

Belgrave Primary School is fortunate to have a highly skilled and committed governing board that gets involved in the life of the school at all levels. They ensure that the school is properly managed in a way which conforms to the ethos of the school and always puts the interests of the children first. They support the Headteacher and staff with the management of the school and in establishing and maintaining high standards of education and behaviour. They meet termly as a full governing board and in committees for Curriculum and Ethos and for Finance and Resources.



This statement describes the many ways in which they have provided support and had a positive impact on the school over the last two years, which have been very challenging years for the school due to the COVID-19 pandemic.

The impacts focus on the three core functions of governance:

- 1) To ensure clarity of vision, ethos and strategic direction;
- 2) To hold executive leaders to account for the educational performance of the organisation and its pupils and the performance management of staff; and
- 3) To oversee the financial performance of the organisation and to make sure its money is spent in the best way possible.

This statement summarises their positive contributions from the following perspectives:

- Curriculum and Ethos;
- Health and Safety;
- Wellbeing;
- Finance and Resources;
- Governor Response to COVID-19; and
- Academisation.

CURRICULUM AND ETHOS

Here is a summary of the following ways in which governors have provided support and had a positive impact on the school from a Curriculum and Ethos perspective:

- Challenging and questioning pupil progress data. The gender attainment gap has also been discussed.
- Updates on this data were received over the course of the two years during meetings.
- Kept attendance at the top of the agenda with parents.
- School policies particular to the Curriculum and Ethos Committee had been reviewed and challenged by the Governing Board and updated accordingly, including the Virtual Meeting Policy;
- Governors had then adopted school policies ensuring the school sticks to a good quality curriculum and pupil safety;
- The termly Headteacher reports were reviewed and challenged appropriately by the Board;
- Governors completed focused visits to school. These visits help them give detailed feedback aimed at further improving the school.
- Reviewed and agreed the latest School Development Plan priorities
- Agreed to recommend to the full board how to allocate Department for Education (DfE) catch-up funding;
- PE guidance provided to PE Lead.
- Governors had met with staff virtually and provided an update on Pupil Premium, Sports Premium and Curriculum.
- Governors were confident that SEND pupils were tracked.
- Governors requested School Bus and ASP access;
- Governors had arranged a workshop on the Ofsted framework.
- Curriculum Link Governor had visited school and liaised with the maths subject leader.
- Considered budget implications of staffing and resources.
- Governor attended training and regularly liaised with the Religious Education (RE) subject leader to plan the curriculum.
 - Thorough review of the complaints policy in detail with Headteacher. Governors felt it was a robust and useful process.
 - Governor attendance at SEND Training for Governors.
 - Risk assessments continued to be reviewed and questioned.
 - DfE Catch up funding had been analysed.
 - Questions and challenge on recovery curriculum.
 - Discussion of longer-term planning and behaviour strategies.



HEALTH AND SAFETY

Here is a summary of the following ways in which governors have provided support and had a positive impact on the school from a Health and Safety perspective:

- Dedicated Health and Safety Governor who has attended Health and Safety training.
- Governors ensured that Health and Safety remained a priority and received regular updates on the latest guidance from the Headteacher and Clerk.
- Health and Safety issues had been identified and addressed, creating a safer environment for children to learn in.
- Reviewed the Health and Safety work that had been completed.
- Governors ensured school was Health and Safety compliant.

WELLBEING



Here is a summary of the following ways in which governors have provided support and had a positive impact on the school from a Wellbeing perspective:

- Dedicated Wellbeing Governor who regularly attends Wellbeing training.
- Governors were provided with an update on staff and pupil wellbeing.
- Link Governor for Mental Health was proposed.
- Mental health and wellbeing of staff and pupils was discussed.
- Governor support was given on several sensitive matters that had occurred during the past two years.
- Governors considered the responses from the staff questionnaire.
- The Wellbeing Policy was agreed and adopted.
- Governors responding quickly and working together as a team to support the school provided a lot of reassurance to staff.

FINANCE AND RESOURCES

Here is a summary of the following ways in which governors have provided support and had a positive impact on the school from a Finance and Resources perspective:

- Governors had scrutinised the budget, requested additional figures and asked challenging questions.

- Governors had changed the process of how they monitored budget to meet the requirements of the new SFVS.
 - Governors had attended training and provided feedback to the committee. This ensured compliance and held staff and leaders to account.
 - Governors recommended that a strategic review on sources of income was required.
 - Governors agreed to using Governor Hub and are now fully utilising it.
 - The use of Governor Hub has made the board more effective and efficient. The system enables Governors to easily share information, post comments and resolve matters in a much shorter timeframe.
 - Governors had reviewed and agreed school policies particular to the F&R Committee, including the Virtual Meeting Policy.
 - Governors ensured that the SFVS was submitted before the deadline.
 - Governors involved in the recruitment process for a new School Bursar and involved in facilitating a smooth transition.
 - The risk assessment had been thoroughly integrated by the Board.
 - Considered vacancies and skill gaps on the board which need to be addressed.
 - DfE catch up allocation agreed.
 - Governors had discussed a wider strategic review of the Board to share the workload. The board needed to ensure that they had a structure in place that was built for the future and fit for purpose.
 - Robust review of the finances.
 - Discussed income options.
 - Marketing of wrap around care with the view of increasing income.
 - Challenged on broadband prices.
 - Budget included a long-term strategy and planning ahead
 - Governors had provided support relating to staffing changes.
 - Governors had assisted with the recruitment of the SMO.
- Chair's attendance at Local Authority Budget Meetings.
 - Review of GDPR ensures security of pupil and staff information.
 - Reviewed the risk register.
 - Streamlining processes in line with recent training.
 - Consideration of Committee structures to ensure efficacy.



GOVERNOR RESPONSE TO COVID-19

The global COVID-19 pandemic has put additional pressure on schools over the last two years, so special mention has been made here of the different ways in which governors have provided extra support to the school in response to this crisis:

- The Chair was in regular contact with the Headteacher to provide support.
- Other governors also provided support as the last two years had not been typical.
- Governors supported staff anxieties relating to COVID.
- Supportive emails from Governors were hugely appreciated by staff.
- Governors had reviewed various versions of the risk assessment.
- The Board had reviewed and approved a Virtual Meeting Policy.
- The Board had adapted quickly to working remotely.
- Governors had questioned pupils' wellbeing and family need.
- Governors had reviewed the responses to the staff wellbeing survey in detail.
- Governors were in regular contact with school leaders to ensure that the wellbeing of staff was being treated as high priority.
- Governors who are also parents were looking at the remote learning via Class Dojo.
- Comments and feedback did make a difference, knowing that Governors understand the aims of the staff.
- Support with COVID challenges and guidance.
- Practical support in offering to attend meetings.
- Support was offered by Governors in messaging parents directly explaining that measures would keep pupils in school, which would back up any communications from school.
- Agreed to recommend to the full board how to allocate Department for Education (DfE) catch-up funding.
- Questions and challenge on recovery curriculum.

ACADEMISATION

This year the Governing Board is delighted to inform parents, carers and the wider community that after concluding their enquiries, including due diligence enquiries, and after engaging in robust discussions where views have been shared, opinions challenged and insights developed, Belgrave Primary School is very close to the end of the process of transitioning to an academy and becoming part of The Learning Trust.

All that remains to be done is for the final versions of conversion documents to be agreed and then formally approved and signed off by the Governing Board. The school is hoping to officially convert to academy status on 1st October 2021.

