

## **Annual Governance Statement for the Governing Body of Kessingland Church of England Primary Academy (a school within the Diocese of Norwich Education and Academies Trust) September 2020.**

In accordance with the Government's requirement for all governing bodies, the 3 core strategic functions of **Kessingland Church of England Primary Academy**'s Governing Body are:

1. **Ensuring clarity of vision, ethos and strategic direction;**
  2. **Holding the headteacher to account for the educational performance of the school and its pupils;**
  3. **Overseeing the financial performance of the school and making sure its money is well spent.**
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### **Governance Arrangements**

The Governing Body of **Kessingland Church of England Primary Academy** was founded on 1st September 2014 when the school converted from a Local Authority maintained school to an academy under the Diocese of Norwich Education and Academies Trust.

The Local Governing Body includes the Headteacher, 6 Trust Appointed Governors, 1 Staff Governor, 1 Parent Governor and 2 Associate Members. There are currently vacancies for 1 Parent Governor. The Trust appointed governors are appointed by the Diocese of Norwich Education and Academies Trust and are people who, in the opinion of the Trust and the governing body, have the skills required to contribute to the effective governance and success of the school.

The majority of our Governors have backgrounds within education and bring a wealth of local and community experience, including work with Young Carers. The Chair of Governors is a former Governor from London and has worked with within the Council's Children and Young People's service for over 20 Years.

Each Governor is assigned a curriculum subject and meets regularly with the subject lead.

The full Governing Body meets once each half term and also has four committees to consider different aspects of the school in detail.

Kessingland Church of England Primary Academy has a Resources Committee, which focuses on finance and premises; a Curriculum and Standards Committee, which focuses on academic achievement and attainment; an Ethos Committee, which provides a mechanism to monitor and develop activity and focus, in line with the school's Christian vision and a Strategic and HR Committee, which focuses on personnel matters, including pay and performance and other strategic matters. There is also a Headteacher's Performance Review Committee and other committees that meet if required to consider pupil discipline etc.

### **The work that we have done on our committees and in the governing body**

The Governing Body has had another busy year, focusing on school improvement and has spent considerable time assessing and considering the Academy's progress whilst introducing 'Remote Learning'. Governors have carried out monitoring visits which include learning walks, lesson observations and attending curriculum development meetings with subject leaders. Governors have attended school events including parents' evenings, Christmas performances and school trips.

A Governor panel has been involved in Headteacher performance management which includes target setting and review meetings. The Strategic and HR Committee reviewed staffing in the light of school development and within financial constraints.

The Curriculum and Standards Committee has monitored the development of the evolving curriculum and has spent a great deal of time supporting the School's Change Plans. Governors have also supported and validated the School Self-evaluation Plan. All Governors have access to key data (pupil achievement and progress) at both governing body and committee level, so that they can be sure that the school is on track to fulfil its ambitious targets for all pupils. The Headteacher consistently maintains pupil tracking systems and provides the Governing Body with regular updates on the progress of key groups of children. This means Governors are able to challenge the performance of some groups, where it may not meet targets.

Governors have information on the starting points of children at the start of the academic year and are able, therefore, to keep track of overall performance. Governors also challenge the Headteacher on how the Pupil Premium and Sports Premium funds are being used by the school and what impact this had on outcomes.

The Resources Committee has had a difficult year as the academy has had to work with a challenging budget. Academies, unlike Local Authority maintained schools, receive a monthly income from the EFA and must keep a balanced bank account.

The Vice Chair is the nominated Governor for Safeguarding. Considerable attention has been given to understanding the school's safeguarding procedures and comprehensive training has taken place.

One of the roles for the Governors is reviewing and agreeing school policies, and over the academic year, the governing body considered a number of key policies, including Behaviour Management and Safeguarding. The majority of the statutory policies are provided by DNEAT but the governing body has taken time to review the model policies provided and has been instrumental in the review process and dialogue with the Chief Executive of DNEAT with the Chair undertaking reviews prior to adoption by the Trust Board.

Last year the school welcomed back Ofsted and we were delighted that the Ofsted team agreed with the school's own self-evaluation, judging the school to be 'Good'. Although the school had to move to 'Remote Learning' in March, we are very quickly moving towards becoming an 'Outstanding' school.

Minutes of Governing Body and Committee meetings are public documents – members of the public can also ask at the school office if they would like to see any of the minutes of our meetings.