



## Annual Governance Statement for the Full Governing Body of Acklam Whin Primary School for 2021 Academic Year

### Autumn 22

The purpose of the Local Governing Body (LGB) is to provide strategic leadership, support and challenge to the school in order to create robust accountability, oversight and assurance for educational and financial performance. The three core strategic functions of Acklam Whin Primary School's Local Governing Body are:

- ensuring clarity of vision, ethos and strategic direction
- appointing the Head Teacher and holding them to account for the educational performance of the school and its pupils, and
- overseeing the financial performance of the school ensuring money is spent effectively to support school priorities and provide best value

<b>Governance Arrangements</b>	<p>In order to carry out the above roles and responsibilities, the FGB has defined and agreed a Code of Conduct which sets out the commitment and behaviours expected of all governors. All governors sign up to this Code on becoming a governor at the school and also sign annually at the start of each academic year.</p> <p>During 21/22 academic year, the FGB was made up of</p> <ul style="list-style-type: none"><li>a) 2 parent governors;</li><li>b) 2 staff governors (including the Acting Head Teacher);</li><li>c) 6 co-opted governors</li></ul> <p>Total number of governors 10</p> <p>School governors are volunteers and dedicate a significant amount of their time for the benefit of the children. Governors (aside from the Headteacher who has an ex officio role) are all appointed or elected, are independent and have equal status to each other. While governors may represent the views of their appointing body, they act first and foremost in the best interests of the school.</p> <p>The governing body appoints a professional clerking service that is responsible for arranging meetings, taking minutes and following up on all actions. The clerk also advises on procedural matters and plays a key role in the work of the governing body. During the academic 21/22 year, following a quotation process the school engaged Berry Education to provide our clerking and advice service</p>
<b>COVID 19 Response</b>	<p>During 20/21 academic year, the LGB's work program had to adapt to the additional challenges that have arisen due to the coronavirus pandemic.</p> <p>This has resulted in the coronavirus response being a key FGB priority. The FGB sought to support the school leadership team in navigating the extremely challenging impact on coronavirus through the initial, spring lockdown and beyond. Particular focus was given to overseeing the remote learning provision, creating a Covid-safe school environment and ensuring staff well-being. Governors have reviewed and overseen the risk assessment process.</p> <p>In 21/22 the FGB carefully monitored the ongoing impact of the pandemic on both pupil and staff absence and the impact on pupil outcomes.</p> <p>We continued to support school in implementing practices and procedures in relation to COVID-19 to ensure legal requirements are followed and school remains as safe as possible for staff and pupils – responding as required to changes in local and national legislation.</p>
<b>Structure of the Governing</b>	<p>The FGB, meets once per term (i.e. three times per annum). There are also separate committees for Raising Achievement, Finance Staffing and Premises and HT's Appraisal</p>

<p><b>Body</b></p>	<p>Each Governor is attached to a subject or aspect of the work of the school. This process has been refined during 21/22 with clear expectations for contact visits and monitoring.</p> <p>Governors have excellent attendance at meetings. The following link details the attendance of each individual governor at meetings:</p> <p><a href="https://www.acklamwhin.co.uk/key-information/attendance/">https://www.acklamwhin.co.uk/key-information/attendance/</a></p>
<p><b>Work Undertaken in 21/22</b></p>	<p>The HT was absent with Covid during Autumn 21 – and Mrs Suzie Prince (DHT) was appointed Acting HT. As the HT was unable to return to school and eventually resigned before an HR Investigation was completed, the Acting HT arrangement continued until December 22, then following a comprehensive recruitment process and interview Mrs Prince was appointed to the substantive HT position on 6<sup>th</sup> December 2022.</p> <p>The FGB has carefully monitored the school’s financial position so that it achieves a balanced budget and fulfils all statutory and legal requirements.</p> <p>Throughout 21/22 there was a comprehensive process to review and update all existing policies and introduce a number of new policies and systems to ensure school met all statutory and legal requirements.</p> <p>Governors have attended a variety of training courses including:</p> <ul style="list-style-type: none"> <li>• <i>Safer Recruitment Training</i></li> <li>• <i>Safeguarding Training</i></li> </ul> <p><i>Governors also confirmed that they had read and understood the KSCIE 2022 document.</i></p> <p><i>Governors also completed a Skills Audit which determined the areas of strength and areas for development.</i></p>
<p><b>School Improvement Areas 2022</b></p>	<p>The school development plan for the 2020-21 focused on the following main areas</p> <ul style="list-style-type: none"> <li>● Curriculum Provision <ul style="list-style-type: none"> <li>• We will implement a curriculum that will provide a systematic approach to inspiring our pupils in their learning whilst also continuing to focus on their health and well-being.</li> <li>• To ensure that all staff are addressing areas of the curriculum that our children have missed and respond with appropriate support following formative and summative assessments throughout the year.</li> <li>• To implement changes to the EYFS framework and implement a new systematic and synthetic phonics programme.</li> </ul> </li> <li>● Achievement of Pupils <ul style="list-style-type: none"> <li>• To aim for pupil outcomes to be in line or above national ARE and that any gaps in achievement of vulnerable groups are addressed.</li> <li>• To ensure moderation of assessment judgements are conducted regularly internally and externally for consistency and accuracy.</li> <li>• To develop a school library that will encourage a reading community and develop a reading for pleasure strategy across school.</li> </ul> </li> <li>● Quality of Teaching <ul style="list-style-type: none"> <li>• To ensure that the mastery approaches used across the curriculum to improve teaching and learning continue to be embedded.</li> <li>• Continue to raise the standard of pedagogical practice across the school to deliver a rich, creative and vibrant curriculum; through review and provision analysis, continuing professional development; the sharing of current research</li> </ul> </li> </ul>

- Behaviour and Safety
  - To continue to develop a rigorous culture of behaviour for learning that promotes the Acklam Whin foundations of Respect, Responsibility and Safe.
  - Continue to monitor and improve attendance and punctuality to outstanding levels.
- Quality of Leadership and Management
  - A drive to improve the school and develop its capacity for sustained improvement by developing high quality teaching, leadership capacity and high professional standards among the staff.
  - To develop the roles of the Governing Body to enable further collaboration and challenge.

## Outcomes July 22



### KS1 on a Page

Subject	Level	Acklam Whin Primary School (2139) Value	National 2022
Reading	≥EXS	80.3%	67.0%
	GDS	11.5%	18.0%
Writing	≥EXS	60.7%	58.0%
	GDS	1.6%	8.0%
Maths	≥EXS	85.2%	68.0%
	GDS	14.8%	15.0%



### KS2 on a Page (Keypas)

#### Key Stage 2

#### ATTAINMENT & ASSESSMENTS

Subject	Level	Acklam Whin Primary School (2139) Value	National 2022	Progress
Reading (test), Writing (TA) & Maths (test)	≥EXS/Exp.Std.	67.2%	59.0%	
	GDS/High Score	3.3%	7%	
Reading	≥Exp.Std.	88.5%	74%	-0.3
	High Score	32.8%	28%	
Writing (TA)	≥EXS	75.4%	69%	-1.3
	GDS	4.9%	13%	
Maths (test)	≥Exp.Std.	80.3%	71%	-1.2
	High Score	21.3%	22.0%	



#### EYFS



#### EYFSP Benchmark (AOLs)

2022

URN/ Estab. Setting Name	Eligible	GLD <sup>1,2</sup>	Avg. Total Pts.Score <sup>2</sup>	ACHIEVED EXPECTED							Specific Goals	All Goals	
				COM	PSE	PHY	Prime Goals	LIT	MAT	UTW			EXP
- Local Authority	1,944	56.5%	29.5	69.8%	75.3%	77.0%	65.1%	59.0%	65.4%	69.1%	74.8%	55.6%	54.5%
2139 Acklam Whin Primary School	60	68.3%	32.1	76.7%	95.0%	91.7%	75.0%	71.7%	83.3%	85.0%	96.7%	71.7%	68.3%

## KS1 Phonics

Phonics Benchmark 2022

Estab. No.	Estab. Name	Cohort	No Score	Mark					APS	Outcome				
				0-15	16-23	24-31	32-36	37-40		Q	A	D	WT	WA
-	Local Authority	1,948	4.6%	12.1%	6.2%	7.3%	33.0%	36.9%	30.8	0.0%	0.9%	3.7%	25.6%	69.8%
2139	Acklam Whin Primary School	59	0.0%	8.5%	6.8%	6.8%	33.9%	44.1%	31.9	0.0%	0.0%	0.0%	22.0%	78.0%

*The FGB were extremely pleased with the 2022 outcomes which demonstrate the success of the quality of teaching and learning and the measures put in place to mitigate the effects of the pandemic.*

### Future plans for the Local Governing Body

In the 22/23 Academic year the FGB will:

- seek to support the school in achieving the aims set out in the School Improvement Plan
- complete a skills audit and then a Governance Action Plan
- investigate academisation – carrying out due diligence on potential MATs before making final decisions.

### How you can contact the Local Governing Body

We always welcome suggestions, feedback and ideas from parents – please contact us by email at [awcontact@acklamwhin.co.uk](mailto:awcontact@acklamwhin.co.uk). F.A.O. The Governing Body .You can see the full list of governors and can view Governors' information on the school website here: <https://www.acklamwhin.co.uk/about-us/the-governing-body/>