



Governors' Annual Statement and Impact Report 2019-20

We would like to begin our annual statement by expressing our sincerest thanks to our families and our staff for the resilience, openness and co-operation during what has been an unprecedented situation for the school and the nation as a whole. As a governing body we recognize the challenge that each family has met and appreciate the engagement with school during this time.

In December 2019 Governors undertook a stringent recruitment process which resulted in the appointment of our new head teacher, Pippa Irwin, who will take up the post from September 2020. While the transition period has been a little more challenging than we had hoped, Pippa has been involved in leadership and governors' meetings during the last half term and is enthusiastic to pick up her role in September. Pippa is very keen to begin welcoming children back to school and Governors are confident that with the support of staff this can be undertaken safely and smoothly. We have every belief that she will make a significant contribution to school, taking it forward into the future with confidence and our fullest support.

Over the last 7 years Joanne Smith has led a hard-working staff team to make improvements that have seen Beverley School go from strength to strength and make it the wonderful community it is today. Her commitment to providing the best learning experience and opportunities for all pupils has been evident throughout, and every decision made has kept this focus in mind. This has made a huge difference to the outcomes for pupils as they move forward with their education and will continue to make an impact for years to come. Governors would like to express our deepest thanks to Joanne for her dedication to Beverley School and wish her all the very best in the next chapter of her life.

At the start of each academic year, Governors devise a comprehensive action plan, written in line with the school development plan, to ensure that all governors are proactive and have an awareness of the direction of the school and their role within that. This has proved an effective method of ensuring governors share responsibility. Governor responsibilities are to be identified at the first governing body meeting of the 2020-21 academic year based on next year's plan. When school closed in March, we made adjustments to the action plan to reflect the crisis and ensure that we were still able to fulfil our roles in supporting school. Our meetings have since been held remotely and we have maintained regular contact with school to monitor response to the crisis and support key decision making.

At Beverley School, we are fortunate to have a governing body with varied expertise, a breadth of skills and relevant experience, to enable us to support our school community. All governors of Beverley School have an awareness and understanding of the nature of autism and how this can affect the children in our school, their immediate family and their wider social circle.

Who We Are

Our photographs and pen portraits are displayed in school, so names can be put to faces.

| Name | Governor Type | Term of office |
|---------------|--------------------------------------|---|
| Helen Murphy | Chair Parent Governor | Following a term as Vice Chair of Governors, Helen took up the post of Chair in 2014. In taking these roles she has learned a great deal about the Beverley School and how it works. She is also a parent of a child at the school. |
| Chloe Hoggard | Parent Governor | Chloe brings a wealth of private sector leadership experience at decision making and board level to the School. She is also a parent of a child at the school. |
| Jill Fidan | Parent Governor Co Opted Governor | Jill brings her experience as a community development worker and her experience of acting as the SENCO at the Tilery School. She is also a parent of a pupil who previously attended the school. |
| Kylie Reay | Staff Governor | As a School administrator, Kylie brings a different perspective to the role, being able to observe issues from inside the organisation. |
| Mary Nugent | Co-Opted Governor | Mary brings wide experience of educational and community experience in order to support the activities of the School. Mary is also a local councillor. |
| Steve Wilks | Co-Opted Governor | As a result of his work at Teesside University, Steve has helped to develop a collaborative project between the School and University, and |

| | | |
|--------------------|---------------------------------|--|
| | | it was this initial contact that has led to him taking up a post a co-opted Governor. |
| Joanne Smith | Head Teacher | |
| Jane May | Deputy Headteacher | |
| Katy Hall | School Business Manager | |
| John Lees | Vice Chair Co-opted Governor | John worked for 28 years as the Headteacher of Acklam Whinn Primary School and he hopes that his experience will prove effective in supporting the School. |
| Maria Bache | Co-opted Governor | Maria has worked with children with disabilities for over 16 years as a Social Worker and Assistant Team Manager. |
| Catherine Davidson | Co-opted Governor | Providing experience of working with the post 16 group of pupils is where Catherine's experience lies. She also brings further experience of working with children with disabilities in general. |

The Strategic Functions of a Governing Body

A governor role is a strategic one, sometimes referred to as "eyes on, hands off". As such, the core functions are:

- To ensure clarity of vision, ethos and strategic direction
- Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff
- Overseeing the financial performance of the school and making sure its money is well spent (DfE 2014)

Beverley School governors, as well as the above accountabilities, carry out a wide range of specific responsibilities for the benefit of our children in school, including:

- Setting standards for pupils' behaviour and discipline
- Making sure school buildings are welcoming and safe
- Setting and monitoring the school's vision, aims and policies
- Attending governing body meetings and committee meetings
- The appointing and dismissing of staff
- Hearing appeals and grievances

- Ensuring a broad, balanced and engaging curriculum.

A key governor role is to ensure that the children at Beverley progress appropriately in their education and we appreciate that for this to happen, the children must be supported by a well led, enthusiastic, professionally competent and motivated staff all working together within a safe and engaging learning environment. As governors, we are committed to ensuring the school continues in its determination to achieve and maintain an outstanding provision for each pupil, making sure that they are given the opportunities and support needed to achieve their own potential. In Beverley School, the emphasis is upon individual progress achieved via a personal learning pathway and governors appreciate that parents and carers need to feel confident that the leadership of the school ensures that each child feels safe, happy and makes good progress whilst enjoying their learning. The school informs governors of the varied destinations of those young people who leave Beverley School at the end of their statutory education and there is a genuine interest in outcomes for our past students.

The Department for Education recognises the value that a strong, resilient governing body offers to a school and as such, has been raising the profile of governors nationally. The function of the school governor continues to evolve, and the expectations and commitment of the role are becoming more demanding but very rewarding.

Some matters the Governing Body and Senior Leadership Team have worked together on:

| Objectives | Tasks |
|--|---|
| Governors to support in the monitoring within school to ensure school vision is achieved. | Met with staff to assess the learning environment and celebrate successes |
| | All visits fed back the governing body at each full meeting |
| To interrogate data presented and challenge accordingly. To ensure the needs of disadvantaged children are met. | Governors fully prepared for meetings using the literature provided and prepared questions to challenge data. |
| | Evaluation of the use of pupil premium and monitor the progress of both PP and LAC |
| | Assessment of the use of interventions and the impact on pupil progress |
| To hold leaders to account for all aspects of school's performance | During meetings and monitoring visits governors challenge decisions made and how they will impact upon school |
| | Governors attended leaning walks with school leaders twice during the school year |
| | Monitoring and support of progress on the annual school improvement plan |
| | |

| | |
|--|---|
| | |
| To ensure rigorous planning and controls are in place to ensure financial stability and effective use of financial resources | Governor involved in the recruitment of new school business manager |
| | Challenge and scrutiny during finance meetings |
| | Ensuring financial decisions have a positive impact on the progress and well-being of children through challenge in meetings and monitoring visits |
| | Monitoring the school budget during finance meetings |
| | |
| To support the safeguarding procedures of the school at every opportunity and always act to promote the welfare of children. | Safeguarding governors conducted a review to ensure all procedures are being adhered to, staff suitably trained, and the single central register is up to date. |
| | Evaluation of the use of safeguarding recording software through school during meetings |
| | Governor monitoring visit with a focus on behaviour, looking at the strategies used to engage pupils and reduce behaviour incidents |
| | Governor attended training “Keeping children safe in education” |
| | |
| To monitor the offer given to pupils in both Early Years and 6 th form provisions | Governor visits included 6 th form and reception classes to explore the range of opportunities available to pupils. |
| | Governor involved in the recruitment of new 6 th form lead |
| | |
| To support school during the Covid-19 crisis | Governor monitoring calls to discuss with staff how they have supported families at home |
| | Review of updated safeguarding policies and risk assessments. |
| | Regular updates with senior leaders as guidance has changed |
| | |

Challenge

“What difference is this going to make and how will we know” is a valid question which can be put to the headteacher and leadership team in most situations such as:

- scrutinising the School development Plan (SDP)
- monitoring the Self Evaluation Form (SEF)
- debating curricular innovations
- staffing changes

- school finances

Challenge, when used in a constructive and objective way, can be stimulating and thought provoking. The school leadership team welcome challenge and constructive criticism and see it as a positive route towards improvement.

The governors of Beverley School regularly challenge the Head Teacher and leadership team in a variety of situations. One effective way is by asking direct questions or presenting issues to the school via the headteacher's report which is circulated to governors prior to the governing body meeting. The headteacher includes boxes for governor memos and questions throughout the report. This ensures governors have time to reflect, and do not forget specific issues or enquiries they wish to bring up at the meeting.

Challenges presented to the school this academic year have included:

- Safeguarding, its implementation and how it is recorded
- Data challenges and pupil achievement and how interventions are
- Finance challenges include quotations for outdoor play equipment, monitoring of finance issues associated with the various local authorities that employ the School, to ensure timely allocation of funds.
- Continuing to monitor overall teaching and learning
- Conducting a stringent and fair recruitment process to appoint our new Head Teacher
- Involvement in recruitment of senior staff

Future and continuous improvements and plans

We will continue to support the school in the following:

- Support our new Head Teacher in her new role
- Ensure the mental health of pupils remains a high priority
- Continuing to protect a high-quality learning environment and maintain positive relationships with our adjoining academy school
- Too continue to promote Governor accessibility for parents
- Develop work placement activities enterprise skills and widen experiences looking towards positive post school opportunities
- Assign specific responsibilities to Governors in line with the Governor action plan
- Ensure all pupils are safe in school and the locality
- Monitor and promote high levels of attendance
- Ensure the education offered to pupils is wide, engaging and full of varied
- Ensuring all students are accessing appropriate accreditation and able to reach his/her potential experiences

September 2020 presents a number of challenges for staff of Beverley school and our families. Governors will support the school community to ensure that return to education is undertaken smoothly, with consideration to the individual needs of each pupil. We will continue to promote high aspirations for the outcomes of all our children and young adults, undertaken in a positive and engaging environment.

The governing body of Beverley School is committed to continually evaluating the role we play within the life of the school and will circulate relevant information to all interested parties. This statement is part of that evaluation and notification process.

The Governing Body of Beverley School thank you for your continued support and cooperation.

Helen Murphy (Chair)

On behalf of the governing body of Beverley School

July 2020