

**BPS Annual Governance Statement 2022/2023**

As the Governing Board of **Basildon CE Primary School**, we are proud of the school and our welcoming ethos.

In accordance with the Government’s requirement for all Governing Boards, the four core strategic functions of our Governing Board are:

* **Ensuring clarity of vision,** **ethos and strategic direction**
* **Holding the Headteacher 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**
* **Ensuring the voices of school stakeholders are heard**

**Current Governance Structure**

The BPS Governing Board is made up of 12 governor roles as follows:

* 3 Parent Governors appointed by ballot of the parents at the school
* 1 Local Authority Governor appointed by the Local Authority
* 1 Staff Governor appointed by ballot of the staff
* 1 Headteacher
* 3 Foundation Governors appointed by the Diocese (including one vacancy)
* 3 Co-opted Governors appointed by the Governing Board based on a skills audit
* 1 Associate Governor, (if needed for a stipulated period of time), appointed by the governing board based on a skills audit

We are ably supported by a professional Clerk who 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 Board.

The Governing Board operates as one committee, except for the Headteacher’s Appraisal Committee, the Pay Committees (for teachers and the Headteacher) and the Finance, Resources and Premises Committee, which enables the whole Governing Board to take a broader and more informed, holistic view of the school.

Governors are all appointed (except for the Headteacher), they are independent and have equal status to each other, with the exception of an Associate Governor (when needed), who has no voting rights.

A Chair and currently, two Co-Vice Chairs are elected by the Governing Board and work closely together with the Headteacher and the Clerk.

The majority of current board have been working together as governors for the school for three years now and continue to bring with them a wealth of experience in school governance. In addition to Melissa Cliffe, the Headteacher of Basildon there is one serving Headteacher and one ex-Headteacher on the board. All of the board are professionals who are volunteering their time and expertise to support the school.

The Governing Board and the committees have clear terms of reference, and all Governors are required to abide by a Code of Conduct – training and reminders on this are updated at the start of each year.

Monitoring visits to the school enable the governors to observe the pupils in their learning and view their work, as well as talk to staff and pupils to ensure that the actions agreed in the **School Development Plan** are being actively undertaken. Last year (as previously), due to the ongoing Covid restrictions (largely staff and pupil absence), we continued to look at different ways to be involved and monitor the work of the school at a safe distance or in a virtual way. Health and Safety and Safeguarding monitoring visits are carried out separately and reported back at Full Governing Board meetings.

**Governing Board Skills and Knowledge Development**

The Governing Board recognises that to effectively fulfil its role, it must ensure that all the Governors have the required skills and knowledge to support the achievement of the school’s key objectives. Regular skills audits are undertaken to identify and address any skills gaps together with an annual self-evaluation of the effectiveness of the Governing Board over the school year, using questions suggested by the National Governance Association (NGA). The Governing Board utilises Local Authority training and other relevant information channels to ensure it remains up to date on relevant developments in the education sector and fully understands its role in ensuring the quality of teaching and learning and pupil welfare in our school.

**Governor Focus in Academic Year 2022-2023**

At the beginning of the school year, the Governing Board oversees the setting of the strategic objectives of the **School Development Plan (SDP)**. This annual planning document is used to identify the key areas on which the school and the Governing Board need to focus during the academic year (identified from data and Ofsted priorities) and includes scheduled milestones and measures to assist with ongoing monitoring as well as impact indicators so that the Governing Board can assure itself that the actions taken within the plan will improve teaching and learning outcomes for all children. The SDP is reviewed and monitored termly and discussed at governor’s meetings.

**This year, our Key Focus Areas are as follows (some of these are continued from last year** **in order to build on those areas which took priority in another ‘abnormal’ academic year);**

* Attainment is well above national averages in end point assessments
* Behaviour is of the highest standards
* Ensure the curriculum continues to be consistently strongly and subject leadership continues to support high quality teaching
* Focus on the development of writing and fluency in maths aided by Times Tables recall
* Continue to develop the strategy for SEND and disadvantaged children
* Further develop Diversity and increased opportunities for Enrichment
* Create a strategic plan for the next SIAMs inspection
* Continue to develop the outdoor learning environment

In addition to the school monitoring visits, the Governing Board uses other school information including, SATs results, Local Authority data, government data and regular internal school assessment data and reports from staff.

**Policies**

Governors review all relevant policies on a rolling programme to ensure that all guidance is current and up to date. Special attention is paid to ensure that the school complies with the Department of Education’s mandatory policy list and the Local Authority’s recommended list.

This year we continue to embed our programme of review to ensure all policies, including the non-mandatory ones are reviewed and reflected in the work of governors and staff and are added to the website accordingly.