



Unity Education Trust

## The Governance Statement 2021-2022

### Annual Governance Statement for Great Dunham Primary School

July 2022

In October 2021 the Academy Review Committee (ARC) was placed on hold and a School Improvement Board (SIB) was introduced to help facilitate rapid and sustained improvement. The School Improvement Board's primary role is to support the development and improvement of the School in line with the schools last RI judgement by Ofsted and post transfer to Unity Education Trust. The School Improvement Board has been established by the Trust Board and will report directly to the Trust Board (Standards Sub Committee) on the progress of the school, recommending further action as necessary. The School Improvement Board shall meet at least once every five weeks, more if necessary.

The School Improvement Board will ensure that the Action Plan (SIDP & any RIP) for the Academy is fit for purpose and is being implemented and will advise on the development and review of the Action Plan, focussing on 4 key areas of action; effectiveness of leadership & management, teaching & learning, pupil outcomes and finance.

#### **Governance arrangements**

The Great Dunham Primary School Improvement Board (SIB) currently has 6 members comprising of Unity Education Trust CEO (Chair), Unity's Director of Education, Headteacher, 0 parent governors, 3 co-opted community governors and 1 link Trustee from Unity Education Trust. We are actively recruiting for a parent governor and a staff governor to join the team.

The SIB meets more regularly than the ARC did previously, approximately every 5 weeks, which enables enhanced monitoring. Minutes of meetings include clear actions and evidence of contributions to review, challenge, and support from governors.

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.

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

All meetings planned in 2021/22 were held either virtually during Covid19 restrictions face to face at the beginning of the year or face to face towards the end of the academic year. No meetings were postponed due to not being "quorate" (the number of governors needed to ensure that legal decisions can be made).

Moving forward, 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



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|  | <p>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> |
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| <b>The work that we have done in our governing body</b> | <p>The Unity Education Trust Board provides support and 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 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 the SIB. This helps to ensure that the SIB is monitoring key school improvement milestones and associated timelines and holding school leaders to account for ensuring all areas of development and the recommendations from OFSTED are addressed.</p> <p>Governors are invited to join staff CPD activities or training days. The Governors were closely involved in the annual Safeguarding review, including SCR audit, school self - review and compliance checklist and review of policy.</p> <p>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;</p> <ul style="list-style-type: none"><li>• Staffing changes and recruitment – The Y5/6 teacher left at Christmas and was covered by the Headteacher and then the move of an existing teacher after February half term. A new class teacher started after Easter, into the Y3/4 class. Our EYFS leader and R/1/2 teacher went on maternity leave in June with cover provided from September by a part time teacher and the Headteacher. A new school secretary started October 2021, and then left at Easter 2022. A new school secretary has been appointed for September. The drive and determination of the staff and Headteacher to overcome these challenges is a credit to the school.</li><li>• This year we have put greater focus on handwriting and Maths in particular. The development of a 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.</li><li>• It has been great to see the school able to return to trips and visits, notably the London Residential trip for Y5/6 and the whole school trip to the Royal Norfolk Show, where the children performed as part of a massed choir in the Royal Salute to HM Elizabeth II on the occasion of her 70<sup>th</sup> Jubilee.</li><li>• Musical performance at Norwich Cathedral where children sang to Dippy</li><li>• Continued to develop our outdoor learning provision lined to many curriculum areas and the development of the outdoor learning space. Our outdoor</li></ul> |
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learning leader was awarded Support Staff Member of the Year Award by Lynn News in July 2022.

- 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.
- The SIB are immensely proud of all that the school has achieved with improving learning outcomes.

Staff presentations to the SOC have included:

- Subject leader monitoring, and how these assessments feed into interventions and SIDP
- Headteacher presented to the Trust Board about developments in writing
- Curriculum sequencing and assessment

End of Key Stage Outcomes

Number on roll: 65

| Pupil Number (in brackets)                            | Summer 2022<br><b><u>Actual/outcomes<br/>for Summer 2022</u></b> |
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| EYFS (5) GLD  | 40   |
| Y1 (13) Phonics                                       | 62   |
| KS1 (5)   | 80   |
| Reading – Exp Standard +                              |  |
| KS1 Reading – Greater Depth                           | 40   |
| KS1 Writing – Exp Standard +                          | 40   |
| KS1 Writing – Greater Depth                           | 0  |
| KS1 Maths – Exp Standard +                            | 80   |
| KS1 Maths – Greater Depth                             | 20   |
| KS1 Reading, Writing & Maths –<br>Expected Standard + | 40   |
| KS2 (14)  | 79   |
| Reading – Exp Standard +                              |  |
| KS2 Reading – Higher Standard                         | 29   |
| KS2 Writing – Exp Standard +                          | 71   |
| KS2 Writing – Greater Depth                           | 21   |
| KS2 Maths – Exp Standard +                            | 50   |
| KS2 Maths – Higher Standard                           | 21   |
| KS2 Reading, Writing & Maths –<br>Expected Standard + | 43   |



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|  | <p>Minutes of all Governor meetings include a log of actions and any challenges / questions raised by governors.</p>  |
| <p><b>Future plans for the governors</b></p> | <ul style="list-style-type: none"> <li>• On-going recruitment of Governors to ensure continued effectiveness with a positive approach to succession planning.</li> <li>• To provide support and challenge for the Headteacher and staff to drive continued school improvement</li> <li>• To continue to promote the school in the wider community to encourage the recruitment of children/ families</li> <li>• To access relevant VNET / Trust / Governor Association support and training for governors</li> </ul> <p>To drive on continued development based upon recommendations from Ofsted 2019:</p> <ul style="list-style-type: none"> <li>• <i>Improve leadership and management by:</i> <ul style="list-style-type: none"> <li>– <i>ensuring that the quality of teaching, learning and assessment are consistently good or better</i></li> <li>– <i>expanding the role of middle leaders so that they take greater responsibility for leading improvements and raising levels of achievement for their subject across the curriculum</i></li> <li>– <i>continuing to monitor, evaluate closely and respond promptly to the impact of the actions taken to improve teaching and learning</i></li> <li>– <i>further develop the positive communication with parents, especially those parents who have concerns, so that they are clearer about what the school is doing to support their child.</i></li> </ul> </li> <li>• <i>Improve the quality of teaching and pupils' progress by:</i> <ul style="list-style-type: none"> <li>– <i>raising teachers' expectations of what pupils will achieve</i></li> <li>– <i>using assessment information more effectively to pitch work at the right level so that pupils' progress is accelerated for the lower-attaining and most able pupils</i></li> <li>– <i>effective teaching to enable pupils in upper key stage 2 to master the mathematical skills and knowledge expected for their age</i></li> <li>– <i>improving pupils' skills in grammar, punctuation and spelling in key stage 2</i></li> <li>– <i>ensuring that the marking policy is implemented consistently in all of the key stages and that pupils follow up on the comments written.</i></li> </ul> </li> <li>• <i>Improve outcomes for pupils by making sure that:</i> <ul style="list-style-type: none"> <li>– <i>the design of the curriculum supports pupils' continuing progression in skills, knowledge and understanding across all foundation subjects</i></li> <li>– <i>more pupils reach at least the expected standard in mathematics by the end of Year 2, so that they are in line with national averages</i></li> <li>– <i>the proportions of the most able pupils who achieve the higher standards by the end of key stages 1 and 2 increase so that they are more in line with the national averages</i></li> <li>– <i>disadvantaged pupils improve the standard of their writing.</i></li> </ul> </li> </ul> |



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| <b>How you can contact the governing body</b> | We always welcome suggestions, feedback and ideas from parents/ stakeholders – please contact any of our Governors or the Headteacher Mrs Nour, via the School office. |
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