



Grange Farm Primary School

Governance Statement 2020/21

Annual governance statement for the Governing Body of
Grange Farm Primary School

Updated Autumn 2021

Further details of the matters found in this statement are contained in a series of topics-specific documents, including the Self Evaluation Form School Development Plan and Governor minutes.

Ofsted rating December 2016 - 'Good' in all areas

1 Roles of the Governing Body

The governing body of Grange Farm Primary School conducts its business to take account of the three roles of the governing bodies as outlined in the Governors' Handbook:

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

The day to day management of the school is the responsibility of the headteacher and senior leadership team.

The governing body also ensures that the school complies fully with statutory safeguarding procedures and the last external audit by the LA safeguarding team confirmed and celebrated the robust practice in evidence at Grange Farm identifying no significant areas for improvement. All staff have signed a record to confirm they have read Part 1 of the DfE statutory guidance "Keeping Children Safe in Education" as well as policies on safeguarding, e-safety, whistleblowing and data protection. The governing body has familiarised itself with the documents and work with the safeguarding lead in school to complete the annual safeguarding audit.

2 The strategic direction of the school

In December 2016, Ofsted acknowledged that *'The school has rapidly improved because senior leaders and governors have rigorously tackled previous weaknesses. Leaders' and governors' continuing ambition to eradicate underperformance is translated into action and this means that the school continues to improve.'*

The school ethos communicates the high expectations governors have of the whole school community.

Achievement for all - nurturing all individuals to be caring, hardworking, independent, respectful and tolerant members of 'Team Grange Farm' who are proud of themselves and their school.

3 The composition of the governing body

The governing body re-constituted in March 2016 and comprises 13 governors in total. Every governor appointed to the governing body is appointed on the basis of the skills required to contribute to the effective governance and success of the school. The number of governors in each category is determined through the Instrument of Government and is currently:

Role	Members (re-election year)
Headteacher	Neil Winn (permanent)
1 elected staff governor	Liz Davis (Sept 2023)
2 elected parent governors	Christine d'Avoine (Aug 2024) Damien Barron (Mar 2025)
1 local authority governor	Cllr Katie Dye (Jun 2022)
6 co-opted governors	Michelle Whittaker (Sept 2022) Ben Farrar (Sept 2023) Amanda Nuttall (Nov 2024) Vacancy Vacancy Vacancy
2 foundation governors	Julie Davis (Jan 2025) - chair Rebecca Broughton-Read (Nov 2024)

4 Meetings of the governing body

The full governing body meets four times a year; all meetings are clerked by a trained professional clerk. There are also three governing body committees which have delegated authority. The committees are:

- Resources - finance, personnel and premises (meeting at least three times yearly)
- Pay/Performance Management (meeting at least twice yearly)
- Teaching, Learning and Pupil Support (meeting at least three times yearly)

5 Attendance at meetings

Governors have good attendance at meetings. Meetings have returned to face to face meetings rather than virtual meetings which were held due to the pandemic. Apologies for non-attendance are considered on an individual basis; governors are aware through the code of conduct that non-attendance, which included apologies not being accepted, will result in the removal of a governor six months from the date of first non-attendance. See the Governor Attendance Record document posted on the school website for details of individual governor's attendance at meetings.

6 Governing body priorities

The remit of the governing body and its committees

The governing body, senior leadership team and School Improvement Advisor completed a self-evaluation of the school in July 2020 taking into account the 2019 SAT results, the school's internal monitoring of pupil progress and attainment, changes to the assessment of pupils and the curriculum and the 2016 Ofsted report. Thorough self-evaluation informed the 2020-21 School Development Plan. This process was revisited in January 2021 due to the appointment of a new headteacher and the impact of lockdown due to the COVID-19 pandemic. This resulted in amendments to both the self-evaluation of the school and the corresponding School Development Plan.

The School Development Plan for 2020-21 identified the following key priorities:

Quality of Education - Teaching, Learning and Pupil Support committee

- Determine, through assessment, areas of learning and 'gaps in knowledge' caused by previous home learning and implement necessary actions
- Ensure pupils can decode, blend and comprehend using phonics to equip them for reading for understanding
- Accelerate the progress and attainment of pupils in reading so that it is at least in line with national standards
- Continue to embed a systematic and rigorous approach to the development of spoken language and the acquisition of tier 1 & 2 vocabulary
- Accelerate the progress and attainment of pupils in writing so that it is at least in line with national standards

- Accelerate the progress and attainment of pupils in mathematics so that it is at least in line with national standards
- Review and develop curriculum to ensure clear intent and improve teacher subject knowledge and delivery
- Implement assessment and feedback protocols which allows for rapid intervention and thus improved progress

Behaviours and attitudes - Teaching, Learning and Pupil Support committee

- Pupil attendance is in line with national figures including those which are classified as PA
- Pupils with significant SEMH barriers have effective support to reduce incidents requiring positive handling or FTE

Personal Development - Teaching, Learning and Pupil Support committee

- Pupils and staff receive appropriate support for their wellbeing in order to develop resilience and confidence
- Implementation of new PSHE and RSE curriculum

Leadership and Management - Resources committee

- Quality of teaching, assessment and feedback positively impacts on attainment and progress across the whole school
- Reduce teacher workload to enable staff to concentrate on ensuring high ambitions for all pupils

Early Years Provision - Teaching, Learning and Pupil Support committee

- To accelerate acquisition of children's language skills
- Through assessment identify the gaps in learning and implement the necessary actions
- To prepare for the introduction of baseline and new EYFS Framework in September

7 The effectiveness and impact of the governing body

The governing body completed a review of governance in Autumn 2020. The areas for improvement that have been identified on our governors' action plan are:

- To improve governor access and uptake of appropriate training through Leeds for Learning;
- To increase details of governing body content on the website and increase governor communication with parents.

8 Impact

Teaching, Learning and Pupil Support Committee

Quality of Education: Feedback and assessment policy adopted by governors with standardised assessments in place. Governors are aware of the current position of cohort (benchmarking assessments completed) and have understanding of methodology of assessment and how this will allow year on year comparison of progress and attainment. Phonics programme is established within the school with focus on early reading. The concepts of decoding and coding are used to accelerate the progress in writing in conjunction with continued work on spoken language. National standardised data for writing indicated that several year groups are now working at or above their (national) peers. Governors have received extensive information on the curriculum (including the introduction of the new EYFS Framework) and the move from themed lessons towards the teaching of discrete subjects.

Behaviours and attitudes: Governors are regularly updated with attendance data and the interventions that are in place to support pupil attendance. The work completed with Cluster has had a positive impact on the attendance of some pupils. The number of incidents requiring positive handling or FTE has decreased dramatically.

Personal development: Governors are aware of the support in place for both staff and pupils' wellbeing, including Place2Be, PlacetoTalk, The Beck, Education Support. Both the new PSHE and RSE curriculum are in place with delivery commencing in Autumn 2021.

Resources Committee

Leadership and management: Feedback and assessment policy adopted by the governing body. Routines operational across school with feedback informing pupils of their next steps and staff with their planning. Governors are aware of the changes to working routines to ensure a positive work life balance is maintained.