



Local Governing Board (LGB) Termly Newsletter: (Autumn Term 2022)

The local governing board is trialling a termly newsletter, for parents, staff and the local community, to:

- Introduce its membership
- Share the work of the governing board
- Spotlight aspects of school life

What does the local governing board do?

The LGB is a 'committee' of the Board of Directors. The Board of Directors are trustees for the school and are responsible for strategic planning. The role of the LGB is to hold the headteacher and the senior team to account for the educational performance of the school and its children.

If accountability is to be robust, the LGB need to know their school. Visiting the school, particularly during the day, is a helpful way to find out more about the school, its staff and the children. Through pre-arranged visits that have a clear focus, the LGB can see for themselves whether the school is implementing the policies and improvement plans and how they are working in practice. Visits also provide an opportunity to talk with pupils, staff and parents to gather their views. Governors are not inspectors, and it is not their role to assess the quality or method of teaching or extent of learning. They are also not school managers and do not interfere in the day-to-day running of the school. Both are the role of the Headteacher and her senior team.

How do we do it?

The LGB compile a monitoring and development framework for the academic year which sets out how it is going to review and challenge:

- Progress towards the School's Development Plan. This is a working document for the Headteacher and her team which sets out their plan for the academic year considering changes in legislation and guidance relating to education, surveys undertaken and recommendations that arise as a result of inspections by Ofsted and SIAMS (Statutory Inspection of Anglican and Methodist Schools). It addresses 4 core areas:
 - The social, emotional and mental health of its pupils and staff
 - The curriculum and assessment
 - Teaching and learning
 - Leadership and management
- Key data and make regional and national comparisons
- Policies on a rolling schedule and ensure they are up to date with key legislation and guidance



In addition to planned visits to the school to monitor see how its policies and improvement plans are working in practice, the LGB meets six times a year with the Headteacher.

Who are we?

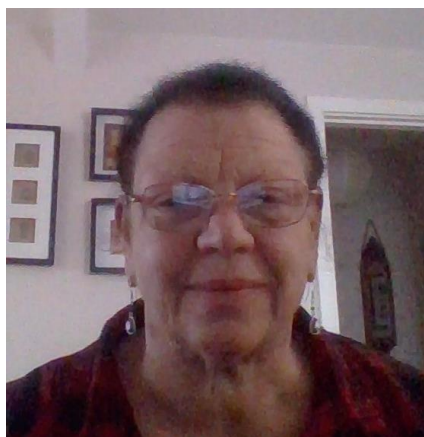
The LGB is made up of:

- 5 foundation governors from the community (and appointed with the agreement of the Diocese): **Cathy Farley, Fiona Thomas**
- 2 governors from the school's teaching and support staff who can provide a staff perspective in governance discussions: **Sarah Salt**
- 2 governors from the parent group who can provide a parent/carers perspective in governance discussions: **Lauren Mills, Kiri Gibson**

We are currently recruiting for 3 foundation governors and 1 school staff governor

Governors within the group are also allocated as link-governors for aspects of school business and are responsible for maintaining links with designated school leads and feeding back to the board at meetings. Link-governors, will meet termly with the school lead to discuss and review progress, feeding back at LGB meetings. Link governors for this academic year, have been allocated for:

- Safeguarding
- SEND
- Health and Safety
- Religious Education
- PHSE & RSE
- The Early Years Foundation Stage (EYFS)
- Pupil Premium
- Attendance



Introducing: Cathy Farley (LGB Chair)

*All-round education has always been important to me and should provide opportunities for the wellbeing and development of **all** children: academically, socially and emotionally.*

I was brought up in West Africa where I was able to observe first-hand, the benefits of education to children living in poverty and conflict.

Having grown up with the challenges of having a



sister with severe epilepsy and mental health issues, it was perhaps inevitable I ended up working in Health and Social Care, with young people and adults, disadvantaged by a wide range of neurological and associated disorders. After relocating to Somerset to be nearer my family, I undertook further training, to work with children in Early Years Education, preparing them for their transition to school. Some of you may have seen me outside the school gates, waiting to collect a young girl who I knew from this time and who I look after following school, twice a week. It is always a real privilege to chat with other children (and their parent/carers) that I knew from then, and to be able to watch them growing up through the school. Education has provided me with curiosity, a motivation for life-long learning and a passion for continued development even at my age! Becoming chair of the governing group has been a steep learning curve! The more I learn about the education sector and King Ina particularly, the more respect I have for the challenges that teachers face day-to-day. None of us are perfect and there is always room for improvement. However, I have seen first-hand, the dedication and commitment of all the teaching and support staff at the school and how polite and motivated the children are in school. I feel privileged to be a small part of this

What have governor's done this term?

The start of a new academic year is always challenging - new children to settle, new staff to induct, new classrooms and teachers to get used to, new plans for a new year. The list is endless and all on top of managing the continuing effects of the pandemic!

This term the LGB has been re-organising itself – clarifying its role and responsibilities for better governance. Other activities include:

- Participation in an independent deep dive into Phonics and Early Reading and planned participation in a Maths Work Scrutiny
- Link governor visits with PSHE & RSE, EYFS and Safeguarding leads
- Recruiting to the local governing board
- Participation in interviews for Teaching Assistant and Mid-Day Supervisor
- Evaluating and feeding back on Parent Survey
- Evaluating and feeding back on Staff Wellbeing Survey
- Reviewing the Policy schedule
- Discussion with parents, local police and the town council about traffic issues and the safety of children at drop off and pick up times



School focus: Phonics & Early Reading

The importance of Phonics can't be underestimated – it enables children to access the whole of the curriculum and make the most of the learning opportunities provided at school and through life.

Participation in the deep dive into Phonics and Early Reading provided an opportunity to meet subject leaders to discuss subject planning and priorities and to observe teaching in 3 classes. Children were engaged and attentive during the classes and their understanding of how and what they were learning and their ability to apply it was particularly strong. This was perhaps best evidenced by a child in Year 1 explaining what a 'diagraph' was and others in the same year group giving several examples of when capital letters were used at the beginning of a word!

The visit evidenced strong subject leadership setting out:

- Clear expectations in the termly Subject Development Plan and 'non-negotiables' so delivery by teachers was consistent and helped to reinforce children's learning
- Targeted interventions combined with routine tracking, assessment/review for individuals with specific challenges
- Support to teachers delivering subject learning from direct observation by the subject lead, demonstration and regular walkthrough
- High expectations for all children and a shared commitment to the importance of phonics as enabling inclusive access to wider learning opportunities
- A commitment to continuous review and improvement based on systematic assessment, review, evaluation and adaptation to give **all** children the opportunity to develop their phonics knowledge and skills
- Ways to include parents in their children's phonics learning journey

How to contact us

You can contact the governors via the school's office. Administrative staff will pass on any written correspondence or provide you with email addresses. This will always be done with discretion and in confidence.

