

## Annual Governance Statement

<p>Annual Governance Statement for the Local Governing Body of Stalham High School September 2023</p>	
<p><b>School Vision/Mission Statement/Aims</b></p>	
<p>Our core purpose at Stalham High School is to Inspire, Educate and Empower students in all they do. Inspiring them to enjoy learning, reading, to work hard as a team and as individuals. We provide a holistic education that helps young people to develop their knowledge, understanding, beliefs and character as they enter adulthood and we empower them to be more independent, confident and positive members of their community, wherever that may be.</p> <p>We are a rapidly growing school with an increasing number of children joining us from outside our catchment area. We provide an excellent range of subjects and qualifications, a wide range of extra-curricular activities and other opportunities including trips and visits across the UK and abroad. We also have high expectations of every student in line with our school values; Responsibility, Ambition, Working Together &amp; Respect.</p>	
<p>The Local Governing Body of Stalham High School has a strong focus on its three core strategic functions:</p> <ol style="list-style-type: none"> <li>1. Ensuring clarity of vision, ethos and strategic direction;</li> <li>2. Holding the Headteacher to account for the educational performance of the school and its pupils, and the performance management of staff; and</li> <li>3. Overseeing the financial performance of the school and making sure its money is well spent.</li> </ol>	
<p><b>Governance arrangements</b></p>	<ul style="list-style-type: none"> <li>• Membership – Currently, five community governors, one parent governor, one staff governor vacancy and one parent governor vacancy. The Executive Headteacher is also a governor.</li> <li>• There are Link Governors for Safeguarding, SEND, Careers and Curriculum</li> <li>• Meeting structure – the full governing body meets half termly and link governors meet with the relevant school staff on a regular basis depending on their link requirements.</li> <li>• Number of meetings - 7 full governing body meetings</li> </ul>
<p><b>Attendance record of governors</b></p>	<p>Attendance has been good. Below is a link to the attendance data for governors on the school website.</p> <p><a href="https://www.stalhamhigh.co.uk/our-school/governance1/">https://www.stalhamhigh.co.uk/our-school/governance1/</a></p>
<p><b>The work that we have done</b></p>	<ul style="list-style-type: none"> <li>• Strategic development including: <ul style="list-style-type: none"> <li>- Ensuring the creation and embedment of the schools new vision &amp; values</li> <li>- More strategic and detailed reporting at LGB to ensure better decisions being made in regard quality of education</li> <li>- Clear alignment being brought between LGB and SIDP plans</li> <li>- Overview of the construction and readiness of the PAD for use in September 2023</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Quality of education - curriculum re-design, ensuring a 3 year KS3 and 2 year KS4, with focus on relevant subjects for onward progression after time at Stalham H.S.</li> <li>• Educational performance - examination of departmental reviews and tracking of examination groups and vulnerable students to ensure teaching and learning are reaching required standards.</li> <li>• Monitoring – governors have met with their departmental links and undertaken monitoring of the following areas linked to the SIDP: <ul style="list-style-type: none"> <li>- Safeguarding</li> <li>- Attendance</li> <li>- SEND</li> <li>- Staff wellbeing</li> <li>- Careers</li> </ul> </li> <li>• A thematic monitoring visit was undertaken by governors to examine the Mathematics Department was delivering against its curriculum plan and expected outcomes.</li> <li>• Student feedback was obtained by governors as part of their monitoring visits and through attending Student Summits.</li> <li>• Safeguarding is monitored by the safeguarding governor on a termly basis and is a recurring item at all LGB meetings.</li> </ul> <p>One of the issues faced by the governing body and the school was design and adaptation of a new curriculum as we moved towards a 3 year KS3. As such there were a number of consultations to ensure that we went into the 2023 academic year with a clear and well designed curriculum.</p> <p>Staffing/recruitment was a key focus for the year, looking to reduce levels of supply teaching and de to this enabled us to start the 2023 academic year with a full contingent of permanent staff.</p> <p>The governing body’s actions have benefited the school by ensuring that budget spend is monitored and remains healthy, that any decisions enable the school to continue to expand in terms of numbers on role, that the curriculum is appropriate for the community and the cohort and that national issues are reflected in the practice of the school</p>
<p><b>Future plans for the Local Governing Body</b></p>	<p>Next year we will:</p> <ul style="list-style-type: none"> <li>- Recruit to any governor vacancies, both parent and community.</li> <li>- Focus on the continued roll-out of the vision, values, curriculum and behavioural expectations (Stalham Way)</li> <li>- Focus our links with the entire SLT via the agreed SIDP</li> <li>- Focus on adaptive learning across the curriculum</li> <li>- Extend opportunities for governor training through Synergy Trust</li> <li>- Receive regular updates on staff career progression</li> <li>- Continue to review our curriculum model</li> <li>- Focus on the Specialist Resource Base being fully operational</li> <li>- Discuss the increase in student numbers at the school and how this can be maintained.</li> </ul>

<b>How you can contact the Governing Body</b>	<p>We always welcome suggestions, feedback and ideas from parents. Please contact the Chair of Governors via the school office.</p> <p>You can see the full list of governors; their attendance at meetings; minutes of Local Governing Body meetings and more information about what we do, on the Governors' page of the school website.</p>
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