

**Annual Governance Statement  
for the  
Governing Board of Firfield Primary School  
Academic Year 2021 - 2022**

In accordance with the Government's requirement for all governing bodies, the three core strategic functions of Firfield Primary School Governing Board are:

- **ensuring clarity of vision, ethos, and strategic direction;**
- **holding the headteacher to account for the educational performance of the school and its pupils; and**
- **overseeing the financial performance of the school and making sure its money is well spent.**

In addition, the Governing Board is committed to

***Governance Arrangements***

*The Governing Body of Firfield Primary School is made up thus -*

<b><i>Name</i></b>	<b><i>Status</i></b>	<b><i>Term of Office</i></b>	<b><i>Membership of Committees</i></b>	<b><i>Declaration of Interests</i></b>
<i>James Stafford</i>	<i>Local Authority</i>	<i>03.07.2019 – 02.07.2023</i>	<i>Chair of Governors Resources</i>	<i>Trustee Long Eaton &amp; District Scout Council  Trustee Umbrella (Derby and Derbyshire)</i>
<i>James Yellop</i>	<i>Head Teacher</i>	<i>N/A</i>	<i>Resources  Curriculum, Teaching &amp; Learning</i>	<i>None</i>
<i>Rosie Pountney</i>	<i>Parent</i>	<i>07.04.2020 – 06.04.2024</i>	<i>Curriculum, Teaching &amp; Learning</i>	<i>None</i>

<i>Sam Johnson</i>	<i>Parent</i>	<i>07.12.2020 – 06.12.2024</i>	<i>Resources</i>	<i>None</i>
<i>George Crombie</i>	<i>Parent</i>	<i>05.12.2017 – 04.12.2021</i>	<i>Resources</i>	<i>None</i>
<i>Kate Richardson</i>	<i>Parent</i>	<i>07.12.2020 – 06.12.2024</i>	<i>Curriculum, Teaching &amp; Learning</i>	<i>None</i>
<i>Jan Donoghue</i>	<i>Staff</i>	<i>06.05.2020 – 05.05.2024</i>	<i>Resources</i>	<i>School Business Officer at Firfield</i>
<i>Lucy Noonan</i>	<i>Co-opted</i>	<i>01.09.2020 – 31.08. 2024</i>	<i>Resources</i>	<i>Partner/Sole Proprietor of Estate Agency</i>
<i>Olivia Dale</i>	<i>Co-opted</i>	<i>24.09.2020 – 23.09.2024</i>	<i>Curriculum, Teaching &amp; Learning</i>	<i>None</i>
<i>James Tolson</i>	<i>Co-opted</i>	<i>12.12.2018 – 11.12.2022</i>	<i>Curriculum, Teaching &amp; Learning</i>	<i>None</i>
<i>Rachel Tittershill</i>	<i>Co-opted</i>	<i>03.07.2019 – 02.07.2023</i>	<i>Curriculum, Teaching &amp; Learning</i>	<i>None</i>
<i>Ashley Oates</i>	<i>Co-opted</i>	<i>08.05.2019 – 07.05.2023</i>	<i>Vice Chair of Governors</i>	<i>Partner/Sole Proprietor of</i>

			Resources	'Chilled Beans Yoga & Massage'
Vacancy	Co-opted			
Vacancy	Co-opted			
Vacancy	Co-opted			
Dee Hill	Clerk to Governors	N/A	N/A	<p>Vice Chair of Governors at Cotmanhay Junior School</p> <p>Governor at Ashbourne Hilltop Primary School</p> <p>Clerk to Governors at Milford Primary, Ladycross Infant &amp; Nursery, Ripley Nursery Schools</p>

**Skills of the School Governor**

*The school governor is a key member of the strategic direction of a school. Governors need a strong commitment to making sure there are high aspirations for the all the children in the school and a commitment to achieving the best possible outcomes for all the pupils. Governors should be naturally inquisitive and have the ability to question and analyse. It is important they governors have a willingness to learn and there are opportunities for further training and development. School governors should have good inter-personal skills.*

*The governor role is strategic rather than operational. Governors do not get involved with the day to day running of a school, instead supporting, and challenging the school's leadership team to drive school improvement.*

*Governors usually attend around five or six meetings a year. Being a school governor is a commitment and a responsibility but offers you the chance to see first-hand the impact you can make in improving education for children in your community.*

### **Meetings of the Governing Body**

The Governing Body has programme of meetings throughout the school year, and a committee structure that focuses on specific areas of governance. The proposed meetings for the academic year 2021-22 are outlined below.

<b><u>Date</u></b>	<b><u>Meeting</u></b>
Thursday 14 <sup>th</sup> October 2021	Full Governing Board 6.15pm
Thursday 4 <sup>th</sup> November 2021	CT&L Committee 6.00pm
Thursday 11 <sup>th</sup> November 2021	RM Committee 6.00 pm
Thursday 9 <sup>th</sup> December 2021	Full Governor Board 6.15pm
Thursday 27 <sup>th</sup> January 2022	CT&L Committee 6.00pm
Thursday 3 <sup>rd</sup> March 2022	Full Governor Board 6.15pm
Thursday 31 <sup>st</sup> March 2022	RM Committee 6.00 pm
Tuesday 26 <sup>th</sup> April 2022	Full Governor Board (Budget) 6.15pm
Thursday 26 <sup>th</sup> May 2022	CT&L Committee 6.00pm
Thursday 16 <sup>th</sup> June 2022	RM Committee 6.00 pm
Thursday 7 <sup>th</sup> July 2022	Full Governor Board 6.15pm

### **Annual Statement for 2021**

It goes without saying that the past year has been something of a challenge to all concerned. Corona Virus has brought out the very best in all aspects of public life and services, never more so than in our Schools and the NHS.

Firfield staff, children and parents have played a pivotal and supportive role, both in and out of school, in ensuring that the children have continued to receive the best possible contact and learning experience.

Throughout the year the Governing Board and the PTA have continued to support the school in a somewhat restricted Corona Virus climate.

The Governing Board places great importance on the children's health and safety in and out of school. Staff are well versed in all aspects of what is required to meet this important part of school and home life. During the year, governors have attended relevant courses in order that they can take specific responsibility on behalf of the Board for the children's fundamental right to be heard and acknowledged.

Plans have been signed off to redesign and mark out the school playground completely and replace the remaining grassed area with Astra Turf. Surrounding pathways will be replaced and repaired to enhance the general appearance and functionality of this outside area of the school playing area.

Despite a difficult year, the general fabric and integrity of the school remains strong, inclusive, and supportive. During the course of the year, there have been several senior management changes and appointments, together with new teaching staff additions. The Governing Board has been involved in the interviews and eventual decision process in all of these situations.





Whilst the last year has meant all of our meetings have been of the Remote/Team format, it has not diminished our efforts in focusing on all aspects of the school to ensure that the children and staff at Firfield get the best academic and lifestyle experience possible during this most challenging of times.

The Governing Board is indebted to all of the staff for their commitment and total professionalism during this year of the Coronavirus and look forward to the return of a more normal existence, at some point, in the next academic year.

### **Strategic Planning for the future**

The Senior Leadership Team of the school has worked with governors to agree a School Improvement Plan for the coming year(s). This plan can be summarised by reference to the following Key School Aims.

#### **Quality of Education**

-  The school aims to provide every child with the best possible education, through a holistic, exciting and creative curriculum.
-  Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. To ensure that pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.
-  The school's curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent
-  Pupils work across the curriculum is of a high standard

In order to improve further and for the quality of education we need to: -

- Develop a 'culture of reading' which contributes improved Reading Standards. Ensuring the school has a rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. Attainment in phonics is improved by having a sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.
- Ensure our curriculum offer is ambitious for all including disadvantaged and SEND pupils. Improve girls' progress and achievement in STEM subjects and boys progress in reading
- Following the effects of COVID-19 the school has a robust catch-up programme to ensure no pupil underachieves due to absence from school. The remote leaning plan ensures

that children receive the same quality of education when they are not able to be in school.

- There is a consistent approach to teaching and learning throughout the school.

### **Behaviour & Attitudes**

- ✚ Children understand the school rules, ready, respectful and safe and learn how to behave together to ensure that everyone has the environment to grow and achieve well.
- ✚ To provide a happy, caring and secure learning environment where everyone thrives through feeling safe, confident and valued and the well-being of each and every individual is a priority.
- ✚ To nurture children who show respect, consideration and responsibility for others and their environment at all times, both within the school and the wider community.

In order to improve further we need to: -

- Ensure pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.
- To continue to reduce the % of persistent absentee pupils and pupils with irregular attendance

### **Personal Development**

- ✚ To provide a happy, caring and secure learning environment where everyone thrives through feeling safe, confident and valued and the well-being of each and every individual is a priority.
- ✚ To nurture children who show respect, consideration and responsibility for others and their environment at all times, both within the school and the wider community.
- ✚ To provide rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, that considerably strengthen the school's offer
- ✚ To encourage and inspire all pupils to achieve their true potential academically, socially, emotionally and physically through effective inclusive practice.

In order to improve further the personal development for pupils we need to: -

- Ensure measures are in place to promote positive mental health, well-being and personal development of all staff, so the school is a happy and rewarding with high staff morale. Staff feel valued and gain recognition for their hard work.
- Ensure all staff are trained and confident in spotting and supporting mental health issues at an early stage
- To increase further our pupil's awareness of local, national and global issues including BAME through the curriculum.
- Continue to improve health and well-being within the whole community, including developing informed choices about healthy eating, fitness and emotional health

### **Leadership & Management**

- ✚ Leaders have a clear and ambitious vision for providing high-quality and inclusive education, where children learn, grow and achieve together. This is realised through strong, shared values, policies and practice.
- ✚ Leaders endeavour to provide a happy, caring and secure learning environment where everyone thrives through feeling safe, confident and valued and the well-being of each and every individual is a priority.

- ✚ To ensure a positive and supportive ethos permeates through all aspects of school life ensuring we all celebrate our successes together.

In order to improve further leadership and management we need to:

- Leaders ensure that teachers receive focused and highly effective professional development.
- Ensure all new to subject leadership teachers have the necessary support to lead their subject effectively.
- Ensure all subject leaders have dedicated research and monitoring time to allow for effective monitoring of the intent, implementation and impact progress within their subject
- The school development of a new website to share vision, values and information about the school.
- Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.

### How to contact your Governing Body

Information about the School's Governing Body is available on the governors' page of the school's website. The Governing Board can be contacted through the Clerk to the Governors by email to [dhill@firfield.derbyshire.sch.uk](mailto:dhill@firfield.derbyshire.sch.uk) or by telephoning the school.

### Attendance Record of Governors

A record is kept by the clerk to the Governing Body of governors' attendance at meetings, details of attendance can be found below. Meetings need to be 'quorate' to ensure that decisions can be made.

#### **The Firfield Primary School Governors' Attendance record for September 2020 to July 2021 (% or x out of y attended)**

Governor	FGB meetings - % (9 meetings)	Resources Committee meetings - % (5 meetings)	Curriculum, Teaching & Learning Committee meetings - % (4 meetings)
Graham Robertson (Chair)	100%	100%	100%
James Yellop (Head Teacher)	89%	100%	75%
Simon Bentley	78%	N/A	100%
Ashley Oates	78%	60%	N/A
Roger Farr	44%	100%	N/A
James Tolson	100%	N/A	75%

Rachel Tittershill	89%	N/A	100%
Jan Donoghue	100%	100%	N/A
Sam Johnson	67%	80%	N/A
Kate Richardson	89%	N/A	75%
George Crombie	77%	100%	N/A
James Stafford	89%	83%	N/A
Rosie Pountney	78%	N/A	100%
Lucy Noonan	78%	40%	N/A
Olivia Dale	78%	N/A	75%