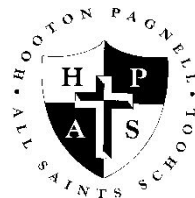




# **Hooton Pagnell All Saints** **Church of England Primary School**



## **Welcome to our annual report**

Governing boards are not required to produce an annual report; however, at Hooton Pagnell, we believe it is important that, as a governing board, we are open and transparent with our school community and have, therefore, decided to publish an annual report which explains the work of the governing board over the past year.

The school website <https://www.hpcofe.co.uk/> also contains this and other information that you may find useful.

Without exception, this past year has been the most challenging the education sector has experienced. As a governing board, we have responded by adapting governance to cover essential business only, to ensure our support has focussed, rightly so, on the school's response to the coronavirus (COVID-19) pandemic.

Our report this year will be slightly different to other years, as these would report to you on the various priorities and monitoring activities of the governing board from throughout the academic year. This year, we will share with you details of the essential areas of governance we have focussed on, including:

- The school's response to the coronavirus pandemic and wider reopening of the school.
- Safeguarding.
- Pupil and staff wellbeing.
- Health and safety.
- Finance.
- Essential policy ratification.

## **Contact information**

|                                    |                        |
|------------------------------------|------------------------|
| Chair of governors' name:          | Anita Newton           |
| Chair of governors' email address: | chair@hpjmat.org.uk    |
| Clerk to governors' name:          | Sonia Gilbert          |
| Clerk to governors' email address: | sgilbert@bejmat.org.uk |

## Governing board membership

| Role   | Governor                    | Date term of office ends  | Allocated responsibilities   |
|--|-----------------------------|---------------------------|--|
| Parent governors   | Anita Newton                | September 2021            | Curriculum<br>Educational Performance and Data<br>Mental Health and Wellbeing<br>Finance |
|  | Anna Steed                  | March 2022                | Safeguarding<br>SEND and CLA<br>Pupil and Sports Premium<br>Staffing and HR              |
| Co-opted governors   | Rev. Kathryn Herrod         | December 2022             | Diocese  |
|  | Vacancy                     | -                         | -  |
|  | Vacancy                     | -                         | -  |
| Staff governor(s)  | Liam Horton                 | November 2020             | Early Years Foundation   |
| Headteacher  | Laura Carr/<br>Helen Thorpe | N/A                       | Safeguarding   |
| Governors who have left the governing board this academic year |                             |                           |  |
| Governor   |                             | Date term of office ended |  |
| M Ashworth   |                             | September 2019            |  |
| S Hill   |                             | September 2019            |  |
| J Parker   |                             | July 2020                 |  |

| Governor vacancies  |
|---|
| <p>The governing board currently has the following vacancies:</p> <p><b>Co-opted Governor x2</b><br/> <i>'A Co-opted Governor is an individual from the community who has the skills and experience which the governing board require'</i></p> <p>A school's governing board plays the role of a 'critical friend', challenging the school to ensure they are providing the best environment and education for the children.</p> <p>Our governing board is currently made up of staff, parents and the diocese; we're looking to expand our Local Governing Board at Hooton Pagnell and recruit co-opted governors. Co-opted governors are typically not parents or staff but are those from the local community, appointed based on a specific skill requirement.</p> <p>Working in governance is a rewarding voluntary role that supports the education of our 94 children.</p> <p>The Governing Body role has three core functions:</p> <ol style="list-style-type: none"> <li>1) Setting Strategic Direction - championing our vision, values and ethos and setting priorities for school improvement.</li> <li>2) Holding to account - we are responsible for holding the Head Teacher and Senior Leaders to account for the quality of teaching and learning, levels of achievement, behaviours and safety.</li> <li>3) Ensuring good financial governance - ensuring good financial management by setting and overseeing the budget, ensuring that resources are allocated to school priorities and needs</li> </ol> |
| Skills and knowledge required to complement existing governor skills  |

- Buildings maintenance/facilities management
- Links with local business
- Children's and young people's services or activities (in any sector)
- Quality assurance
- Governance (including in other sectors)
- Health & safety
- Ofsted inspection process (2019 framework)

## Governors' attendance at full governing board meetings

As of 15th May 2020, the governing board – in line with government advice – has met remotely via an online platform. We have maintained all our statutory requirements for meetings of the governing board during this time. Before this date, meetings were held in person.

| Governor            | Number of possible meetings | Number of meetings attended | Percentage of meetings attended |
|---------------------|-----------------------------|-----------------------------|---------------------------------|
| Anita Newton        | 5                           | 5                           | 100%                            |
| Anna Steed          | 5                           | 5                           | 100%                            |
| Rev. Kathryn Herrod | 4                           | 2                           | 50%                             |
| Jonathan Parker     | 4                           | 2                           | 50%                             |
| Liam Horton         | 5                           | 5                           | 100%                            |
| Helen Thorpe        | 3                           | 3                           | 100%                            |
| Laura Carr          | 4                           | 3                           | 75%                             |

## Governance structure

The governing board has the strategic responsibility for the effective management of the school, acting within the framework set by national legislation and with due consideration to the policies of the academy trust. The governing board meets as a whole board once per term.

The work of the governing board is determined by the James Montgomery Academy Trust (JMAT) and is outlined in our scheme of delegation, which can be found on the school website. The scheme of delegation sets out the responsibilities, accountability and decision-making ability of the trust members, trustees, local governors and the executive leadership team.

## Monitoring activity

One of the key functions of the governing board is to undertake strategic monitoring activity, the purpose of which is to triangulate information shared with governors by the senior leadership team. The governing board, in usual circumstances, undertakes a wide range of monitoring activity, including:

- Monitoring visits within the school to meet with subject leads and discuss aspects of the school development plan.
- Pupil surveys.
- Pupil conferencing.
- Staff and parent surveys.
- Inviting members of the senior leadership team to governing board and committee meetings to report on key areas.

Since adapting governance in response to the coronavirus pandemic, the governing board has focussed their monitoring to within meetings of the board. The table below provides an update on those priority areas and the focus of the governing board.

| Priority monitoring area  | How the governing board has maintained oversight in this area  |
|---|--|
| The school's response to the coronavirus pandemic and wider reopening of the school | The Governor's meeting helped to review the school leadership's response to the pandemic and to review the support and role of the governing board during the pandemic.  |
| Safeguarding  | Independent Safeguarding review conducted with an action drawn up to support any areas of focus.<br><br>Monitoring visit conducted to review any areas of focus.<br><br>Termly safeguarding report produced by the responsible governor and designated safeguarding lead (DSL) and submitted to the LGB for review and scrutiny. |
| Pupil and staff wellbeing   | Staff survey conducted<br><br>Staff interviews conducted and a report submitted to the LGB for review and scrutiny.  |
| Health and safety   | Independent H&S audit conducted with an action drawn up to support any areas of focus.<br><br>Monitoring visit conducted to review any areas of focus.   |
| Finance   | Termly budget meetings conducted by responsible governor and school Bursar, this is reported into the LGB meetings for review and scrutiny.<br><br>Annual and three year budget forecast review  |
| Essential policy ratification   | All policies have been reviewed, ratified and amended where necessary.<br><br>Website audit has been conducted to ensure all mandatory policies are listed and appropriate policies are available for parents.   |

## Pupil voice

Listening to the views of the pupils who attend Hooton Pagnell is an important aspect of the work of the governing board.

Below is a summary of how the governing board has engaged with pupils to hear their views and opinions during 2019/2020 and during the coronavirus pandemic, and the impact of that activity.

| Pupil voice activity      | Reason for pupil voice activity   | Impact of pupil voice activity  |
|---------------------------|---|---|
| Pupil voice meetings held | The responsible governor held these meetings to understand the children's perspective of how behaviour was managed at school. | The outcomes were shared with the LGB for review and scrutiny.<br><br>The outcome of the Pupil Voice meetings helped shape the review of our behaviour policy which was rewritten this academic year. |

## Engagement with parents and the community

Listening to the views of parents and the Hooton Pagnell community is also an important aspect of the work of the governing board.

Below is a summary of how the governing board has engaged with parents and the community to hear their views and opinions during 2019/2020 and during the coronavirus pandemic, and the impact of that activity.

| How the governing board has engaged with parents and the community  | Impact of parent and community engagement  |
|---|--|
| <b>January 2020</b><br><br>The purpose of this survey was to understand the sentiment and response of our parent community.<br><br>To respond and take action on any findings.  | There we had a completion rate of 34%. This is disappointingly low however the overall the feedback is positive and encouraging.<br><br>The following actions were undertaken:<br><br>Ensure digital copies of the term topic booklet are circulated on dojo to support any physical copies that get lost.<br><br>Communicate the importance of dojo and the communication of curriculum updates<br><br>Ensure all parents of children with SEN are informed of the support that is available in school..  |
| <b>February 2020</b><br><br>We held a coffee afternoon in school (during the school day).<br><br>The purpose of this session was to be an open an informal opportunity for parents/carers to come into school and talk/ raise questions | Attendance was low, two parents attended in addition to the governor. However, this gave us the opportunity to discuss how we might shape future sessions and it was a useful session.<br><br>We know that the foundations of good relationships are built on open two-way communication channels and we talked about how this could be improved. E.g all newsletters being sent on Dojo, and on the website.<br><br>Ideas for further sessions and different methods of engagement with parents: <ul style="list-style-type: none"> <li>- Short survey format (survey monkey) as a mechanism for feedback anonymously</li> <li>- Holding the session at different times and on different times of the day</li> <li>- Having a topic or theme for the sessions to target different groups (EYFS, KS1, KS2)</li> <li>- Utilise the existing parent group (PTA) and the communication channel (WhatsApp) to promote these</li> </ul> |

## Governor training

The governing board takes its responsibility to stay up-to-date seriously, and places high importance on this. The table below shows all of the various training and professional development the governing board has undertaken during 2019/2020.

| Training undertaken                                     | Date       | Governor     |
|---|------------|--------------|
| Accredited Mental Health and Wellbeing Lead Governor    | 09/10/2019 | Anita Newton |
| Being Ofsted-Ready!! – Kiveton Park Meadows             | 16/10/2019 | Anna Steed   |
| Safeguarding Children in Education                      | 11/11/2019 | Anita Newton |
| Using Pupil Premium Funding Effectively (session 1)     | 11/11/2019 | Anna Steed   |
| Safeguarding Children in Education                      | 12/11/2019 | Anna Steed   |
| Using Pupil Premium Funding Effectively (session 2)     | 18/11/2019 | Anna Steed   |
| Understanding Pupil Performance Data in Primary Schools | 04/12/2019 | Anna Steed   |
| Safeguarding - Safer Recruitment in Schools             | 09/01/2020 | Anna Steed   |
| Governance Forum – Spring Term 2020                     | 14/01/2020 | Anita Newton |
| Finance - 3-Year Budget Planning (all schools)          | 21/01/2020 | Anita Newton |
| Induction/refresh for Chairs                            | 03/02/2020 | Anita Newton |

## Governing board development areas for 2020/2021

The governing board usually undertakes a self-review of its own performance once a year. This year we have chosen to reflect on and review governance during the coronavirus pandemic.

Following a self-review of the governing board's performance during the coronavirus pandemic, we have examined and identified what the board did well and also what we could have done better. Below is a summary of our review and reflections.

| Summary of what the governing board did well during the coronavirus pandemic  |
|---|
| <ul style="list-style-type: none"> <li>• Maintained strong lines of communication with school leaders even though governors did not attend school.</li> <li>• Supported the leadership with strategic level decision making.</li> <li>• Reviewed and where required at speed the risk assessments and plans made by the school leadership.</li> <li>• Independently maintained knowledge on the latest guidelines from the DfE through web based training, attending forums and significant reading.</li> </ul> |
| Summary of what the governing board could have done better during the coronavirus pandemic  |
| <ul style="list-style-type: none"> <li>• Challenged school leadership to further utilise JMAT (our academy) to reduce some of the workload that was required by such a small team.</li> </ul>   |

## Governors' expenses

Governors are entitled to claim for any expenses they incur as a direct result of their governance role as per our Governor's Expenses Policy. In the interest of transparency, the table below includes details of all expenses claimed by governors during 2019/2020.

| Amount claimed | Reason for the claim |
|----------------|----------------------|
| £0.00          | N/A                  |

## Governing board priority areas for 2020/2021

The governing board's priorities for the year ahead remain focused on the safety and wellbeing of all school staff and pupils. We will continue to focus on essential areas of governance and support school leaders as the coronavirus situation evolves. Our immediate areas of priority are as follows:

| Priority focus   | Reason for this focus  | Intended impact   |
|--|--|---|
| <b>Strengthen HP LGB through full membership and the right blend of skills</b> | Redefine governor designated roles including currently unaccounted responsibilities            | All appropriate designated roles are allocated. Designated roles bring a stronger focus on the subject matter to challenge the school and inform the wider LGB. |
|  | Update skills audit and identify any knowledge gaps  | The LGB understand areas of strength and gaps. Gaps can then be addressed through the membership or training.   |
|  | Recruit additional governors to support with knowledge gap/s, effective challenge and workload | The LGB are a full complement covering all of the key skills required. No governor is overburdened by their workload.   |
|  | Governor training to reflect the needs of our LGB  | Governors actively book onto training to support the needs of the LGB. The LGB has sufficient skills in all of the required areas.                              |

|  |   |   |
|--|---|---|
|  |   | The LGB can effectively understand and challenge the school.  |
|  | Use 'A competency framework for governance' to ensure GB all have a clear understanding of their role and what knowledge skills and behaviours are needed to be effective | Effective GB that are strong in numbers and understanding of the role   |
|  | Update the format of the LGB meeting to ensure the facilitate progressive discussion  | Minutes of LGB meeting detail progressive discussion, challenge and action  |
|  | A succession plan is in place and relevant training and mentoring is identified   | The LGB can effectively manage and continue with pace and challenge even in the event of resignations. The members and membership of HP LGB can be rotated bringing diversity and differing perspectives of leadership and challenge to the school to benefit the quality of education. |
|  | Annual review of the GB members   | Competence of our LGB would be reviewed, recognition celebrated and areas for development addressed   |
|  | Annual 360° review of CoG   | Competence of our LGB would be reviewed, recognition celebrated and areas for development addressed   |
|  |   |   |
| <b>Governors to gain a better understanding of the data in order to effectively challenge</b>    | Attend a data orientation session   | All governors understand the educational performance data which will allow them to effectively question<br>We see that this questioning is evident in the LGB minutes   |
|  | Appoint a data LGB member   | We have a governor who can demonstrate to the other governors through enquiry visits that they have understood and challenged the data sets.  |
|  | LGB member with responsibility for data to meet with Helen Thorpe to review assessment point data each term   | Enquiry visits detail that the LGB understand and effectively quest the school's approach to/outputs of data  |
|  |   |   |
| <b>Build on connections with other schools to gain knowledge and experience of best practice</b> | Attend another school GB meeting  | CoG is confident in the execution of the role. Elements of best practice are brought back and implemented in HP LGB.  |
|  | Invite CoG from another school to audit one of our GB meetings  | LGB receive feedback on the delivery and challenge within HP LGB and how they have contributed to the board's performance. Recommendations are reflected in HP LGB best practice.   |
|  | Attend Chair's forum  | CoG is informed on educational changes and can ensure that the LGB and school are effective in implementation.  |
|  |   |   |

Thank you for taking time to review our annual report, if you require any further information or would like to understand more about governance, please get in touch via the school reception or email [chair@hp.imat.org.uk](mailto:chair@hp.imat.org.uk).