



Annual Governance Statement

Boundary Primary School

For the breakdown of attendance at meetings, please see Governor section of Website.

Purpose

This governance statement has been prepared and published by the Governing Body of Boundary Primary School in compliance with our duty to report on the ways in which we have fulfilled our obligations and responsibilities relating to Boundary Primary School during the academic year 2021-22.

Role of the Governing Body

The three core functions of the governing body are:

Setting the strategic direction:

- The board are key strategic decision makers in our school
- Developing and overseeing the school's aims and objectives around how the school will develop and improve.
- Developing policies, formulating plans and agreeing targets to help the school achieve these objectives, as well as regularly reviewing their strategic framework in light of that progress.

Creating robust accountability:

- Supporting and challenging the school's senior leadership team and in holding the Head Teacher to account for securing the best possible outcomes for pupils.
- Challenging key decisions and asking pertinent questions about the school's performance data, governors aim to guarantee high standards in education.

Ensuring financial probity:

- Through a strategic role in the financial management of school including setting financial priorities through the school development plan, 3 year financial plan and the annual budget
- Deciding how the school's delegated budget should be spent in accordance with the school improvement plan and statutory curriculum requirement.

Key challenges of 2021-22:

Setting the strategic direction:

- Governors were faced with the prospect of ensuring the School Improvement Plan once again supported the children to catch up and aimed for high standards of attainment and progression for all children.

Creating robust accountability:

- Supporting the school to implement robust plans to further develop their curriculum.

Ensuring financial probity:

- Ensuring effective spend of catch up funding
- Monitoring the financial impact of Covid 19.

Effectiveness and impact of the board:

Governors met regularly to carry out core functions and to monitor the School Improvement Plan closely. All agreed targets were met and governor visits and monitoring corroborated this.

Area	Key Issue 1	Key Issue 2	Key Issue 3	Key Issue 4
Quality of Education	<i>To further develop and embed the whole school curriculum</i>	<i>To continue to implement and evaluate the Recovery Curriculum and the Remote Learning Strategy</i>	<i>To further improve outcomes across school in writing including a focus on improving GD writing</i>	
Behaviour and Attitudes Personal Development	<i>To continue to develop the understanding of the other cultures and diversity - including Gender Stereotyping, the BLM movement and LGBTQ+</i>	<i>To re-invigorate character education and growth mind-set across school</i>	<i>To develop pupils skills of debate and discussion</i>	
Leadership and management	<i>Re-establish professional CPL across school including ECT Framework and new teacher induction</i>	<i>To develop the involvement and engagement of parents in the curriculum and learning including the renewal of the Parent Partnership Award</i>	<i>To develop safeguarding team succession planning and supervision strategies</i>	<i>To develop the phase leader role to maximise effectiveness of TA's</i>
EYFS	<i>To implement new Assessment procedures in EYFS : Reception Baseline assessment Evidence collection method Assessment Check points</i>	<i>To implemented the new EYFS Framework and further developed the curriculum including further embedding of early maths (numicon, ECTEM, Number Blocks, EEF)</i>	<i>To further develop the use of characteristic education to include a greater focus on Self Regulation.</i>	