

Governors Annual Statement and Impact Report 2021-22

"Leaders continue to provide a good quality of education. Together with the Governors they have accurate self -evaluation." **OFSTED 2019**

"Governors ask challenging questions of senior leaders through a termly school performance review meeting. Middle and senior leaders acknowledge the role that governors play in monitoring their work and appreciate the challenge and support they offer" **OFSTED 2016**

At Jarrow Cross our Motto of "Value in Everyone" permeates school life. We believe that every child is entitled to enjoy their childhood, celebrate their individuality and be the best that God made them to be. The Governors recognize for this to happen that pupils must be supported by a well led, enthusiastic, professionally competent and motivated staff. The aim therefore of our Governing Body is to ensure pupils progress appropriately in their education and in doing so develop a thirst for learning, are emotionally secure, have the confidence and skills to make decisions, self-evaluate and become lifelong learners.

Safeguarding

Safeguarding is vital to our school and the staff and governors ensure all procedures are up to date and monitored. The Governing Body are fully aware that Safeguarding is everyone's responsibility. Opportunities for pupils to develop their understanding of E-Safety and how to keep themselves safe are embedded into the school curriculum.

Supporting pupils

Governors have worked with the head teacher to evaluate the impact of lockdown and respond to the needs of school eg reviewing and agreeing the

Recovery Premium funding and quickly responding to areas of development and emerging issues such as supporting communication and language skills for Reception pupils and also increasing adult ratios to support challenging behaviour within the Reception cohort

Staff Wellbeing

Throughout the year 2021/22 Governors continued to recognise the strain of the Covid 19 pandemic on staff and have ensured a regular focus upon staff wellbeing. This includes the reorganisation of PPA (staff are released one day per fortnight) and with areas such as class marking. Also they have supported decisions such as the redecoration of the staff room which has ensured staff have a comfortable and relaxing seating and dining area to be used throughout break times.

Strategic Functions of the Governing Body

This annual statement outlines how the Governing Body has fulfilled its responsibilities and how it has met the three core strategic functions of the School's Governing Body set out by Government and the Department for Education:

- 1 Ensuring clarity of vision, ethos and strategic direction.**
- 2 Holding the head teacher 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.**

Although the majority of the meetings have remained virtual The Governing Body has continued to:

- Monitor the implementation and embedding of the national curriculum and assessment processes.
- Review and monitoring of pupil performance data and progress. Carry out budget setting, monitoring and review of school finances.
- Monitor the improvement of the school learning environment
- Review school policies and documentation.
- Monitor the implementation of the school development plan- see below.

School Improvement Plan (SIP) -

Governors work co-operatively with the head teacher and senior management in the monitoring the School Improvement Plan. The School Improvement Plan sets aims for the forthcoming year and outlines priorities for the forthcoming three years and is based upon priorities identified from data and the school self-evaluation. It is set out with clear improvement actions and the milestones which will be completed in order to achieve the success criteria. It is a flexible working document monitored and reviewed termly.

Priorities for the academic year 2021/22

- **To implement the new EYFS Framework and continue the improving outcomes at end of Reception**

Evaluation - On going assessments continued to show progress in all curriculum areas. Internal moderation in line with recommendations occurred regularly within the EYFS setting. Early morning and mid- morning maths meetings in line with EY Maths Hub guidance enhanced mathematical knowledge and vocabulary.

- **Ensure the school curriculum meets the needs of all learners**

Evaluation- Subject lead release time continued. All core and Foundation Subjects have been assessed. Ongoing monitoring continued and feedback given to staff. Work has been completed by SLT around the area of deeper learning. Opportunities for Career Benchmarking continue to be identified throughout the curriculum.

- **Improve outcomes in reading and writing**

Focus upon handwriting and letter formation throughout the year. Progress of all groups of children continued to be monitored. Reading for Pleasure continued to be a priority. Assessments indicated writing to be an area of concern. Focus upon linking EGPS skills to writing is ongoing.

- **Close the gap between groups of learners with a focus upon disadvantaged children**

Evaluation- Strategies to support disadvantaged pupils such as small group phonic support and small group tutoring ongoing throughout the year. Children quickly identified to receive support and intervention.

Priorities for future support are:

- To embed new EYFS Framework
- Ensure curriculum subject areas build upon starting points in EYFS
- Improve outcomes in writing
- Continue to focus upon closing the gaps between groups of learners
- To promote the children's and school community's understanding of our school vision.

