incidents was rising or falling. Governors noted that successive school closures and successive lockdown periods over the last two years had made this an unreliable reporting tool. It was decided that the Chair of the Safeguarding and Inclusion Committee and the SEND link governor should meet Head Teacher Mr Court at the start of the new school year to discuss how behaviour information should be presented to governors in future.

The Safeguarding and Inclusion Committee requested a special report on why the school had not implemented the Track-IT behaviour system during the year, as envisaged by the School Development and Improvement Plan. Governors were advised about the issues raised around introducing a reward or sanction tracker system, and that there had been more pressing school development issues on which limited time available could be concentrated. The committee asked for case studies to be presented in the new school year showing how the school uses rewards and the challenges around using rewards.

### **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.

The Safeguarding and Inclusion committee monitored the action plan arising from the S175 self-assessment audit completed during 2021. The S175 self-assessment audit for 2022 was to be presented to the Full Governing Body in October, as it had not been completed before the final meeting of the school year.

The Safeguarding and Inclusion committee received a report upon an audit of the school Single Central Record (SCR) and HR files which was conducted by an external auditor in July 2021. The auditor concluded that a robust system was in place and made only minor recommendations, such as requiring candidates for employment to sign their application forms at interview.

Governors were informed that the SCR was also inspected as part of the OFSTED inspection in September 2021, and no concerns were raised. OFSTED judged the safeguarding arrangements at the school to be effective.

### **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 identified by a fire risk assessment undertaken in 2021. Governors acknowledged and thanked the local authority for their financial support in bearing the brunt of the cost of these works. The works included :
  - The installation of fire break doors above corridors.
  - A major upgrade to the fire alarm as the existing alarm had reached full capacity.
  - Remedial work to fire doors.
- 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 2021 to March 2022 cycle were carried out and that records of such inspections are retained in the school's property logbooks. Some of those inspections fell fractionally outside the normal cycle of inspection due to contractor issues with COVID-related staffing absence. In these cases, new visits were booked at the earliest possible opportunity.
  - All required remedial works that arose from those inspections that fell in the 2021-22 year were carried out within the recommended period notwithstanding some delays caused by contractor staffing absence and some extended delivery times for parts.

### **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 4 Looked After Children in the school
  - There were 14 Previously Looked After Children in the school
  - No pupils were currently in family care
- Governors were informed that the Birmingham Virtual School (which oversees provision for Looked After Children) had rated Kings Heath Primary as green – the top grade available - on their Red / Amber / Green system for grading schools.
- The school was granted a renewal of the determination that the school should be exempt from the requirement to hold a daily act of worship which is wholly or mainly of a broadly Christian character. The application for this renewal had been made in spring 2021, but the Standing Advisory Council on Religious Education (SACRE) had been unable to meet to consider this application before the end of the 2020-21 school year.

- The Full Governing Body reviewed the findings of a parent questionnaire conducted by OFSTED in connection with the inspection of the school in September. There were 149 responses, which the inspectors judged to be a good return for the questionnaire. The key findings were as follows :
  - 98 % of respondents agreed (with 72 % strongly agreeing) that their child is happy at the school.
  - 99 % of respondents agreed (with 86 % strongly agreeing) that their child feels safe at the school.
  - 95 % of respondents said they would recommend the school to another parent.
  - However, 22 % of respondents disagreed that the school makes them aware of what their child learns during the year. The Head Teacher advised that the website would be changed in the light of this finding and the weekly newsletter would henceforth showcase learning from the previous week.
  
- During the summer term, the Full Governing Body reviewed the results of a Pupil Voice exercise which was based upon the standard OFSTED questionnaire. This survey involved 18 children, ranging from Year 2 to Year 6. The key findings were as follows :
  - 84 % of pupils said they enjoyed school all the time or most of the time.
  - 78 % of pupils agreed or strongly agreed that teachers listen to what they say in lessons.
  - 88 % of pupils agreed or strongly agreed there is an adult in school they can talk to if something is worrying them.
  - 67 % of pupils stated bullying does not happen. A further 17 % said it happens and teachers are really good at resolving it.
  - 72 % of pupils said they feel safe in school all or most of the time.
  - 83 % of pupils agreed or strongly agreed that the school encouraged them to look after their physical health.
  - 93 % of pupils agreed or strongly agreed (80 % strongly agreed) that the school encourages them to respect people from other backgrounds and to treat everyone equally.
  - 86 % of pupils would recommend the school to a friend moving to the area.
  
- During the summer term, the Full Governing Body received a report on plans for improving the school environment. The Head Teacher highlighted an initiative to improve the environment, by decluttering physical spaces and creating spaces more conducive to teaching and learning. For some children, a busy environment does not help support their behaviour. The school had gathered good practice ideas from two recent visits to other schools. One plan involved showcasing the school curriculum by wall displays. This will enable the sequencing of the curriculum to be very evident to any visitors as they walk through the school. Governors commended how the Key Stage 1 library / intervention space had been transformed in line with these principles.

## **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 :

- In November, the Head Teacher reported to the Finance, Staffing and Premises Committee upon the structure of the performance management targets being given to staff for the school year and the planned introduction of subject co-ordinator roles.
- In February, the Head Teacher provided the Finance, Staffing and Premises Committee with a full report on the new structure of roles and responsibilities within the school, involving senior leaders, middle leaders / Teaching and Learning Responsibility role holders and the new subject /area co-ordinators.
- The Pay Committee scrutinized the performance management process conducted during the previous school year. Governors were satisfied that a robust, thorough and equitable assessment process had been completed and accepted the school's performance management recommendations.

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

### **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.
- A Best Value statement indicating how the school follows the Best Value principles of Challenging, Comparing, Consulting and Competing.

In July, the official end of year balances for 2021-22 which had been declared by the local authority were reported to the governors. Kings Heath Primary had recorded annual funding of £3,393,787 and recorded annual expenditure of £3,561,623. This means that the school had an in-year deficit of £167,836.

Kings Heath Primary had started the 2021-22 financial year with a cumulative deficit of £4,254. The in-year deficit of £167,836 therefore increased the cumulative deficit to £172,090.

The school budget for the 2022-23 financial year envisaged a further in-year deficit of £87,099. The strategic forecast accompanying the budget envisaged this deficit rising to £216,915 in 2023-24 and £394,119 in 2024-25.

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. The Head Teacher reported school roll numbers to each Full Governing Body meeting and the latest position on vacancies. Nonetheless, governors noted the Strategic School Business Manager's advice that even if the school were full, the additional funding would not be sufficient to close this deficit.
- 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. Governors therefore consistently pressed the school to resist any out of area placements for children with complex needs unless funding to meet the costs of provision accompanied the placement.
- A restructuring committee was appointed in December to review the options for addressing the deficit. This committee approved and oversaw a consultation upon, followed by the implementation of, a restructuring programme beginning in the summer term.

### **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 one notable weakness pertaining to the setting of future balanced budgets. It declared this is the current highest priority for governors and school management.
- **School fund audit**  
The School Fund was formally audited by an external auditor. The audit report was presented to the Finance, Staffing and Premises Committee in February. The auditor made no recommendations from the audit. Governors noted the auditor's view that the accounts for the period 30 March 2020 to 31 March 2021 gave a true and fair view of the income and expenditure account.  
  
Governors noted there remained an outstanding best practice recommendation arising from the self-evaluation conducted during the previous year. This was to establish formal written procedures for the school fund. These written procedures were to be prepared and presented to governors for approval during the 2022-23 school year.
- **Local authority audit**  
The local authority conducted an audit of school finances and procedures in June. The report was submitted to the Full Governing Body in July, but the Finance, Staffing and Premises committee



was asked to consider the recommendations in detail before the school responded to the audit report.

The audit report made twenty recommendations. The principal issues identified for management were as follows :

- To continue working closely with the local authority and implement plans to address the school's financial deficit.
- To strengthen financial reporting in relation to monitoring reports and cumulative expenditure.
- To strengthen the purchasing controls including use of verbal orders, segregation of duty, receipt of goods and the management of the virtual card.

### **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 received a report outlining the school's strategy for using Pupil Premium funding in 2021-22. 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 review of how far the strategy had been achieved, scheduled for the summer term, was deferred until the autumn.

Governors were advised during the year that the percentage of disadvantaged pupils participating in school clubs matches the percentage of disadvantaged pupils within the school. This shows the impact of using Pupil Premium funding to target club placements for certain families.

- **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 2021-22 and 2022-23 are shown within the tables below :

<b>KINGS HEATH PRIMARY SEND FUNDING AND PROVISION COSTS 2021-22</b>			
<b>Category</b>	<b>Funding</b>	<b>Provision costs</b>	<b>Variation</b>
Resource Base places	135,011	195,806	-60,795
Other EHCP / SSPP pupils	119,983	258,948	-138,965
SEN K++ pupils	69,450	100,007	-30,557
Allocation of notional SEN budget	336,214	421,446	-85,232
<b>Totals</b>	<b>660,658</b>	<b>976,207</b>	<b>-315,549</b>

<b>KINGS HEATH PRIMARY SEND FUNDING AND PROVISION COSTS 2022-23</b>			
<b>Category</b>	<b>Funding</b>	<b>Provision costs</b>	<b>Variation</b>
Resource Base places	115,992	182,085	-66,093
Other EHCP / SSPP pupils	113,089	236,283	-123,194
SEN K++ pupils	73,502	117,237	-43,735
Allocation of notional SEN budget	345,781	363,605	-17,824
<b>Totals</b>	<b>648,364</b>	<b>899,210</b>	<b>-250,846</b>

These reports demonstrated that in 2021-22, SEND provision costs exceeded funding by £315,549. Kings Heath Primary had an in-year financial deficit of £167,836.

In 2022-23, SEND provision costs are expected to exceed funding by £250,846. When the 2022-23 school budget was approved, there was a forecast in-year deficit of £87,099.

Governors were informed that the Senior Officer at the Birmingham Special Educational Needs Assessment and Review service (SENAR) has acknowledged that the funding formulae for the Resource Base and general special needs does not work well for Kings Heath Primary. This is because the funding is designed for a Resource Base where pupils with similar disabilities are grouped together in separate rooms, whereas at Kings Heath Primary the provision is fully accessible and fully integrated with mainstream provision throughout the school.

### **OTHER FINANCIAL MATTERS**

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

- The Strategic School Business Manager presented regular reports on premises matters and related expenditure to the Finance, Staffing and Premises Committee.
- The Full Governing Body reviewed pupil numbers and vacancies at each meeting. The number of pupils within the school rose from 627 reported in October (twenty-seven vacancies) to 649 (five vacancies) in July. Governors noted the local authority briefings that changing demography and falling birth rates were affecting primary schools throughout Birmingham, with the number of places available exceeding the number of children requiring places.
- Governors regularly reviewed cost projections for returning to a five-day school week. During the autumn term, the Finance, Staffing and Premises received these reports. From the spring term onwards, this formed part of the Restructuring Committee's work. In September 2019, Kings Heath Primary had implemented a 4 ½ day school week, primarily for financial reasons. However, governors believed that returning to a five-day week would be the optimum future direction for the school, provided this could be achieved in a financially sustainable manner. Governors also took note of the following points :
  - OFSTED inspectors commented unfavourably upon the 4 ½ day school week in September 2021 and stated that closing the school early on Fridays may have contributed to limited curriculum coverage.
  - The Schools White Paper published by the government in March 2022 stated that all mainstream state-funded schools will be expected to be open for a minimum of 32.5 hours per week by September 2023 at the latest.

The restructuring programme announced in the summer catered for a return to a five-day school week from the start of the 2022-23 school year.

- In the autumn term, the Finance, Staffing and Premises committee received a report on catering provision following the appointment of a new catering contractor. The number of pupils taking school meals had increased and there was general agreement that the quality of meals offered had improved. However, there were unresolved issues around the school continuing to bear responsibility for administrative and system management procedures which could not be handled by the new contractor's systems.
- In the summer term, governors were advised of serious problems created for the school by the implementation of new Birmingham City Council Finance / HR systems. The extent of these problems across the city had been so extensive that they had featured in both the local and national press. The Strategic School Business Manager advised that the new procedures had added significantly to the workload of all schools that rely upon the local authority to pay their bills.
- The Finance, Staffing and Premises committee reviewed and discussed ideas, possibilities and implications concerning how the vacant former Caretaker's house might be used.

- The Finance, Staffing and Premises committee reviewed purchase card procedures and practice in connection with the purchase card expenditure policy.

### **BENCHMARKING AGAINST OTHER SCHOOLS**

One governor prepared and presented a comprehensive benchmarking report based upon nationally published school data for 2020-21. 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 key benchmarking findings are as follows :

- Kings Heath Primary total income per pupil was relatively low - the 12th lowest of the 15 “similar” schools, and 10th lowest of the 12 local schools in 2020-21.
- Kings Heath Primary’s total spending per pupil increased relative to other local schools in the first year of the pandemic. This may reflect how the school remained open to many children of key workers during the lockdown periods.
- Kings Heath Primary spending on staff was low relative to “similar” schools in 2020-21, as well as compared to local schools in 2019-20. Kings Heath Primary’s per pupil spending on all staff was the third lowest of the 15 “similar” schools in 2020-21. It was in the middle of the local schools in 2020-21, although this was due to high supply spending – it had spent the second least per pupil in 2019-20.
- Kings Heath Primary has a relatively high number of pupils per teacher - teaching staff spending has risen since 2017-18, despite the Full Time Equivalent (FTE) of teachers having fallen since 2016-17. The number of pupils per FTE teacher was high relative to local and “similar” schools in 2020-21.
- The number of Teaching Assistants (relative to the size of the school) and per pupil spending on Teaching Assistants, was low relative to “similar” schools but not relative to local schools – although Kings Heath Primary’s education support staff spending has fallen every year since 2016-17, along with the FTE of Teaching Assistants. Governors were advised that Kings Heath Primary used to appear extremely lean compared to local schools but appears less lean now. This may reflect how other Birmingham schools have reduced their expenditure on teaching assistants in recent years.
- Kings Heath Primary’s per pupil spending was particularly low on education support staff compared to “similar” schools, but not compared to local schools. The number of pupils per FTE Teaching Assistants was high relative to “similar” schools in 2020-21 (third highest of 15) but not relative to local schools (eighth highest of 12 schools).
- Compared to the “similar” schools and local schools, Kings Heath Primary’s per pupil spending in 2020-21 was particularly high in cleaning and caretaking and administrative supplies. Governors thought this may reflect how the school remained open to many pupils during the early months of the pandemic. Other schools made savings by either closing completely or only opening to a handful of pupils.
- Kings Heath Primary’s per pupil revenue reserve was relatively very low – it was the lowest of the 15 “similar” schools in 2020-21 and second lowest of all the local schools. Only Moseley Church of England Primary had a lower per pupil revenue reserve.

## **PART 3. SPECIAL PROJECTS DURING 2021-22**

### **3A. RESPONDING TO THE OFSTED INSPECTION REPORT**

On 22-23 September 2021, OFSTED conducted a short inspection of Kings Heath Primary. Despite identifying many positive points about the school, inspectors identified various areas of concern, principally focussed on the curriculum and phonics teaching. The inspectors were not confident that, if a full inspection had been conducted, the school would have retained its' inspection grade as a GOOD school. Therefore, the inspection outcome was that Kings Heath Primary should receive a full inspection at some point during the 2022-23 school year.

The inspection report featured clear next steps for where improvements were required. These included the following points :

- A. Leaders have not ensured that the curriculum is well planned and sequenced in all subjects. Leaders should ensure that curriculum plans set out clearly what pupils should know and understand so that pupils' learning builds on what they already know.*
- B. Subject leadership has not been a priority. Leaders should prioritise support for subject leaders to develop in their roles.*
- C. Leaders should ensure that revised curriculum plans are ambitious and that all staff insist on the highest standards of pupils' work, particularly in writing.*
- D. Leaders should ensure that a consistent phonics scheme is implemented across early years and Key Stage 1 and that effective support is provided for those pupils who struggle to read fluently in Year 2 and beyond.*
- E. Leaders should take action to improve attendance for disadvantaged pupils.*
- F. Leaders' decision to close the school early on Fridays may have contributed to limited curriculum coverage. Leaders and those responsible for governance should urgently review this decision so that pupils experience the full breadth and depth of the national curriculum.*

Following this inspection, it became a priority matter for the governing board to ensure that the required improvements identified by OFSTED were implemented.

#### **SCRUTINY OF CORNERSTONES MAESTRO PACKAGE**

Governors closely scrutinized the introduction of the Cornerstones Maestro package, which formed one major feature of the curriculum development work required by OFSTED.

The Head Teacher delivered a presentation on Cornerstones Maestro to the Teaching, Learning and Curriculum committee after the school had purchased the package. This presentation included the following key points :

- This package had been purchased to support the curriculum delivery with a specific focus upon geography, history, art and Design & Technology.
- The scheme would provide the school with a coherent structure where vocabulary, skills and knowledge are clearly mapped out, and where a learning sequence can be demonstrated from nursery to Year 6. The package would provide lesson plans, although they would have to be adapted in places as scaffolding supports for children with special educational needs or those working at greater depth.

- The foundation of the Cornerstones package is a collection of projects that can be selected for children to follow over the course of a half-term. A project will be selected for each year group. Sample projects shown to governors included the “Invasion” project on the Anglo-Saxon period, “Dangerous Dinosaurs”, “Exploring autumn”, “Starry night” and “Winter wonderland”. Within each project there are a series of lessons and resources which provide everything needed to teach this project.
- There is key vocabulary associated with each project which can be cut out and displayed, and home learning materials which could be issued by email. Knowledge organizers cover everything that children will learn through this project during the half-term. The knowledge organizers can be sent home to families to share what children are learning in school. There is a book list linked with each project alongside a list of practical resources that can be used. There are also links to the White Rose planning materials already used within the school for maths teaching.
- The “Cornerstones” name is derived from the four elements within each project which collectively provide the cornerstones of learning :
  - **Engage.** The engagement element aims to inspire children and provide a way into a project which will excite them about the content. Ideas might include holding a theme day in school or making a visit somewhere.
  - **Develop.** Over the next two weeks, lessons aim to develop children’s understanding of the project topic.
  - **Innovate.** There will then be a chance for children to employ the knowledge and skills that they have learned.
  - **Express.** The project will conclude with some form of performance. This might be within an assembly, or perhaps through showing something to a different class.
- The “Curriculum Pro” feature within the software is designed to support subject leaders in any discussions with stakeholders such as inspectors. The facility allows leaders to map out why topics have been chosen and/or adapted and thereby serves as an aide memoire that can help later conversations.
- There is a “View progression” facility within each lesson. This link enables teachers to see what was taught on this topic in previous years, or what will be taught in the following year. This provides some form of support for children working below age related expectations.

As the Cornerstones package was implemented, governors were keen to gauge how it was being received and whether these outlined objectives were being achieved.

The Head Teacher reported to the Teaching, Learning and Curriculum committee on feedback from teachers about working in the classroom with Curriculum Maestro. Key points were as follows :

- There was initially some unease about using this new system, and there were definitely some teething issues which caused frustration. For example, there were resources challenges and additional planning requirements to implement the package. Resourcing issues concerned having insufficient materials to complete some tasks with the whole class.
- Nonetheless, staff could see the purposes for which this package had been introduced and how this would benefit the school. A key package strength identified was how it supports subject knowledge. Art for Year 5 was cited as a notable example. Overall, the package demonstrates how the expected standards of curriculum knowledge have been raised – staff have had to build up their own subject knowledge before delivering lessons.

- A very strong point was that children were loving how they are being taught using these new topics. Year 1, for example, have particularly embraced the “hook” or “wow” days which are used to introduce each new topic.

The Full Governing Body received the results of two pupil voice surveys concerning the reception of Cornerstones Maestro. In the spring term, the Head Teacher canvassed views of Year 1 pupils on Cornerstones. The main findings were as follows :

- There had been a positive response to the half-termly topics.
- Children were proud of their project books and able to recall learning from the autumn term based on their project books.
- Children also took pride in the handwriting lines which were introduced to support better writing after comments in the OFSTED inspection about pupils not taking pride in their work. The Head Teacher advised that the school plans to introduce handwriting lines into English books from September following this successful innovation.

During the summer term, the two history subject co-ordinators performed a wider survey of pupil views concerning history topics. For this survey, a range of pupils in Years 1, 2, 3, 4 and 6 were questioned. Sample questionnaires, showing pupil responses, were circulated to governors. The key findings were as follows :

- Pupils spoke very positively and enthusiastically about the history topics covered so far on the new Maestro curriculum.
- Children spoke confidently and demonstrated good historical knowledge and vocabulary.

### **SCRUTINY OF NEW PHONICS SYSTEM**

The Teaching, Learning and Curriculum committee closely scrutinized the introduction and deployment of the Little Wandle phonics system within the school. This accredited system was chosen to meet the OFSTED requirement for a consistent phonics scheme to be used across Early Years and Key Stage 1.

This committee received a presentation from the Assistant Head Teacher for Early Years on phonics and reading development, including the tools being used to support Little Wandle and early reading. These tools included the following items :

- The Little Wandle Letters and Sounds Revised placement assessment. This is a mark and record sheet for teachers to assess whether each child in their class has mastered the letters, sounds and words expected at each phase of their time in Reception and Year 1.
- Class assessment heat sheets. The individual record sheets can be summarized to show the percentage of expected letters and sounds attained by each child. The overall score is broken down on the heat sheet into percentages for Grapheme Phoneme Correspondences (GPCs), decodable words, tricky words and sentence words. The heat sheet is colour coded to highlight children who need extra support. Attainment percentages below 80 % are shown in pink boxes, to indicate some intervention is required. Percentages below 60 % appear in red, to indicate significant intervention is necessary.
- The weekly grid for a year group. This shows the GPCs and words to be taught each week, along with those to be reviewed and revisited.

- The subject rapid action plan for English. This expands upon the School Development and Improvement Plan with a specific focus on English/phonics actions and timescales.

Governors received the phonics review reports prepared by a consultant for the Little Wandle Phonics scheme, following visits made in March and June. These reports confirmed that the new scheme was working well but highlighted where further development was required. Governors were informed that the Little Sutton hub (which, together with the Wandle Trust, developed the Little Wandle scheme) will be providing further support for the implementation of the phonics scheme.

Governors welcomed the encouraging reports on the positive impact of the Little Wandle scheme. However, governors noted that the success and impact of the Little Wandle scheme thus far had been heavily dependent upon the effort and availability of support staff. All support staff had been released to work in Early Years for half an hour at the start of the day. This inevitably created some gaps at the top of the school. Another consequence was that support staff absences created significant problems with the continuity of this initiative.

The Teaching, Learning and Curriculum committee received reports on other work to support reading development in addition to the new phonics scheme. This included the following items :

- The Reader of the Week will be celebrated using a decorative take home bag and displayed in classrooms. The pupil to receive this award will not necessarily be the one with the highest attainment levels, as the award might be made for progress and/or effort.
- An audit across all of Key Stage 2 into the practice of teaching reading was conducted during the summer term. This highlighted plenty of very good practice and where greater consistency was required. This audit highlighted how very few Key Stage 2 pupils are being specifically taught how to read unless they are receiving SEND interventions.
- The school identified the weakest 20 % of readers within each cohort, so that support – including phonics interventions for children in Key Stage 2 where appropriate – could be provided.

### **SCRUTINY OF SUBJECT CURRICULUM PLANNING**

The Teaching, Learning and Curriculum committee monitored the development of subject curriculum plans which OFSTED had identified as a key required improvement. Scrutiny included examining the following documents :

- The overall school curriculum statement of intent
- Geography curriculum plan
- History curriculum plan
- Personal, Social and Health Education (PSHE) curriculum plan
- Science curriculum plan

Governors noted that all the subject plans follow a common layout :

- A statement of subject intent, which largely paraphrases the intentions defined by the national curriculum.
- A statement of subject goals and an overview of the subject at each Key Stage or year group.
- Curriculum map of topics covered by each year group.
- Detailed tables setting out the sequential progression of knowledge and skills covered by each year group.



- Coverage of Key Performance Indicators (KPIs) by year group and topic.
- Vocabulary development by year group.

### **OTHER WORK IN RESPONSE TO THE OFSTED INSPECTION**

The Teaching, Learning and Curriculum committee met the School Improvement Advisor, Marilyn Mottram, who had been appointed to support the school following the OFSTED inspection. The purpose of this meeting was to discuss school improvement priorities arising from the OFSTED inspection. Key points arising from this meeting were as follows :

- Subject leadership roles must be developed. Within the OFSTED inspection framework, there has been a shift away from heavy emphasis upon the core subjects to a broader focus upon foundation subjects and the leadership of subjects. There has been a corresponding shift in assessment. Previously, inspectors would place great emphasis upon the end of Key Stage results in SATs tests. Now, inspectors are examining the quality of teaching and learning and the use of assessment against the curriculum.
- The School Improvement Advisor thought that the packages obtained by the school provided a helpful starting point for curriculum development. However, the packages must be tailored toward the children being taught and there will be a need to know how the curriculum is being assessed and how well it is working. The Advisor thought the method used to justify whether children are making progress will need to change, as OFSTED will not use internal data. Assessment will need to look at how children are learning. In practice, this will mean “deep dives” into subjects, talking to children and looking at their books.

### **3B. DESKTOP REVIEW OF SCHOOL GOVERNANCE**

The OFSTED inspection outcome prompted the governing board to invite a review of their operations by an external advisor. The board accepted an offer from Alison Hicks, Governance Oversight officer at Birmingham School and Governor Support, to conduct a desktop review of school governance. Her analysis was based upon governing body minutes, the Governance Statement for 2020-21, the governor skills audit and other significant documents.

The key findings of the desktop review were as follows :

- There is good attendance at meetings with good governor participation and questions are of a good quality.
- Governors have engaged with stakeholder views through input into the parental survey and its subsequent outcomes along with the staff wellbeing survey. Minutes also indicated a focus on staff morale.
- Policies are given due attention and scrutiny before approval.
- Governors received very clear feedback from the Head Teacher as to how improvements identified by OFSTED will be approached. The action plan provides a clear basis for the governing board’s monitoring activities.
- There were many examples in the Full Governing Body and committee minutes of relevant questions being asked with challenge to hold the Head Teacher to account.
- The board has an independent Clerk who keeps up to date with current practice. Agendas contain all required elements of governance practice. The minutes are very well written and clear for

someone to read who has not attended the meeting. The Clerk provides the board with advice and guidance.

- There is a span of experienced governors as well as newer governors to bring a fresh outlook.
- The Governing Body is meeting its statutory responsibility to publish governance arrangements on the school's website.
- There are clear arrangements in place for the monitoring of the school development and improvement plan through the committee structure.
- Governors visit the school and present reports to the governing board.

## **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 :

- Actions being taken to improve the attendance of disadvantaged pupils.
- Whether the Pupil Premium children portraits, created a few years ago to support transition between classes, were still being used or if this had been lost through lockdown periods.
- Staff well-being and morale, and actions taken to follow up on the staff well-being work undertaken during 2020-21.
- The provision for collective worship in form time and at whole school level and how the school uses the Birmingham Agreed Syllabus for Religious Education.
- Efforts to promote inclusion through buying picture books which show a wider range of relationships.
- Work to identify children in the lowest quintile for reading attainment within each cohort.
- The Cornerstones Maestro assessment system and how that can be used to gather information on the progress and attainment of disadvantaged pupils.
- How some children were still struggling with the return to school after lockdown, and how the lockdown period had exacerbated any existing problems.

### **4B. GOVERNOR TRAINING**

Governors were offered the opportunity to attend training sessions funded by the Department for Education and delivered by Entrust Support Services. One governor attended the following sessions :

- School resource management
- Benchmarking

### **4C. OTHER STATUTORY RESPONSIBILITIES AND RECOMMENDED BEST PRACTICES**

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

- Allergy, anaphylaxis and asthma
- Anti-bullying
- Appraisal
- Attendance
- Behaviour and discipline
- Best Value statement
- Birmingham Curriculum Statement

- Business Continuity Plan
- Charging and Remissions
- Code of conduct – Support staff
- Code of conduct – Teaching staff
- Collective worship
- Complaints
- Critical incidents plan
- Data protection
- English
- Equalities scheme
- E-safety
- First aid
- Freedom of Information
- Gifts & Hospitality
- Governor code of conduct
- Governor virtual attendance policy
- Health and safety
- Looked After Children
- Maths
- Pay policy
- Purchase card expenditure
- Redundancy procedure
- Relationships and Health Education
- Safeguarding and Child Protection
- Security
- SEND
- Supporting children with medical conditions
- Teaching and learning policy
- Volunteering
- Whistleblowing & Serious Misconduct
- Workload

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

- Asbestos
- Child abduction
- Fayres, fêtes, events
- Kitchen and catering
- Multi-Use Games Area (MUGA)
- Nature and pond
- Out of hours clubs
- P.E. equipment
- Playgrounds
- Slips, trips and falls
- Sports Day
- Toilets and bathrooms

- Volunteers
- Working at height

#### **4D. OTHER GOVERNOR CONTRIBUTIONS**

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

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

## PART 5. GOVERNING BODY MEMBERSHIP AND ATTENDANCE RECORDS 2021-22

### 5A. GOVERNING BODY MEMBERSHIP

<b>Name</b>	<b>Governor category</b>	<b>Start of term</b>	<b>End of term</b>
Adams, Mrs Jill	Co-opted	01/09/2019	31/08/2023
Bishop, Dr Beth	Co-opted	17/07/2019	16/07/2023
Brownsword, Mrs Fiona	Co-opted	22/05/2019	21/05/2023
Clabon, Mr Paul	Co-opted (staff)	01/09/2019	31/08/2023
Clark, Mr Marcelo	Co-opted	01/09/2019	31/07/2022
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	19/06/2019	18/06/2023
Holmes, Mrs Liz	Co-opted	19/03/2022	18/03/2026
Naven, Mrs Michelle	Co-opted (staff)	01/09/2019	31/08/2023
Spencer, Miss Claire	Local authority governor	17/12/2018	16/12/2022
Way, Mrs Rebecca	Elected staff governor	01/03/2021	28/02/2025
Webb, Mr Robin	Parent governor	10/05/2019	09/05/2023
<b><u>Resignations / departures during the year</u></b>			
Greenburgh, Mrs Judith	Co-opted	14/07/2020	04/01/2022

Mrs Holmes served as a parent governor from 19 March 2018 to 18 March 2022 and was co-opted at the end of her parent governor term. Mr Clark resigned from the governing body at the end of the school year. Following this resignation, at the end of the school year there were vacancies for two co-opted governors, and for one parent governor. An election to fill the parent governor vacancy was to be held early in the autumn term.

## 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

<b>Name</b>	<b>Attended</b>	<b>Called</b>	<b>Apologized</b>	<b>Attendance %</b>
Adams, Mrs Jill	2	6	4	33%
Bishop, Dr Beth	6	6	0	100%
Brownsword, Mrs Fiona	4	6	2	67%
Clabon, Mr Paul	6	6	0	100%
Clark, Mr Marcelo	6	6	0	100%
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%
Holmes, Mrs Liz	5	6	1	83%
Naven, Mrs Michelle	5	6	1	83%
Spencer, Miss Claire	5	6	1	83%
Way, Mrs Rebecca	6	6	0	100%
Webb, Mr Robin	6	6	0	100%
<b>Resignations / departures during year</b>				
Greenburgh, Mrs Judith	1	2	0	50%

All meetings were quorate. Three meetings were held remotely.

### Finance, Staffing and Premises Committee

<b>Name</b>	<b>Attended</b>	<b>Called</b>	<b>Apologized</b>	<b>Attendance %</b>
Adams, Mrs Jill	5	5	0	100%
Bishop, Dr Beth	5	5	0	100%
Clark, Mr Marcelo	5	5	0	100%
Colbourne, Mrs Penny	5	5	0	100%
Court, Mr Mark	5	5	0	100%
Coxsey, Ms Gemma	5	5	0	100%
Hand, Professor Michael	4	5	1	80%
Webb, Mr Robin	3	5	1	60%
<b>Resignations/departures during year</b>				
None				

All meetings were quorate. One meeting was held remotely.

### Safeguarding & Inclusion Committee

<b>Name</b>	<b>Attended</b>	<b>Called</b>	<b>Apologized</b>	<b>Attendance %</b>
Brownsword, Mrs Fiona	3	3	0	100%
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%
<b><u>Resignations / departures during year</u></b>				
None				

All meetings were quorate. Two meetings were held remotely.

### Teaching, Learning & Curriculum Committee

<b>Name</b>	<b>Attended</b>	<b>Called</b>	<b>Apologized</b>	<b>Attendance %</b>
Clabon, Mr Paul	4	4	0	100%
Colbourne, Mrs Penny	4	4	0	100%
Court, Mr Mark	3	4	0	75%
Hand, Professor Michael	4	4	0	100%
Holmes, Mrs Liz	4	4	0	100%
Naven, Mrs Michelle	1	4	1	25%
<b><u>Resignations / departures during year</u></b>				
Greenburgh, Mrs Judith	0	2	1	0%

All meetings were quorate. One meeting was held remotely.



## **5C. GOVERNING BODY OFFICERS 2021-22**

Chair of Governors : Michael Hand  
Vice-Chair of Governors : Beth Bishop

### **Chairs of Committees**

Finance, Staffing & Premises : Marcelo Clark  
Safeguarding & Inclusion : Claire Spencer  
Teaching, Learning & Curriculum: Liz Holmes

### **Statutory/other link governor roles**

Safeguarding governor : Claire Spencer  
SEND governor : Liz Holmes  
Vulnerable pupils : Beth Bishop  
Staff well-being : Penny Colbourne  
Equalities : Michael Hand

The Governing Body of Kings Heath Primary School

September 2022