



Priestley Primary School **Governors Annual Statement 2022 – 2023**

The Governing body at Priestley School endeavours to fulfil the role defined by Government supported by the Local Authority. In doing so we hope to help make the school the absolute best it can be for the benefit of the children, staff, and parents and to be even better today than yesterday!

The Governor role is intended to be strategic in nature while being a “critical friend” to the Headteacher and the school leadership team who are responsible for the day-to-day operational running of the school.

The governing body have enormous respect for all the staff in the school. The amount of effort, care for the children and environment is evident throughout and is reflected in the results achieved at the end of the last academic year. It is not only academic progress that is in evidence in the school, all the other activities and opportunities on offer such as performances, trips, residentials and sports days show what a broad and fulfilling education the children benefit from. We would like to take this opportunity to give a huge thank you to all the staff and volunteers for the level of effort and care they all contribute.

Governor Meetings

At Priestley Primary School members of the governing body have played, and continue to play, a strong role in driving the school forward. The current governors who are all listed on the website, are all volunteers, giving up their own time to fulfil the roles for the benefit of our children.

Full Governing Body

Priestley Primary School Full Governing Body is made up of 14 individuals that fulfil a range of criteria in order that the school best reflects both the national Department for Education led requirements as well as reflecting local needs. The Full Governing Body is made up of:

- 4 x Parents
- 4 x Community
- 2 x Local Authority
- 2 x Staff
- 1 x Headteacher
- 1 x Clerk

We hold three formal governor meetings a year with additional training opportunities when required.

Governor attendance has always been at a proficient level, with any absences being fully explained and accepted by the governing body. There are no causes for concern at the level of commitment shown by any member of the governing body. The [school website](#) displays the governor attendance at meetings.

We also have two sub-committees that perform alongside the Full Governing Board: Finance, Premises & Staffing Committee and the Curriculum and Standards Committee.

Finance, Premises & Staffing Committee

This working party is made up of five members of the Governing Body who offer the best skill set to evaluate and report to the Full Governing Body. This Committee meets six times a year and its remit are to:

- manage strategic 5-year budget alongside the school's Headteacher and Business Manager that will fulfil all requirements ensuring the children receive the best possible primary school experience.
- overseeing the monetary management of the school.
- monitor and review the in-year school budget and ensure best value and maximum impact for monies spent are achieved.
- ensuring staffing levels are maintained in line with increasing numbers on roll as well taking into consideration staff welfare and workload.
- ensure the school premises remain safe and fit for purpose
- work towards a strategic overall improvement plan for the school building & school site.

Curriculum and Standards Committee

This working party is made up of seven members of the Governing Body who offer the best skill sets to evaluate and report to the Full Governing Body. This Committee meets six times a year and its remit are to:

- Review provision and ensuring the children continue to receive a broad, balanced, stimulating experience during their time at Priestley.
- Review impact of the school's curriculum on pupil achievement across the breadth of the curriculum.
- Meet with Subject Leaders and throughout the academic year in order to remain current with both achievements and areas for development across the curriculum.

School Development Plan (SDP)

Governors work co-operatively with the Headteacher and senior management in writing and monitoring the School Development Plan.

The SDP sets aims for the forthcoming year and is set out in three sections; developing Leadership, focusing on Teaching & Learning (focus on pupil achievement in English and Maths), and a third that Supports the Learning.

Each Section has clear aims alongside the key tasks needed to succeed. All will demonstrate measurable outcomes.

The SDP is monitored and reviewed through the academic year, with an evaluation overview being completed and presented to governors alongside a termly Headteacher Report.

Governors visit the school as part of the monitoring of the SDP. These visits are considered a valuable opportunity to work closely with staff members across the school.

Data analysis

Data is made available to governors throughout the academic year and is discussed as part of an agenda item in Curriculum and Standards Committee meetings with verbal and written presentations followed by question-and-answer sessions. Governors can benchmark data against similar schools, the Local Authority, and schools nationally to ensure the schools standards and expectations remain high. Scrutiny is placed on pupil progress across all ability groups including vulnerable groups and on the effective use of the Pupil Premium.

Policies

Governors review all relevant policies on a programmed basis to ensure that all guidance is current and up to date. All Safeguarding policies and procedures are reviewed annually, other policies and procedures follow a

three-year rolling programme of review. Specific attention is paid to ensure that the school complies with the Department of Education and Local Authority requirements and recommendations.

Staff recruitment

The Headteacher, Deputy Headteacher and several governors are trained in “Safer Recruitment.” Governors are involved in the recruitment and selection of teaching staff and use the appointment process to ensure that high quality staff who share the schools mission statement and values are appointed.

Impact statement – review:

The governing body together with the head teacher and Priestly team, strive to improve and develop the school. The level of dedication and expertise is evident in the end of academic year pupil achievement data. The data below demonstrates achievements inline or better than 2022 national averages in most areas.

YEAR ONE PHONICS TEST	
2022 Priestley working at expected or better.	79%
2022 initial working at expected level or better national averages	76%

Taken by all Year One pupils

YEAR TWO PHONICS RE-TEST	
2022 Priestley working at expected or better.	90%
2022 initial working at expected level or better national averages	87%

Only taken by Year Two pupils that didn't pass in Year One

END OF KEY STAGE ONE RESULTS	Reading	Writing	Maths
2022 Priestley working at expected or better.	67%	69%	82%
2022 initial working at expected level or better national averages	68%	59%	70%
2022 Priestley working at greater depth level.	4%	0%	12%
2022 initial working at greater depth level national averages.	18%	8%	15%

Taken by all Year Two pupils

END OF KEY STAGE TWO RESULTS	Reading	Writing	Grammar & Spelling	Maths	Combined
2022 Priestley working at expected level or better.	85%	81%	85%	59%	59%
2022 initial working at expected level or better national averages	74%	69%	72%	71%	59%
2022 Priestley working at greater depth level.	45%	11%	25%	11%	4%
2022 initial working at greater depth level national averages.	28%	14%		23%	

Taken by all Year Six pupils

Key issues and priorities that the Governing Body faced during 2021 – 22

The last academic year was another exceptionally demanding and eventful year, following on from the last two extremely challenging years considering the global pandemic. Key areas of focus included:

1. Scrutiny and analysis of data within the context of the school and the impact of COVID19.
2. Scrutiny and analysis of interim in-school results of pupil progress.
3. Monitoring the implementation of the school development plan.
4. Managing the short- and long-term sickness of members of staff and the staff covering the roles in relation to COVID 19.
5. Improvement of the school learning environment.
6. Monitoring changes in pupil numbers and the implications for both budget and staffing.
7. Budget setting and monitoring and review of school finances.
8. Review of school policies and documentation.
9. Monitoring of the school's appraisal cycle including the Headteachers annual performance review.
10. Overseeing the continual compliance in school with the General Data Protection Regulations.
11. Appointment of a new a teacher.

Looking forward...

During the autumn term of the 2022/23 school year, we will work with the Headteacher and the school's senior leadership team to set the school's development plan. This sets out our targets and aspirations for the year ahead.

We will continue to monitor the curriculum and ensure it is further developed throughout the school. We will continue to focus on ensuring all pupils make the better-than-expected progress to catch up on any missed learning due to the Covid 19 situation that has affected the last three academic years.

Securing outstanding outcomes for all our children remains our goal. We will:

- Work closely with teaching staff to ensure Pupil Premium and Sports grants are spent effectively.
- Interventions for disadvantaged children have a positive impact on their achievements.
- Sporting programmes have a significant impact on pupils' fitness, health, and wellbeing.