



Unity Education Trust

## The Governance Statement 2020-2021

### Annual Governance Statement for Grove House & King's Park Review Board July 2021

Following the review of the Scheme of Delegation by the Trustees of Unity Education Trust, the core responsibilities of Grove House & King's Park Local Governing Body (Review Board) are identified as follows:

1. Academic standards
2. Quality of Curriculum and Teaching and Learning
3. Pupil development and behaviour
4. Attendance
5. Community Engagement

This structure has been agreed with consideration as to where oversight responsibilities are best exercised and to ensure clear lines of accountability with no duplication of roles within the Trust.

#### **Governance arrangements**

The Grove House & King's Park Review Board currently has **7 members** comprising of Executive Headteacher, Chair of Review Board, 1 staff governor, 2 parent governors, 2 link Trustees from Unity Education Trust. Following the review of Governance capacity, it was agreed that all business and statutory duties are carried out through the Review Board without delegation to sub-committees.

The Review Board meets every nine weeks and focuses on Teaching and Learning including curriculum offer, academic progress, attendance and behaviour for all pupil groups and impact of the Pupil Premium and PE and Sports. Minutes of meetings include clear actions and evidence of contributions to review, challenge and support from governors.

Governance arrangements will be reviewed for academic year 2021/22 in line with SOD.

See our website also for a list of Governors.

#### **Attendance record of governors**

Governors' attendance at meetings is recorded on the school's website. All meetings planned in 2020/21 were held either face to face at the beginning of the year or virtual during Covid19 restrictions. No meetings were postponed due to not being "quorate" (the number of governors



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	<p>needed to ensure that legal decisions can be made). See website for details of individual governors' annual attendance at LGB meetings.</p> <p>Dates for all meetings with key agenda items and School Improvement Development Plan objective presentations are published on the work planner at the beginning of the school year as part of strategic overview of monitoring and accountability set out by Unity Education Trust. These objectives and presentations form an integral part of Governor monitoring throughout the year. In addition, Governors meet throughout the year in line with their nominated responsibility to monitor progress and aid familiarity with both staff and schools and to triangulate data presented at meetings with reality in schools, this work is supported by undertaking 'deep dive' reviews into key aspects of the school's improvement development areas.</p>
<p><b>The work that we have done in our governing body</b></p>	<p>The Unity Education Trust Board provides support scrutiny pertaining to finance, personnel, premises and health &amp; safety so allowing the local governing body to concentrate on matters relating to improving academic standards, safeguarding and Pupil Premium / Sports Premium as detailed above.</p> <p>School improvement this year has been informed by the completion of a School Self Review and SIDP (School Improvement and Development Plan) and any key issues continuing from any previous Ofsted action points.</p> <p>Governors have a clear and thorough knowledge of all school improvement work through the termly Headteacher reports to governors, data presentations and through staff presentations on areas of development. Following all reports to meetings there is detailed questioning and challenge from governors. This helps to ensure that Governors are monitoring key school improvement milestones and associated timelines and holding school leaders to account for ensuring all areas of development / OFSTED recommendations are addressed.</p> <p>Governors are invited to join staff CPD activities or training days.</p> <p>The governors have worked with UET Trustees to review governance at all levels and at the end of the academic year transferred into an Academy Review Committee. (ARC)</p> <p>School improvement reports presented:</p> <ul style="list-style-type: none"> <li>• Curriculum</li> <li>• Attendance</li> <li>• Pupil Performance of all groups</li> <li>• Pupil Premium strategy and impact review 20/21 plans for 21/22</li> </ul>



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- Sports Premium strategy and impact review 20/21 plans for 21/22

Throughout the year the Review Board have supported Unity Education Trust Trustees and Leaders on key policy reviews in line with our cycle of reviews.

The Governors were closely involved in the annual Safeguarding review, including SCR audit, school self-review and compliance checklist and review of policy.

As part of our continued monitoring the governors have ensured that they have provided appropriate scrutiny and support and would like to highlight the following areas;

The review Board are immensely proud of all that the schools have achieved throughout what has been an extremely turbulent time for our school throughout the COVID19 Pandemic.

The schools have successfully run a blended approach to maintaining education for all our children with very robust tracking and monitoring of both academic standards and emotional wellbeing of children and staff.

Remote learning and developing ICT practice for engagement with home has become a strength of the school.

We remain immensely proud of our staff who through the pandemic demonstrated an unwavering commitment to our children and the school.

The teaching of reading has continued to be a one of main priorities within our school. The development of love of maths has been very refreshing and we are excited at the continued progression journey the school drives on for all learners across the curriculum.

Our curriculum is enhanced very effectively by opportunities to extend learning out of the normal curriculum and whilst this has been restricted throughout the pandemic the planning for 2021/22 has been strong and engagement in virtual training and networking with UET schools has been good.

Leaders strong culture of safeguarding remains at the forefront of all that we do and we pride ourselves on the high level of communication and relationship with our parents/ carers and the local community. Recruitment and retention of governors remains a key issue.

Governors are invited to join staff CPD activities or training days.



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	<p>Staff presentations to the SOC have included:</p> <ul style="list-style-type: none"><li>• Subject leader monitoring</li><li>• Supporting inconsistencies and weaknesses</li><li>• KS1 assessments and how these assessments feed into interventions and SIDP</li><li>• Curriculum sequencing and assessment</li><li>• Overview of Thrive</li></ul> <p>Minutes of all Governors meetings include a log of actions and any challenge / questions raised by governors.</p>
<b>Future plans for the governors</b>	<ul style="list-style-type: none"><li>• On-going recruitment of Governors to ensure continued effectiveness of Review Board</li><li>• To provide support and challenge for the Executive Headteacher and staff in drive to continue school improvement</li><li>• To review the Monitoring and link governor responsibilities to ensure all statutory areas and school improvement priorities are monitored effectively</li><li>• To access relevant VNET / Trust / Governor Association support and training for governors</li><li>• To drive on continued development findings from Ofsted 2020;</li></ul> <p><b>King's Park</b> <i>'The sequence for teaching phonics across the school is not always sufficiently challenging or well sequenced. Consequently, some pupils' phonic achievement is not good enough. Leaders need to organize exactly which sounds pupils should know term by term and share best teaching practice from across the federation.'</i></p> <p><i>'Some pupils read books that are not matched to their phonics abilities. Consequently, some pupils do not develop the confidence and fluency in reading that they should. Leaders need to ensure that there is greater consistency in matching reading books to the sounds that pupils know.'</i></p> <p><b>Grove House</b> <i>'The opportunities for challenging and stretching the most able pupils are not always taken. This is because assessment across the school is inconsistent. Leaders should ensure that their systems for checking pupils' understanding are robust and consistently applied. This will enable teachers to identify what pupils know so that they plan more precisely to meet the needs of the most able learners.'</i></p> <p><i>'In mathematics pupils do not take enough care with the presentation of their work. This can lead to misunderstandings developing in later learning. Leaders should ensure that teachers' expectations for presentation in this</i></p>



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	<p><i>subject are consistently high and that pupils take more care to do their best.'</i></p> <p><i>'In subjects where leaders have not developed a clear system of assessment, teachers do not systematically check on what pupils have learned. Work to develop assessment should be prioritized so that teachers will have a better view of what pupils know and can do, and use this information to support future learning.'</i></p>
<b>How you can contact the governing body</b>	We always welcome suggestions, feedback and ideas from parents/ stakeholders – please contact the Chair of Review Board Mr Hambling or the Executive Headteacher Mrs Charman, via the Trust office. You can see the full list of governors; their attendance at meetings; minutes of governing body meetings and more information about what we do, on the Governors' page of the school website.



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