

Annual Governance Statement for the Governing Body of King James's School July 2020

In accordance with the Government's requirement for all governing bodies, the three core strategic functions of King James's School 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 students.
3. Overseeing the financial performance of the school and making sure its money is well spent.

The Headteacher and governing body work in close partnership. The Head is responsible for the day-to-day management of the school, implementing the strategic framework established with the governing body.

Governance arrangements

The Governing Body of King James's School is currently made up of:

- parent governors – Richard Ebdon, Andrew Town
- local authority governor – Heather Hartmann
- staff governors – Sophie Cunningham, Carl Sugden
- co-opted governors – Andy Howard (Chair), Sarah Tabor (Vice Chair), Pat Dunnill, Rebecca Evans, John Heap, Mark McKenzie, Sophie Ramplin, Mike Smith, Rob Whitehead, vacancy (five co-opted governors are also parents or former parents of children at the school).

Debbie Howard, Clerk to the Governors, is also in attendance at meetings.

In order to discharge its duties effectively, the governing body has a range of skills. These include experience and expertise in financial management, teaching and learning, school leadership, health and safety, safeguarding, performance management, premises, human resources and strategic planning.

The governing body operates using a circular model of governance, which means that all business is now considered at full governing body meetings. These take place at least five times per year. Particular tasks, issues and concerns are delegated to:

- standing working groups – the governing body currently has one standing working group, the Executive Finance Group
- time-limited working groups – set up to research a particular issue and report back to the governing body
- panels – for staff discipline, staff discipline appeals, pupil discipline, school complaints and Headteacher performance management.

Attendance record of governors

The Clerk to the Governors keeps a record of governors' attendance at meetings. These are published annually on the school website. Meetings need to be quorate (that is half the members need to be in attendance) to ensure that decisions can be made.

Statutory duties

In 2019/20, we have undertaken our statutory duties with regard to:

- financial management
- safeguarding
- performance management of the Headteacher
- health and safety
- reviewing and updating statutory policies
- monitoring the effectiveness of pupil premium and catch-up funding.

Governors have undertaken a variety of training, including new governor induction, complaints training, chairing the governing body and Governor School Improvement Network meetings.

In response to the Covid-19 pandemic, the governing body has continued to cover its statutory duties through remote meetings. In addition, governors have discussed and supported the school's efforts in dealing with the crisis, including approving risk assessments and opening plans.

Development plan priorities

The governing body's work revolves around the school development plan.

The school development planning cycle begins in June and the plan is reviewed against the school self-evaluation document (SEF) and against the impact statement from the previous planning cycle. The plan is also reviewed in August, when the outcomes from the GCSE and A level examinations are known.

There are five strands to the school development plan for 2020/21.

Curriculum, assessment and explanation

- Curriculum – principles of challenge, knowledge, sequencing, interleaving, vocabulary and cultural capital; gaps in learning post-Covid-19; adaptations to learning journeys; revisit curriculum intent; effective revision.
- Assessment – summative/formative principles; low stakes testing; comparative judgement and feedback; review and necessary amendments of assessments post-Covid-19.
- Explanation – modelling, questioning, explanation, Rosenshine Principles, dual coding and cognitive load.

Provision and quality assurance

- Alternative provision – curriculum adaptations for selected cohorts; Hub/effective study; referral spaces/RTL room learning journeys for all subjects; Active8 programmes.
- Independent learning – use of ItsLearning as homework setting/monitoring platform; remote and home learning; live lessons.
- Quality assurance – learning walks and work scrutiny; QA of curriculum, assessment and explanation.

Student standards

- Tutoring
- Behaviour and rewards
- Attendance and punctuality

Federation

- Sixth form provision

- Business services
- Collaborative opportunities
- Governance

Staff

- CPD
- Staff wellbeing
- Performance appraisal