

## **Governors' Annual Statement and Impact Report November 2020**

At Huntington School the governing board recognises the importance of identifying and demonstrating the impact of its own governance. This document has been produced to support the governing body in reviewing its own performance, reflecting on the impact it has had on school improvement and development over the last year. This annual review process is recommended as good practice.

*Extract from OFSTED report November 2017, "Governors have a sharp and incisive knowledge of the school. They provide strong support to leaders. The minutes of governing body meetings show that governors are diligent and committed to improvement. Governance of the school is highly effective. Governors are deeply committed, appropriately experienced and suitably tenacious in their work."*

### **Governors' Development Plan (GDP) and the School Development Plan (SDP)** (for previous year)

#### **GOVERNORS' DEVELOPMENT PLAN** (details and how this plan links to SDP)

**DEVELOPMENT STRAND 1:** To ensure we have the right people around the table – enabling governors to become more skilled and filling vacancies with the skills required.

**DEVELOPMENT STRAND 2:** To ensure risk management is embedded across all governing body meetings.

**DEVELOPMENT STRAND 3:** Investigate the schools progress on social (cultural) mobility.

*The governors' development plan aims to create a well-trained, well-recruited and well mentored governing body so that we can hold SLT to account across all areas of the SDP. Risk management has a specific focus as this was new to school last year and governors received training both at FGB and all committees to enable this to be a useful exercise. The school has a Promise to all vulnerable students, so social and cultural mobility is a focus in all areas of governors' work.*

### **Review of Governor Development plan**

**Development Strand 1:** Skills audit completed Nov 2019 which showed we needed skills in HR and Change Management. Neither of these skills have specific training available to governors so recruitment aimed at acquiring these skills. Jane Birch co-opted in March 2020 who has HR experience. All new governors have had a mentor and the support they need to become a critical friend. All new governors now get a New Governor Guide which aims to have all the info they could need in one place and this document is reviewed regularly throughout the year. New governors are told that they can approach both their mentor or CoG with questions. Existing governors' model being a critical friend during meetings and all new governors are encouraged to go on CYC face-to-face, and now virtual, new governor training. All governors are reminded of training opportunities during meetings, by the governance service and by CoG. We are now conducting another skills audit, Nov 2020, as we have gained 3 new governors and lost 2 since the last skills audit. We have also had training in meetings as Tony Wills and John Tomsett have conducted Risk Management training at each of the first committee meetings and the first couple of FGB meetings. Recruiting for missing skills, training, including in meetings and supporting new governors

*gives us the best chance of holding senior leaders to account for the outcomes of our students. The CoG, having now completed her first year, has signed up to NGA Leading Governance course for chairs which starts officially in Nov 2020. The ultimate result of recruiting well, training and mentoring can be seen in minutes where governors ask challenging questions of SLT. We aim to continue to model the school's commitment to continuous improvement, setting improvement priorities for ourselves and aim to be a well-trained, diverse group with both great individual skills and wider whole GB skills, creating one knowledgeable governing body who can continue to ensure that the level of challenge and support we offer improves.*

**Development Strand 2:** *Started well with risk management training given by Vice CoG/HT at all initial meetings and added to all agendas. Just before Covid-19 we were in the position where each committee had a list of risks and these were just to be worked into the risk management spreadsheet & high risks then moved to FGB. These were suspended during the initial Covid-19 approach and will now be picked back up at each of the first committee meetings in Autumn term 2020. Governors were also involved in all risk assessments for both the initial schools response, the wider re-opening for Year 10 and 12 and then for the full opening of school in Sept 2020.*

**Development Strand 3:** *In Sept 2019 we recruited Alex Gnanapragasam as he has specific skills in this area and works for DfE. Alex met with John Tomsett and Rob Newton (19/12/19) to establish the role of the social mobility governor, built a shared understanding of the remit and understand how progress to the School Development plan (DS3) will be assessed. AG's objectives for the meeting were to establish:*

- How the school defines social mobility?*
- What is within the gift of the school to address (e.g. attainment gap, literacy, careers education)?*
- Who are the school's pupils and students of interest?*
- How is the school defining success and measuring progress on social mobility?*

*Because of Covid-19 this work stopped but is as important as ever and so will continue into 2020/21.*

## **SCHOOL DEVELOPMENT PLAN (with monitoring committees)**

**DEVELOPMENT STRAND 1 (DS1):** To establish a secure strategic position for the school by September 2022 – (strategy group comprising SLT and chairs of committees)

**DEVELOPMENT STRAND 2 (DS2):** To develop a highly effective staff recruitment, training and retention system – (Staffing and Teaching & Learning)

**DEVELOPMENT STRAND 3 (DS3):** To support our vulnerable students\* to make good academic progress – (Student Performance and Teaching & Learning)

**DEVELOPMENT STRAND 4 (DS4):** To establish excellent student behaviour – (Student Performance and Buildings & Grounds)

**ADDITIONAL DEVELOPMENTS: AD1** – To complete a review of the TLR structure to ensure that the middle-leadership structure is designed to improve the quality of teaching & learning and is value for money. (Staffing)

**AD2** – To work with the LA to ensure that we plan successfully the development of our building as the student numbers rise over the next three years. (B&G & Finance)

**AD3** – To ensure that we have a balanced budget by April 2020 (Finance)

## Governor Training

### Face to Face training

1st Sept 2019 to 31st Aug 2020

| Date          | Governor           | Description  | Provider |
|---------------|--------------------|--|----------|
| 24/09/2019    | Jo Olsen           | Being Ofsted Ready   | CYC      |
| 24/09/2019    | Dougie Stein       | Being Ofsted Ready   | CYC      |
| 25/09/2019    | Jo Olsen           | Governors Termly Workshop  | CYC      |
| 26/09/2019    | Jo Olsen           | HT Appraisal and Performance Management  | CYC      |
| 05/10/2019    | Jo Olsen           | Yorkshire & Humberside conference (Ofsted, NGA Annual survey, gov succession planning and board reporting & triangulation) | NGA      |
| 07/10/2019    | Alex Gnanapragasam | School Finance Planning & Effective Management   | CYC      |
| 08/10/2019    | Jo Olsen           | Health & Safety Responsibilities   | CYC      |
| 10/10/2019    | Alex Gnanapragasam | Intro to Governance - Holding leaders to account for performance   | CYC      |
| 05/11/2019    | Jim Large          | Digital Safeguarding   | Vital    |
| 13/11/2019    | Alex Gnanapragasam | The Role of the Link Governor  | CYC      |
| 17-18/12/2019 | Jim Large          | 2 day Safeguarding Lead training   | NSPCC    |
| 17/1/2020     | Alison Foots       | Secondary attendance seminar   | CYC      |
| 29/01/2020    | Joanne Olsen       | Governors Termly Workshop  | CYC      |
| 02/03/2020    | Alex Gnanapragasam | Introduction to School Funding for Schools   | CYC      |
| 03/03/2020    | Alex Gnanapragasam | Safer Recruitment in Education   | CYC      |

### Online/Virtual training

| Date       | Which Governor     | Which training                                  | training provider |
|------------|--------------------|---|-------------------|
| 02/09/2019 | Jo Olsen           | HT Appraisal & Capability                       | NGA               |
| 16/09/2019 | Chris Wass         | SG: The Governors Role                          | NGA               |
| 16/09/2019 | Chris Wass         | Compliance - Equality & Diversity               | NGA               |
| 16/09/2019 | Alex Gnanapragasam | Prevent   | NCALT             |
| 21/09/2019 | Alex Gnanapragasam | Equality & Diversity                            | NGA               |
| 21/09/2019 | Alex Gnanapragasam | SG The Governors Role                           | NGA               |
| 06/10/2019 | Alex Gnanapragasam | Understanding School Finance                    | NGA               |
| 06/10/2019 | Alex Gnanapragasam | Resources: making the most of what you have got | NGA               |
| 07/10/2019 | Jim Large          | Recognising and Preventing FGM                  | NGA               |
| 16/10/2019 | Rachel Garbett     | SG The Governors Role                           | NGA               |
| 31/01/2020 | Jo Olsen           | SG The Governors Role                           | NGA               |
| 06/02/2020 | Tim Lawrence       | SG The Governors Role                           | NGA               |

|            |                  |   |             |
|------------|------------------|---|-------------|
| 09/02/2020 | Jim Large        | SG The Governors Role   | NGA         |
| 09/02/2020 | Jim Large        | Exclusions  | NGA         |
| 09/02/2020 | Jim Large        | Ofsted and the new inspection framework   | NGA         |
| 09/02/2020 | Jim Large        | Monitoring Performance Data & Targets   | NGA         |
| 10/02/2020 | Alison Foots     | SG The Governors Role   | NGA         |
| 11/02/2020 | Sandra Wilkinson | SG The Governors Role   | NGA         |
| 14/02/2020 | Tony Wills       | SG The Governors Role   | NGA         |
| 21/02/2020 | James Rainer     | SG The Governors Role   | NGA         |
| 21/02/2020 | James Rainer     | Equality & Diversity  | NGA         |
| 21/02/2020 | James Rainer     | Prevent   | NCALT       |
| 24/02/2020 | Jane Birch       | Prevent   | NCALT       |
| 25/02/2020 | Karen Wilson     | Equality & Diversity  | NGA         |
| 28/02/2020 | Karen Wilson     | SG The Governors Role   | NGA         |
| 29/02/2020 | Jane Birch       | SG The Governors Role   | NGA         |
| 29/02/2020 | Jane Birch       | Equality & Diversity  | NGA         |
| 03/03/2020 | Jo Olsen         | Headteacher Recruitment and Succession Planning                                   | NGA         |
| 11/03/2020 | Vikki Pendry     | SG The Governors Role   | NGA         |
| 11/03/2020 | Dougie Stein     | SG The Governors Role   | NGA         |
| 12/03/2020 | Jo Olsen         | Building the team and improving the organisation                                  | NGA         |
| 27/03/2020 | Jo Olsen         | Virtual Governance through Coronavirus  | NGA webinar |
| Apr-20     | Jo Olsen         | Virtual Governance connecting with and recruiting volunteers                      | NGA webinar |
| Apr-20     | Jo Olsen         | Virtual Governance - curriculum cultivation                                       | NGA webinar |
| 23/04/2020 | Jo Olsen         | Virtual Governance - board dynamics, relationships and trust in challenging times | NGA webinar |
| 07/05/2020 | Jo Olsen         | Governing boards as employers: What does Covid-19 mean for you                    | NGA webinar |
| May-20     | Jo Olsen         | Disadvantage - considerations for the board's response to a wider attainment gap  | NGA webinar |
| 12/05/2020 | Jo Olsen         | Podcast 1 - Governing through COVID-19  | NGA podcast |
| 21/05/2020 | Jo Olsen         | The role of the governing board in the safe re-opening of schools                 | NGA webinar |
| 29/05/2020 | Jo Olsen         | Podcast 2 - Examining the new Ofsted inspection framework                         | NGA podcast |
| Jun-20     | Jo Olsen         | Succession planning: Is your board future-proofed                                 | NGA webinar |
| Jul-20     | Jo Olsen         | Podcast 3 - Planning ahead - what does Sept look like?                            | NGA podcast |
| 04/07/2020 | Jo Olsen         | Virtual Governance - planning for the autumn term, what do boards need to know    | NGA webinar |

|            |          |  |                            |
|------------|----------|--|----------------------------|
| 07/07/2020 | Jo Olsen | Governor briefing - Post Covid-19 response for Children and Young People       | CYC - Virtual              |
| 15/07/2020 | Jo Olsen | Governor briefing - Advice and Support update                                  | CYC - Virtual              |
| 31/07/2020 | Jo Olsen | Podcast 4 - Time to reflect  | NGA podcast                |
| 26/08/2020 | Jo Olsen | Preparing for Sept: lessons learnt from abroad and the 'new normal' in schools | Schools and Academies Show |

### Training within meetings

| Date of meeting   | which meeting  | Description     | By Who |
|-------------------|----------------|-----------------|--------|
| 19/09/2019        | FGB            | Risk Management | JMT/TW |
| Sept/Oct/Nov 2019 | all committees | Risk Management | JMT/TW |

*This last year has had disruptions to training, specifically around new governors face-to-face training, but NGA has been producing webinars and podcast which have been useful.*

*We have two governors with specific finance and scrutiny expertise and two non-staff governors who have been or currently are teachers. We also have a governor who works for Ofsted, governors who work for DfE, governors with a legal and compliance background and those with HR and buildings background. So, between us, we already have a lot of skills, but it would be good for more governors to undertake monitoring & tracking data and school finance in the coming year.*

*All governors complete Safeguarding training, read Keeping Children Safe in Education and the schools Child Protection policy every year. Equality & Diversity and Prevent training are completed every 3 years or if significant changes have been made to training. CYC have now started with virtual training again, so hopefully all new governors will get their introduction training either Sept or Jan term.*

### Link Governor Visits

| Department                   | Governor | Visits Completed | Email/other virtual contact |
|------------------------------|----------|------------------|-----------------------------|
| Art                          | DS       |                  |                             |
| Design & Technology          | vacant   |                  | 12/6/20 JLO                 |
| Food & Textiles Technology   | JLO      | 24/01/2020       | 12/6/20 JLO                 |
| Business & Computing Faculty | AF       | 03/12/2019       | 22/5/20 AF                  |
| Drama                        | vacant   |                  | 12/6/20 JLO                 |

| Department                                      | Governor            | Visits completed               | Email/other virtual contact        |
|---|---------------------|--------------------------------|------------------------------------|
| English   | JL                  | 05/12/2019                     |                                    |
| Equalities                                      | JLO                 |                                | 12/6/20 JLO                        |
| Maths   | TL                  |                                |                                    |
| Government & Politics                           | TW                  | 10/12/2019                     |                                    |
| History   | TW                  | 10/12/2019                     |                                    |
| Geography                                       | vacant              |                                | 12/6/20 JLO                        |
| Sociology & Psychology                          | vacant              |                                | 12/6/20 JLO                        |
| Modern Foreign Language                         | KW                  | 26/02/2020                     |                                    |
| Media Studies                                   | vacant              |                                | 12/6/20 JLO                        |
| Music   | VP                  | 11/07/2019                     | 6/2020                             |
| Religion, Philosophy & Ethics                   | vacant              |                                | 12/6/20 JLO                        |
| Science   | KW                  |                                |                                    |
| SEND  | AF                  | 05/12/2019<br>29/6/2020        | 19/3/20; 22/5/20 &<br>14/7/20      |
| Health & Social Care                            | JL                  | 05/12/2019                     |                                    |
| PSHCCEE (M3)                                    | VP                  |                                |                                    |
| Physical Education                              | AH                  |                                |                                    |
| Child Protection, Safeguarding, incl. SCR check | JL                  | 05/12/2019                     |                                    |
| High Starters                                   | KW                  |                                |                                    |
| Buildings & Grounds/Health & Safety             | CW                  |                                |                                    |
| Finance   | TW                  |                                |                                    |
| GDPR  | TW                  |                                |                                    |
| 6th Form  | JLO                 | 24/01/2020                     |                                    |
| Aspirations (Careers)                           | SW                  |                                |                                    |
| Social Mobility                                 | AG                  | 19/12/2019                     | 15/6/2020 to MAS, GN,<br>GRL by AG |
| T & L Forum                                     | All Govs            | 6/2020 VP                      |                                    |
| Staff Training (CPD & Governor Training)        | JLO                 | 24/01/2020                     |                                    |
| Pastoral System                                 | All SP Govs         |                                |                                    |
| CDG   | all T & L governors | 12/3/20 AG                     |                                    |
| COVID-19 related visits                         | All governors       | 18/6/2020 JLO<br>27/8/2020 JLO | 18/3/20 JLO<br>19/3/20 AF          |

## Impact

*With the impact of Covid-19 the focus on data has obviously diminished as we focused on providing a good remote education to all students, providing face-to-face learning for Key Worker and our vulnerable students; completed a thorough evaluation and moderation of our Centre Assessed Grades, which were completed with complete integrity and then the wider re-opening to Year 10 & 12 and then full re-opening in Sept at both the June and July FGB meetings. We have not been able to review data in the same way, so we looked at data around remote learning access and what was provided to those who couldn't access it; provision in school for SEND students; how much remote learning students were accessing; parental feedback on remote learning and the work done to create a safe working and learning environment for both staff and students. Both the CoG & SEND governor visited to see the provision for SEND students and spoke to both teaching assistants and pupils. They also both reviewed the Risk Assessments for re-opening school.*

*As the result of training in Sept, the Link Governor form was altered to include sections on result of actions from previous visits and the actions from this visit, with aim of creating more connected visits and this can clearly be seen on both SEND and 6<sup>th</sup> form visit forms.*

*Subjects that did not have a link governor this year got an email from CoG and they gave great feedback about how well the SLT were supporting them and how everyone in the department was pulling together. Two of those Subject Leaders were either new that year or the year before and both were really pleased to be working in an environment where they felt so supported. The feedback was reported back to SLT and FGB in July 2020.*

*We recognise the role of Link Governors in helping the GB triangulate information received in meetings and it also makes governance visible to staff within the school, support the departments/subjects and helps governors to see the golden thread from strategic decisions made in governor's meetings, through to implementation on a day-to-day basis and then on to outcomes.*

*Overall, this year has definitely felt more like a supportive role to the school, whilst still ensuring that staff and students well-being and learning was looked after, including that of the SLT and HT.*

## Examples of challenge/questions

- FGB Sept 2019 – Number of students not achieving both English and Maths at 4+ and if this was a concern.*
- T & L Oct 2019 - Inquiry Questions success and failure to be shared  
Risk of experienced teachers not in front of students because of Research School*
- FGB Nov 2019 – To look specifically at trend analysis to identify cohort specific attendance issues.  
Attitude to learning of Persistent Absentee group when they were in school.  
Quality of teaching data.  
Impact of change of nearby school's catchment area.  
Frequency of budget monitoring reports.*
- FGB Jan 2020 - Potential impact of Brexit on future tendering and recruitment process.*
- FGB June 2020 – We challenged how CAG grades were awarded and we were given detailed information on the process undertaken and evidence used, on the specific cohort, groups and specific subjects.  
Gender Pay gap analysis  
Had anything been learnt from the CAG process and how that would impact on how assessments were carried out in future.  
How has Year 6-7 transition been managed and was given information on the whole cohort process and arrangements for particular groups.  
Rewording on Relationship and Sex Education policy to say family life, rather than marriage.*

## Examples of support

- Cakes were taken in for all staff and an email sent at the start of the week that school locked down.  
Various emails to all staff during the first part of the year.  
Removed all committee meetings and just hold FGB and only crucial policies and decisions with overview of all committee areas.  
Chair's Action when needed.  
Emails to subject/department leaders from link governors (including those departments who didn't have a link governor at the time)  
Personal hand written thank you card to every member of school staff and chocolates after starting back in September.  
All governors became conversant at using Zoom for meetings and CoG provided training for a couple who were unsure of the system.*

*Link governor protocol altered to look at the narrative provided by the department, the challenges of the department and successes since full re-opening in Sept. We hope to celebrate the successes at FGB meetings.*

**Next year** (detail school priorities for the year ahead, governors' priorities and reflect on how governors can contribute to the future improvement of the school)

**The school's priorities for the year are:**

*The school has a plan for immediate issues that focuses on the ACT plan (Attendance, Curriculum and Time) which addresses the immediate catch-up; looking at remote teaching in tandem with in school provision; KS4 and KS5 assessment; contingency plans for key staff being off work; review dates and ensuring cleaning can still happen if staff are off or have to self-isolate.*

*There is also mid-term work around 'The Promise' to disadvantaged students; curriculum review outcomes; developing recruitment, training & retention systems and the pastoral restructure.*

*The longer-term strategic issues around strategic position of the school and leadership succession planning.*

**Our key focus for the year to come is**

*To ensure we have the right people around the table – enabling governors to become more skilled and filling vacancies with skills required; (From Nov 2020 we will have 4 vacancies)*

*To assist Chair of Governors to undertake NGA Leading Governance (chairs) year-long training to become an even better led board;*

*To ensure risk management is embedded across all governing body meetings (cont'd from 2019/20) and*

*Investigate the schools progress on social (cultural) mobility (cont'd 2019/20)*

*The governing body aim to be fully recruited, with appropriate skills and training completed. Support the CoG in undertaking Leading Governance program and completing 360 appraisals. We will continue with our work on Risk Management and focus on social (cultural) mobility. Alongside we will reconvene the strategic group to look at the position of the school during this year and the HT recruitment committee will start to meet with Maxine Squire to look at the options for how we manage the leadership succession planning process. We also need to continue our good work with Link visits, albeit in a more supportive approach, and we hope for all subjects/departments to receive a visit this year. This can only be achieved with further recruitment to our vacancies, enabling the workload to be shared amongst all governors.*