



Tameside Education Committee

## ***CROMWELL HIGH SCHOOL***

***'Learning today for a better tomorrow'***

# Annual Governance Statement 2022

## **Vision**

Pupils will learn:

- As much about the world as possible
- To be as effective in the world as possible
- To grow to be confident, caring, safe, citizens

## **Overview**

The governing body conducts its business to take account of the three key roles of all governing bodies: -

- Ensuring clarity of vision, ethos and strategic direction
- Holding the Headteacher to account for the educational performance of the school and its pupils
- Overseeing the financial performance of the school and making sure its money is well spent.

The day-to-day management of the school remains the responsibility of the Headteacher and senior leadership team.

The governing body ensures that the school complies with statutory safeguarding procedures. Part 1 of the DfE statutory guidance "Keeping Children Safe in Education" is circulated to staff annually with confirmation secured that they have read and understood the contents of the document.

## **Membership of the governing body**

Membership of the governing body includes parents/carers, staff and co-opted members. Governors are appointed to reflect the relevant skills and expertise needed to enable it to appropriately support the school in its development within its statutory and legal expectations.

## **Governance Arrangement**

The full governing body meets once per half term.

The following committees meet once per term:

- Intent and Impact
- Implementation
- Personal Growth and Wellbeing
- Finance, Resources and Health and Safety

The Governing body has link governors for the areas of English, Mathematics, Safeguarding, Personal Development and SEND.

## **Key Issues addressed by the Governing Body 2021-22**

- Sequence of learning – finalise the review and resultant changes to the curriculum and teacher planning to ensure learning is always explicitly, closely based on pupils' existing understanding / experience and works out from there
- "Let me do it" - Space for Learning – reinforce the value of allowing pupils time to respond and to make mistakes and then supporting them to learn from their mistakes

- Leading small group learning – revisiting the key points about TAs leading learning- especially the focus on developing pupil understanding not on the product of a given activity
- Teaching the Love of Reading – revisiting the teaching of Reading across school and develop the new Library including interactive objects, personalized, motivating school-made books and interactive books on the computer screens
- Induction of new staff as the school grows in size
- Developing joint work and understanding with the Kingfisher Collaborative Partnership schools
- Reducing single use plastic in school

## **Assessment of impact**

At Cromwell we recognise that strong governance is an essential part of maintaining good schools. The governing body holds important strategic responsibilities for the development and improvement of the school and works closely with and supports the leadership team to ensure that all our pupils receive the best possible education with the resources available in the circumstances outside of our control including the pandemic. Governors are responsible for tracking and closely monitoring and evaluating progress being made in the school's four departments- Secondary: Sensory, Structured, Conceptual and Sixth Form- and have met with members of the Senior Leadership team to discuss development and actions. Governors also track, closely monitor and evaluate progress being made against the school improvement plan.

### **Self-Evaluation:**

- Recovering the quality of education following Covid restrictions: the Governing Body is satisfied that the school has largely recovered the quality and range of educational opportunities following the impact of the Covid pandemic and the significant growth of the school under such limitations. A recovery plan was enacted including a revisit of school's focus on empowering Teaching Assistants through Small Group Learning. This approach was confirmed as effective through a Peer Review with the Kingfisher Collaborative Partnership.
- Reviewing the intent specified through our curriculum and further developing the quality of the sequencing of learning – the Governing Body is satisfied that significant progress was made towards this target through the extensive consultation around the curriculum model as specified in the Curriculum Overview Policy and subsequent remodelling of schemes of work – in particular into Key Stage cycles ensuring progress in content and context of learning.

## **Future plans for the Governing body**

- Teacher Curriculum Leadership– further develop collaborative teacher support to ensure optimum review and updating of curriculum Intent, monitoring and improvement planning of Implementation and the use of Impact assessment to continually improve curriculum provision.
- Sensory Processing – further develop school's understanding and implementation of strategies related to Sensory Processing needs ensuring all pupils who need it have an effective, optimum sensory diet
- Teaching Reading (including Read-Write-Inc)–further develop the school's intent and implementation regarding teaching pupils to read and to love reading at the appropriate level to their cognition and to develop further opportunities to consolidate this across the curriculum, through additional opportunities, at home, in our library.
- Using IEPs to optimise progress- simplify and further develop and focus the use of IEPs derived from pupil EHCPs and the recording and reporting of progress against these targets.
- All time is learning time! – making the most of pastoral taught time to meet Individual Needs (IN10) & ensure pupils are ready to learn. 1N10 refers to Individual Needs with a default expectation of 10 minutes of focused support.