

Publication of Governor's Details and Register of Interests

In the interests of transparency, all schools and academies should publish, including on their website, up to date details of the structure of the governing body and any committees, together with the names of their governors and their particular roles and responsibilities within that structure. They should also publish relevant business and pecuniary interests.

Schools and academies should also publish an annual statement setting out the key issues that have been faced and addressed by the governing body over the last year, including an assessment of the impact of the governing body on the school.

The three core strategic functions of the Governing body are:

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.

Burradon Community Primary School's Governing Body meets twice a term with additional meetings as required. We also have 3 main committees which meet at least once a term.

- Premises, Finance, Health and Safety Committee
- Staffing Committee
- Curriculum and Communications Committee

Governing Body's Annual Statement for 2021-2022 academic year

The issues faced and addressed by the Governing Body over the last academic year were:

- Continuing COVID-19 pandemic response including eliminating gaps in learning
 - Continued disruption to teaching and learning linked to the ongoing COVID pandemic across 2021-2022 academic year.
 - Action being taken to safeguard staff, children and parents / carers whilst on the site.
 - Disruption to learning for pupils following government guidance linked to self-isolating if tested positive for COVID or deemed to be a close contact of someone who had tested positive.
 - Monitoring our remote learning offer to ensure it was robust and at least matched the DFE expectations.

- Impact on staffing linked to staff following government guidance regarding self-isolating if tested positive for COVID or deemed to be a close contact of someone who had tested positive.
 - Ensure pupils 'catch up' in their learning following periods of self-isolation through implementing a robust national Tutoring Program in Key Stage 2 and additional staffing across Key Stage 1 and EYFS.
- Budget constraints, staffing changes and securing the sustainability of the school moving forwards
 - Ensuring the school can continue to operate within a balanced budget linked to rising costs and falling pupil numbers whilst maintaining high standards of achievement.
 - Following some changes of staffing across all areas of the school workforce including leadership positions, office and caretaker, ensuring that a full review of the staffing structure was carried out to meet the business needs of the school moving forward.
 - Following a rigorous review of the staffing structure, ensuring robust recruitment processes were undertaken to enable high quality staff were recruited into key positions across the school (internal and external appointments)
 - Continuing to raise concerns linked to the current predicament of the school's low numbers with North Tyneside Local Authority, North Tyneside Learning Trust and Local Ward Councillors.
- Support and challenge the implementation of the new school curriculum and the impact of COVID
 - Continuing to review the school curriculum across all subjects to ensure Burradon's curriculum offers a rich experience, is ambitious and coherently planned and provides a basis for development of values, knowledge, skills and cultural development.
 - Identifying gaps in learning across all subject areas and all year groups linked to the impact of the COVID pandemic. Subject Leaders focused on the gaps in their subject areas and how to address these gaps as part of a recovery curriculum.
 - Ensuring that staff have training opportunities in other curriculum areas such as Clevertouch board training, Lego training to further.
 - Ensuring that the skills, knowledge and understanding of the governing body continue to develop in all aspects of school performance and leadership, including curriculum development and that this can be articulated confidently by governors.
- Investigate, plan and implement a 2 Year Old provision
 - Investigate the need for a 2YO funded provision in Burradon within the current parent / carer group and the wider local community linked to potential need following the closure of a private provider.
 - Work with a range of stakeholders to plan a 2YO provision to be ran, initially, from the small hall as a pack-away provision.

- Implement a 2YO provision from September 2022 ensuring that staffing, curriculum, policies and procedures are in place as well as resources and visits.

The impact of the Governing Body on the school was:

- Continuing COVID-19 pandemic response including eliminating gaps in learning
 - Successful OFSTED inspection in March 2022 highlighted the work undertaken in school during periods of lockdown, self-isolation and the return to school linked to pupils, parents / carers and staff.
 - o 'They especially liked support from teachers during periods when schools were only open to some children due to COVID-19 restrictions. Pupils said that lessons were fun, and they could talk to their teachers remotely.
 - o 'Leaders have focused their efforts on regaining stability in school following disruption caused by the COVID-19 pandemic. Momentum in school improvement is building. A strong team of staff support each other. Leaders spot anyone who is under undue pressure. Staff use the regular 'Staff Wellbeing Group' to great effect.'
 - o 'Since the national lockdown, leaders have made sure that younger pupils have been read stories at every opportunity.
 - A robust National Tutoring Program was implemented in Key Stage 2 through Teaching Personnel using targeted, known staff who had previously worked in Burradon. NTP was implemented in Year 6, Year 5 and Year 4 and was rigorously monitored by the Headteacher, subject leaders and governors.
 - Monitoring of our remote learning offer with parents / carers and pupils highlighted a positive response in terms of the core offer and the ability to contact staff and talk to staff regularly about work, mental health and well-being and to check in.
- Budget constraints, staffing changes and securing the sustainability of the school moving forwards
 - The school achieved a slight surplus outturn for 2021/2022 financial year.
 - The school has set a balanced budget for 2022/2023. This has been achieved following careful planning for the replacement of key staff and the balance of existing experienced whilst enabling less experienced staff to join the team.
 - Staffing changes, e.g retirement and relocation of staff, have been maximised to provide opportunities for the succession planning in place to enable experienced members of the team to further develop their leadership roles and impact across the school. For example: Acting Deputy Head and Acting EYFS Lead.

- Governors and the Headteacher made internal and external appointments across the school in key areas including Acting Deputy Head, Acting EYFS lead, maternity leave cover, 2 further teachers, office manager, caretaker, EYFS teaching assistants, 2YO EYFS teaching assistants, EHCP support staff (via supply agency linked to individual plans and needs)
 - In order to attract new families to the school, the Premises, Finance, Health and Safety Committee and Staff Committee are continually reviewing the provision we offer to our families.
- Support and challenge the implementation of the new school curriculum
 - Successful OFSTED inspection in March 2022 highlighted the work undertaken linked to the development of the schools' curriculum.
 - 'The mathematics curriculum is well structured. Learning is broken into smaller units that build knowledge progressively.'
 - 'Most other subjects are equally well structured, such as geography and design technology. Subject leaders have identified the essential knowledge that pupils need. They key threads that run through the curriculum are clear. Teachers sequence lessons so that pupils build on what they already know.'
 - Governors have a greater understanding of the curriculum across all subjects following individual governor visits to subject leaders followed by feedback to full governors. This will continue to be enhanced in 2022/2023 academic year.
 - Subject leaders have been given dedicated subject leader release days to drive improvements in their subject areas. This will continue to be further enhanced in 2022/2023 academic year.
- Investigate, plan and implement a 2 Year Old provision
 - Following consultation with parents / carers, a 2YO provision has been investigated, planned and implemented in the small hall at Burradon.
 - From September 2022, we will have 8 funded 2YOs in our new provision which will support the needs of our parents / carers and the needs of our youngest pupils.

Structure of the Governing Body (2021/2022)

- Chair of the Governing Body is Mr Damian Ramsey (from 1st April 2022)
- Vice Chair of the Governing Body is Mrs Michelle Younger

A full overview of Burradon Community Primary School's Governing Body can be found on our website at

<http://www.burradoncommunityprimaryschool.co.uk/our-governing-body/>

Structure of the Governing Body Committees (2021/2022)

<u>Committee</u>	<u>Abrv.</u>	<u>Name of Chair</u>
Finance, Premises & Health & Safety	F,P,H&S	Mr Joe Cox
Curriculum and Communications	C&C	Mrs Michelle Younger
Staffing	S	Mrs Janice Gibson
Performance Management	PM	Mr Joe Cox