

KSA Leeds - Annual Governance Statement

September 2018

1. Overview

The governing body conducts its business to take account of the three roles of the governing bodies as outlined in the Governors' Handbook:

- 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.**

The day to day management of the school is the responsibility of the Head teacher and senior leadership team.

The governing body also ensures that the school complies fully with statutory safeguarding procedures. All staff have signed a record to confirm they have read Part 1 of the DfE statutory guidance "Keeping Children Safe in Education". The governing body has familiarised itself with the document and the safeguarding trustee has worked with the safeguarding lead in school to complete the annual safeguarding audit.

2. The composition of the governing body

Although, currently there are no vacancies on the governing body, we are on the lookout for further experienced professionals. The range of skills across the governing body includes strengths in experience of professional leadership, understanding of national education policy, and financial management. Knowledge of SEN practice and safeguarding work was initially less well developed and so trustees have attended training in these areas to build up their knowledge.

3. Meetings of the governing body and attendance

The full governing body held seven meetings during the full academic year; all meetings were clerked by a trained professional clerk. Following on from recommendations from the last Ofsted visit, June 2017, we have considered changing these arrangements to improve focus and effectiveness, introducing three sub committees. Please see below for further details.

4. The remit of the governing body and its committees

The governing body and senior leadership team reviewed learning outcomes in July 2018, taking in to account 2018 statutory assessment results across all key stages and the school's internal monitoring of pupil progress. The self-evaluation then informed our school development plan which includes work for 2018/19 on:

Overall areas to develop for 2018/19

Leadership and Management:

To refine the curriculum to reflect a broad and balanced curriculum with an emphasis on the school values, British values and scientific enquiry skills.

To build in a CPD programme for coordinators to lead their subjects in order to raise standards in all subjects.

Quality of teaching, learning and assessment:

To provide more opportunities for extended writing across the curriculum.

To embed a consistent approach to planning, differentiation and marking across the school.

Personal development, behaviour and welfare:

To ensure that attendance is in line or above national averages, in particular for Pupil Premium children.

Outcomes for children and learners:

To raise standards in all core subjects and at greater depth.

To ensure all groups of children are making expected progress where disadvantaged pupils can also make good progress.

Effectiveness of the early years provision:

To raise the attainment for Literacy.

School CPD planned for 2018/19:

- > Plan & teach more scientific enquiry in Science
- > Paired teaching using IRIS to support the delivery of lessons and interventions
- > Undertake Guided Reading lesson observations and regular benchmarking of books.
- > Teach using Alan Peat structures in Writing and plan extended pieces of Writing using the school marking policy. To provide rich cross-curricular opportunities rather than limit to IPC curriculum.
- > SEND strategies to be delivered by SENDCO to TA to allow them to lead and plan interventions for PLP and IEP children
- > To plan a series of structured and varied lessons based on WRM resources rather than Singapore Maths.
- > Support for moderation for EYFS and SATS

Targets set for 2018/19

EYFS 75%

PHONICS 85%

KS1 READING 80%

GREATER DEPTH 28%

KS1 WRITING 75%

GREATER DEPTH 25%

KS1 MATHS 80%

GREATER DEPTH 28%

5. The effectiveness and impact of the governing body 2018/19

Membership

The Trustees, following advice from Ofsted have built on the Trustee membership in the academic year 2017-2018 and now have additional Trustees who have additional skills to support the Governing Body and enable the Principal to work more effectively, something which was identified by Ofsted in June 2017. "Governors have not moved promptly, effectively and consistently to ensure that leadership at the school is robust. They have relied too heavily on the acting principal to undertake the full range of leadership tasks. They have not been active in providing her with the support she needs to ensure that there is a full complement of full-time staff."

Training and development

The Governing body carried out a self-review of effectiveness and roles with the help of Learning for Leeds at the academic year.

It was agreed that the Governors needed to become Trustees to carry out their roles effectively.

Following the review and change to trustees it was agreed that we needed to increase the number of trustees and to broaden the skill set.

Over the past academic year four new trustees have been recruited with a wide range of appropriate skills and knowledge.

Trustees have undertaken a variety of trainings throughout the year and a recent skills audit has been carried out. Once the results have been co-ordinated and needs identified, recommendations for further training will be made in line with individual role and responsibilities.

Inclusion

Early identification of children who have a barrier to learning has increased over the past three years. A SEND report is sent to Trustees each term. The SEND Trustee meets with the school SENCO to discuss inclusion at Khalsa Science Academy

Assessment

Pupils at Khalsa Science Academy consistently achieve above national expectations in their Statutory Tests at Key Stage 1.

Committees

The full governing body meets three times a year; all meetings are clerked by a trained professional clerk. There are also another further three governing body committees each meeting twice a year (for example teaching and learning and marketing/communications committee, and health & safety/buildings committee) and which have delegated authority to make decisions on behalf of the governing body.