



Biddick Hall Junior School

Governors' Annual Report 2019-2020

Annual Statement of Key Issues Addressed by Governors

This annual statement outlines how the Governing Body has fulfilled its responsibilities and how it has met the three core strategic functions of the School's Governing Body:

- Ensuring clarity of vision, ethos and strategic direction
- Holding the head teacher 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

Our last Ofsted Inspection was in September 2017 and the report stated, 'Governors are highly committed to the school and rightly have confidence in the team of leaders and staff. They receive regular updates and performance information from the head teacher and the local authority. However, governors do not always have a sufficiently clear view of the school's strategic priorities for improvement. Targets set in the school development plan are not sufficiently well defined. As a consequence, governors are not making best use of this tool to keep a check on the improvements within the school.' Since the inspection there has been a change of the Chair and Vice Chair of governors and new governors have joined the board with a range of skills and expertise.

Key Issues that the Governing Body has faced during 19-20

1. School Improvement Plan.

We have worked in cooperation with the Head teacher in the monitoring of the School Improvement Plan. The current SIP is set out with clear aims, the key tasks which will be completed in order to achieve these aims and the success criteria in order to measure outcomes. The current SIP is based on priorities identified from the following sources; progress and attainment data, school self-evaluation, teaching and learning scrutinies and external Local Authority reviews. The SIP is monitored and reviewed termly with governors. After Ofsted the targets set in the SIP are precise and measurable, so that we as governors can undertake regular and careful checks on the impact of leaders' work to improve the school.

Current priorities for 2019-2020 are:

- To continue to improve the teaching of mathematics with a strong focus on times tables and mental arithmetic and reasoning
- To ensure children gain GDS in line with national figures at KS2
- To continue to improve the teaching of English – increase the rigour and monitoring of GPS
- To continue to improve attendance in line with the National Average
- To further develop self-review
- To further develop an engaging curriculum for all

Impact: No KS2 SATS took place due to school being closed for Coronavirus

Current attendance 96.58%.

2. **Safeguarding and Safety:** This is our single most important duty. We have reviewed all of our policies and procedures in this area. We work in partnership with the services of an external company to ensure training and policy documentation meet full requirements. Pupils know what to do and whom to talk to if they have a problem. We have welcomed Operation Encompass and Kidsafe: our senior team now confidentially receives information about domestic violence where our pupils have been affected. All children receive Kidsafe lessons by trained staff within school. Our child protection and safeguarding governor Jen Sandy meets regularly with the head teacher who is the designated officer for child protection and safeguarding. During lockdown this has been as a virtual meeting. All governors have been given a copy of the updated document Keeping Children Safe in Education. All staff have completed online training on radicalisation and safeguarding. Wendy Pascoe our Health and Safety link governor attends regular training and meets with the caretaker to check that the building and equipment comply with the Health and Safety standards. Ofsted 2017 stated, 'Staff throughout the school have experienced a comprehensive programme of training which ensures that they fulfil their safeguarding responsibilities effectively. Adults are knowledgeable about the signs and symptoms of radicalisation. They act swiftly to raise any concerns about pupils' safety. Safeguarding records show that the head takes prompt action to engage with external agencies to keep pupils safe. The curriculum provides regular opportunities to help pupils keep themselves safe. Pupils have a good understanding of how to use the internet safely. The Single Central Record is checked termly by the Head Teacher and the safeguarding governor.
- During the Coronavirus situation this has remained a priority for governors. The Chair and Child Protection Governor have both been involved in planning for the safe return to school for pupils.

Impact: Governors and the senior team promote a caring and safe environment; Operation Encompass and Kidsafe support us to do this for all pupils. Governors have a thorough understanding of all aspects of safeguarding and safety within Biddick Hall Junior School. Safeguarding is effective.

3. **Improving Outcomes for Pupils:** We have challenged the senior team to continue to improve outcomes for all pupils. Governors are regularly updated on the progress of groups of children from outside agencies as well as the head teacher. Governors have looked carefully at performance management information and outcomes of teaching observations.

Impact: Progress for pupils continues to improve. Parents have played an important role in this success; they have been involved in school life e.g. at fayres after school, sports day, coffee mornings and parents evenings.

4. **Leadership and Management:** The head teacher is challenged by governors at termly meetings. The school is externally moderated by Margaret Armstrong SIA and provides an annual reports to governors. The head teacher is performance managed each year and targets given. Ofsted September 2017 stated, 'You have developed a strong team of leaders who share your ambition for the school. You and your leadership team have the full confidence of your staff, who feel valued and supported professionally.'
- In order to improve the knowledge and skills of our governors and maximise our impact on leadership and management we have a strong commitment to training. We strive to match the needs of the school to the skills of existing and new governors, whilst supporting all governors to keep abreast of educational changes and priorities.

Impact: The leadership and management of the school is graded as outstanding by the school and the SIA.

5. **Improving outcomes for disadvantaged and SEN pupils:** Governors, with the senior team, have continually and very robustly monitored the progress of PP and SEN pupils. Interventions are carefully planned to challenge pupils appropriately and the impact monitored.

Impact: Pupils have benefited from quality first teaching and targeted intervention.

6. **Overseeing the Financial Performance of the School:** Governors have worked with the school to ensure continued achievement of the Schools Financial Value Standard (SFVS). We utilise regular budget monitoring reports to enable us to challenge how spending is aligned with the school budget

thus ensuring solvency and probity, and ensuring financial resources were used effectively. Governors also monitored how the Pupil Premium and Sports funding was being used.

Impact: The budget is managed effectively and financial resources are used appropriately.

7. **Holding the senior team to account:** A critical part of the governors' role is to support and challenge the senior team of the school. We did this through regular contact, visits, meetings and the work of our committees. There is a strong and robust relationship between governors and the senior team.

Impact: Governors have a strong working knowledge of the school and alongside external quality assurance, have great confidence in the senior team.

Summary and future plans

The governing board has seen some membership changes since The Ofsted Inspection in September 2017 and continues to review its strengths and reflect upon potential areas of weakness. It is felt that the new governors have become part of the team and have enhanced its overall effectiveness. Our plans this year include; a combined focus upon governor training, continued monitoring of the key priorities in the SIP through link visits, development and review of the governing board to incorporate new members and supporting them to develop their skills. Governors can be contacted through school and we welcome your comments and feedback at any time.

Chair of Governors: Amanda Hayward

Vice Chair of Governors: Jackie Mitchell

BIDDICK HALL JUNIOR SCHOOL

Composition of the Governing Board

- 2 Parents
- 1 Head Teacher
- 1 Staff
- 1 Local Authority
- 5 Co-opted

Committees of the Governing Board

Staffing

Finance

Pay Review

Standards

Disciplinary/Complaints

Appeals

Disciplinary (Pupils)

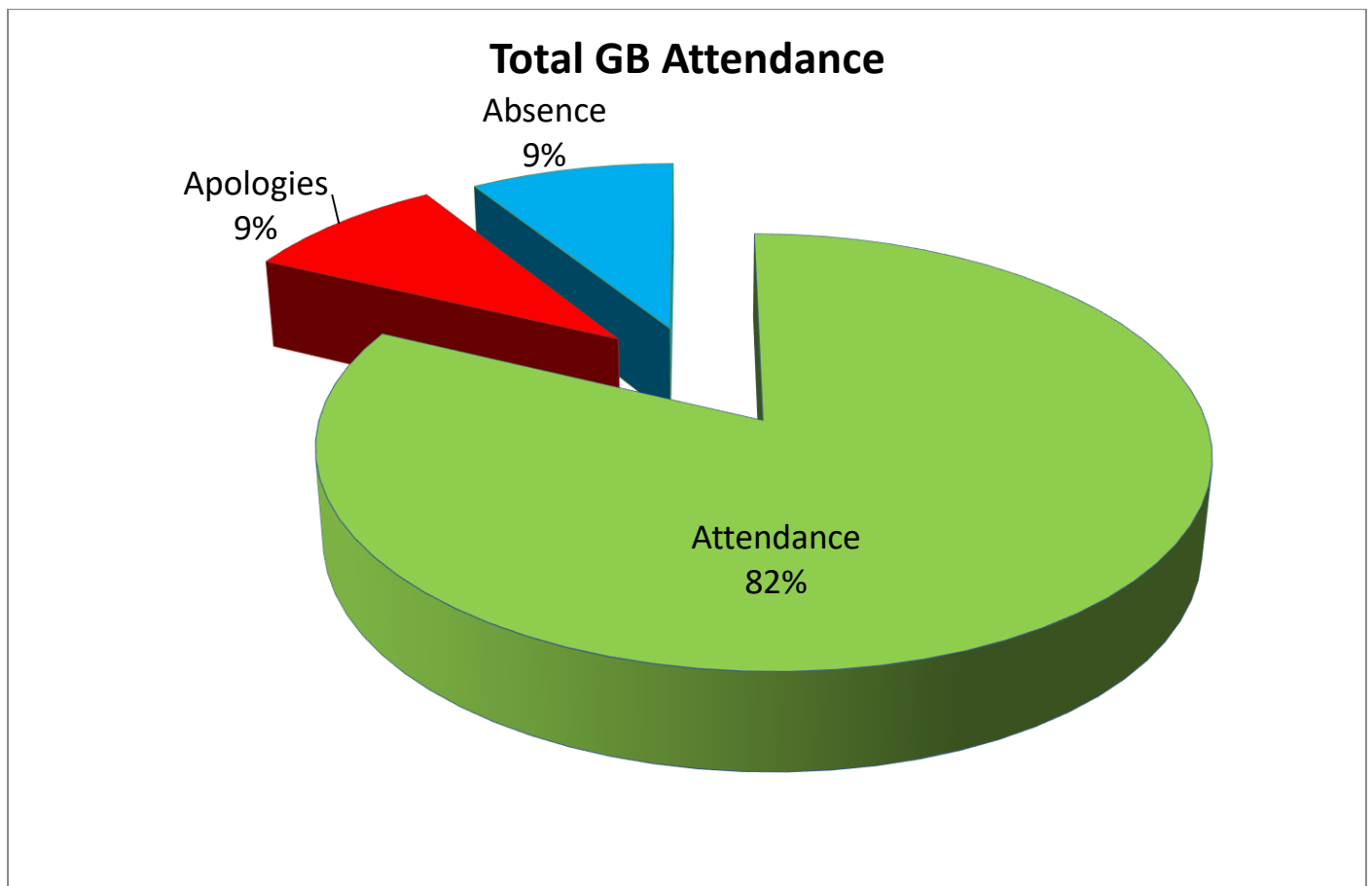
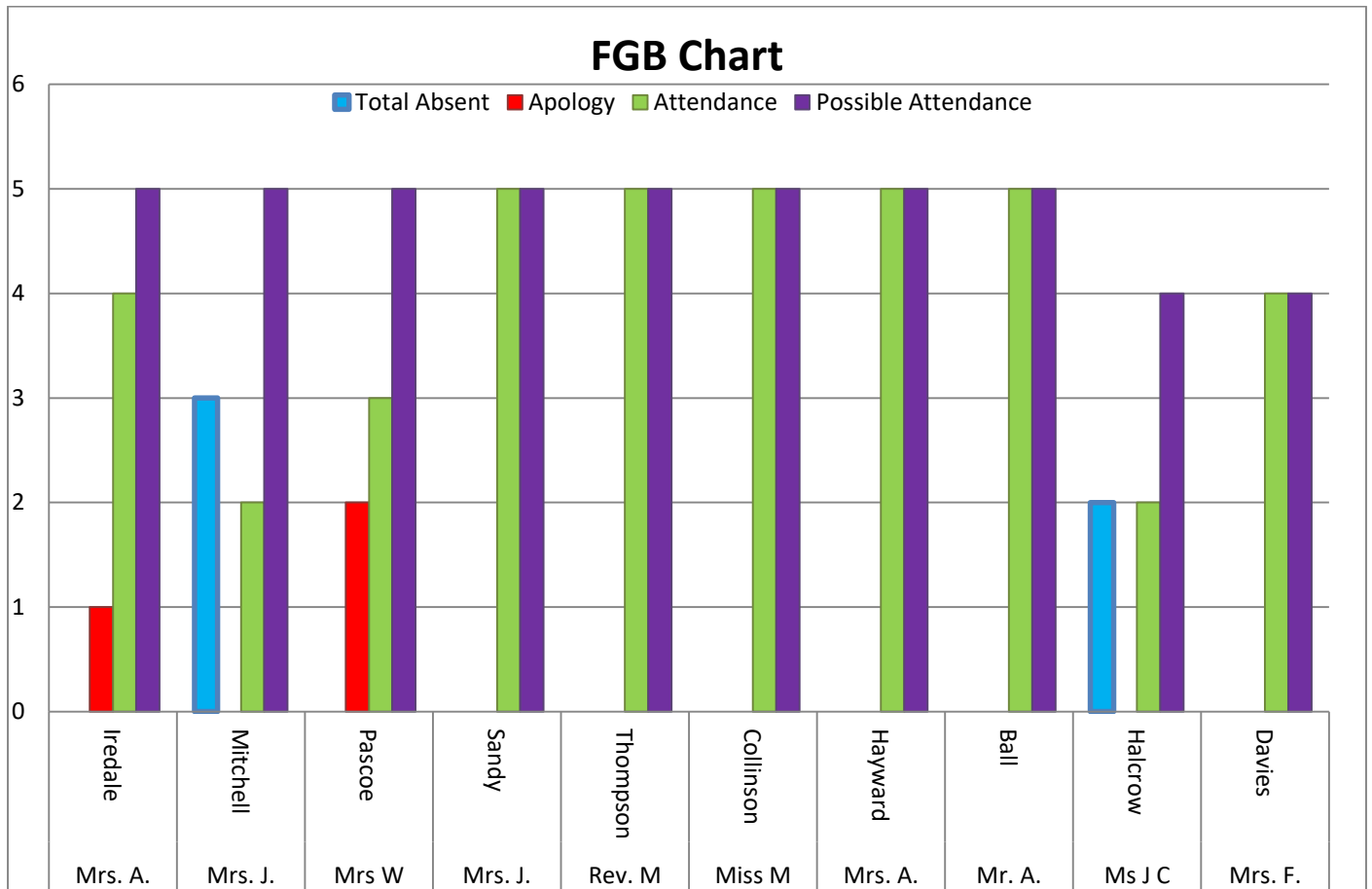
Chair of Governors

Amanda Hayward

Vice Chair of Governors

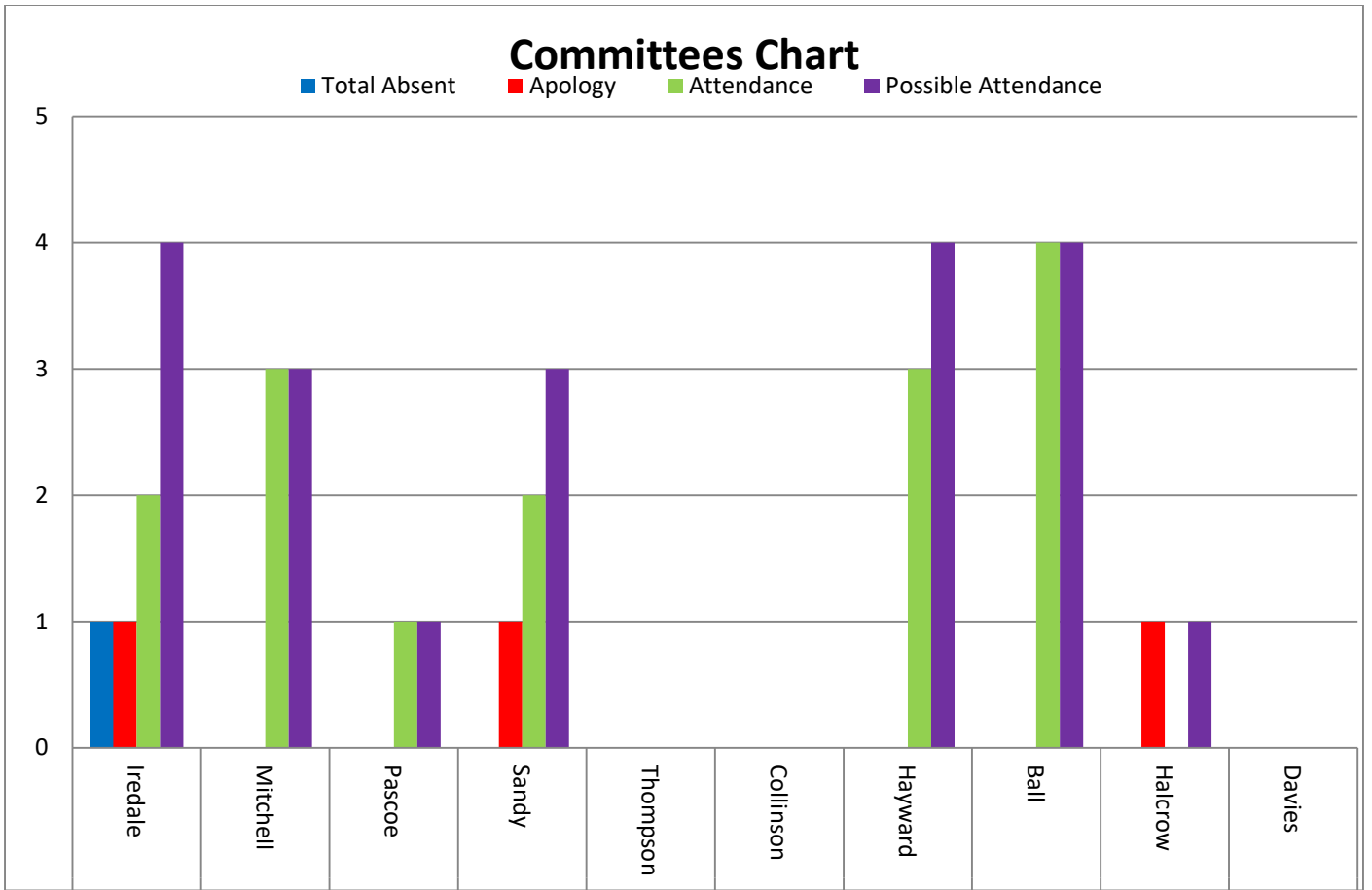
Jackie Mitchell

Name	Category	Appointing Body	Terms of Office	Committees (if associate member has voting rights)	Official responsibility
Amanda Jean Hayward	LA	LA	19-01-2018 – 18-01-2022	Staffing, Finance, Standards	
Faye Davies	Staff	Governing Board	02-12-2017 – 01-12-2021	Standards	
Rev Mervyn Thompson	Co-opted	Governing Board	08-07-2019 – 07-07-2023	Staffing	
Jen Sandy	Co-opted	Governing Board	30-01-2018 – 29-01-22	Staffing, Finance, Pay Review	Child Protection Governor
Wendy Dawn Pascoe	Co-opted	Governing Board	08-07-2019 – 07-07-2023	Staffing, Pay Review, Standards	
Jackie Mitchell	Co-opted	Governing Board	30-01-2018 – 29-01-2022	Finance, Standards	
Anne Iredale	Co-opted	Governing Board	26-06-2019 – 25-06-2023	Finance, Pay Review	
Michelle Collinson	Head Teacher	By virtue of appointment	01-09-2009 -	Staffing, Finance, Standards	
Allan Ball	Parent	Parents	27-11-2017 – 26-11-2021	Standards, Pay Review	
Joanne Halcrow	Parent	Parents	04-10-2019 – 03-10-2023		



Committees Chart

■ Total Absent ■ Apology ■ Attendance ■ Possible Attendance



REGISTER OF GOVERNOR INTERESTS

BIDDICK HALL JUNIOR SCHOOL

Name	Position	Nature of Interest	Date Interest Registered	Date Interest Ceased	Notes
Amanda Hayward	LA	I work for ICT in Schools in South Tyneside	26 June 2020		
Faye Davies	Staff	None	24 June 2020		
Rev Mervyn Thompson	Co-opted	None	23 June 2020		Governor at Holy Trinity School
Jen Sandy	Co-opted	None	9 July 2020		
Mrs Wendy Pascoe	Co-opted	None	17 June 2020		
Jackie Mitchell	Co-opted	None	10 July 2020		
Mrs Michelle Collinson	Head Teacher	None	23 June 2020		
Ms Anne Iredale	Co-opted	None	26 June 2020		
Allan Ball	Parent	None	26 June 2020		
Joanne Halcrow	Parent	None	9 July 2020		

Date of Review: 01-09-2020