

Academy	Dame Janet Primary Academy
Chair of Governors	Mrs Vanessa Ray
Date	September 2023

Governance at Academy within TKAT

Dame Janet Primary Academy is part of TKAT, a Multi-academy Trust. The Trust is a charity and its board of trustees must ensure that it complies with its charitable objects which relate to the provision of education in its schools. As such it is the Trust board which is accountable for the performance of the Academies in the Trust, and in turn, it is held to account by the Department for Education. The Trust has chosen to appoint committees for each of its academies and these are known as a local governing bodies (LGBs). The LGB's responsibilities are set out in a document known as the Scheme of Delegation which is available on TKAT's and Academy's website.

Roger Silk, was Chair of Governors in September 2022 but stepped down at the first meeting of the autumn term (13th October 2022) and Vanessa Ray was elected Chair in his place. Roger was duly elected as Vice Chair.

During the year:

Recruitment of 1 Parent governor, Emma Lasenby

Recruitment of 1 Staff governor, Vicky Shayler

Resignation of 1 Appointed Governor, Daniel Chantler

Resignation of 1 Parent governor, Emma Lasenby

Recruitment of 2 appointed governors –Margaret Ayers and Rachael Kobylecki. RK late in the summer term

Vision

The LGB is responsible for ensuring that the Academy's long-term vision reflects the needs of its community beyond current postholders.

- Dame Janet Primary Academy's **values** are Determination, Joy, Pride and Achievement. Our **ethos** is that our whole school community works together for the shared goal of pupil achievement whilst upholding the highest respect for one another in a caring and safe environment.
- Dame Janet Primary Academy's **core purpose** is defined as providing all pupils with an exciting and enriching quality curriculum with the key skills and meaningful experiences needed to become lifelong learners.
- Dame Janet Primary Academy's **vision** is to provide the foundations for outstanding outcomes through promoting independence and creativity within all aspects of learning. We set high expectations of ourselves as learners whilst upholding our four values. A metacognitive approach is used by staff and pupils alike, through the relative medium of critique. In essence "Learners Leading Learners."
- Dame Janet Primary Academy's **strategy** is built around three key features: Inspiring Learners, Changing Lives.
- Our visions and values help us to strive for even greater success in all we do.

- Our vision and values are at the core of everything we do. They underpin our teaching and learning, and provide an environment, which prepares our pupils as confident, happy citizens.

Organisation of LGB

Dame Janet Primary Academy's LGB has 9 Governors, consisting of 2 parents, 2 Staff (excluding Headteacher), 4 appointed, 1 Headteacher

There are currently 2 vacancies, 1 Parent and 1 Appointed

The Link Governors are:

- Safeguarding/Looked after Children: RS
- Attendance: RS
- SEND: DC changed to EL with JH following DC resignation
- Finance including disadvantaged: VR
- Health and Safety (governors decided to remove this position at the LGB meeting on March 9th, recorded in the minutes)
- Wellbeing: VR
- Training & Development: VS
- Curriculum: VR
- Reading: RS
- SIP/SDP: MA (focus on writing)

The LGB is run without sub committees.

Impact

Represent the Academy's local community and stakeholders by ensuring that the Academy's policies and practice meet the community's needs.

Review previous actions and priorities and set priorities for this year. Include reference to:

- Contribute to the development, review and monitoring of Academy policies:

The governing body has monitored and reviewed a number of policies throughout the year and ensured, that where appropriate, they have been published on the website.

- Ensure appropriate parent engagement, providing a point of contact for parents, carers and other members of the local community and ensuring their contribution is valued:

The governing body has provided a point of contact for parents, carers and other members of the local community throughout the year. The Chair has dealt with one formal complaint from a parent and addressed a group of parents at the Christmas concert about opportunities to join the governing body.

- Promote collaboration with other Academies in the Trust:

The executive headteacher has supported Drapers Mill academy throughout the year and an individual member of staff from Drapers Mill has joined the staff at Dame Janet from September 2023 permanently. Leadership capacity was strengthened with the secondment of the Deputy Headteacher of Drapers Mills to Dame Janet; this provided added capacity for monitoring of teaching

and learning and it strengthened the teaching within Year 3. Four teachers moved on to further their career during the academic year of 22-23 – with all vacancies successfully filled.

Dame Janet's SENCo emigrated at the end of Term 2 and the previous SENCo was reappointed as Inclusion Lead. This appointment enabled a smooth transition and injected further experience into the leadership of our SEND provision.

Support and challenge progress towards the Academy performance targets:

The governing body received regular updates on the progress towards the Academy performance targets. In addition, notable actions include the EHT and HoS working with the Director of Education for the East region – Jenni Richards – to set and monitor predictions for key data points.

Academy Leads (phase leaders) have had a greater impact upon driving improvements in teaching and learning; they required guidance from the DHT and HoS but have been able to demonstrate their impact in supporting individuals.

The outcomes for 2023 were as follows:

FSP Trends – All pupils and FSM Ever Pupils attainment (previous year)

% Good level of development 69.6% (66.7%) – above the National average

% Expected Standard of literacy goals 66.7% (69.8%) in line with National average

% Expected standard of maths goals 78.3% (81%) - above National average

KS1	FSM pupils	Non FSM	NA
% Expected standard in Reading	54.5%	59.5%	67%
% Expected standard in writing	31.8%	31.0%	58%
% Expected standard in maths	63.6%	69%	49.4%

Have oversight of the budget ensuring the priorities meet the need of the school community and that expenditure is within its budget:

The governing body has received regular monitoring reports from the Business Manager and has recently approved a draft budget for next year. It was a challenging year for the school because of the energy crisis but, with support from the Trust the school has ended the year with a slight surplus.

The school was able to use the National Tutoring Funding to support the outcomes at the end of Key Stage 2. 23 children benefited from additional small group support via this funding.

Support the Senior Leadership Team to ensure staffing is efficient and effective

None of the governors have been involved in any staffing appointments.

Review previous actions and priorities and set priorities for this year. Include reference to:

Contribute to the development and review of the staffing structure:

Unfortunately, this has not happened because an organogram has not been forthcoming.

Be involved in key staffing appointments:

Governors have not been involved in any staffing appointments.

Have oversight of the Academy's performance management process:

The Chair of governors completed the HT's performance management for the academic year 2021-22. In addition, the governing body has received reports from the Headteacher about the performance management process. There were no appeals from staff against any decisions taken in relation to performance management.

The Chair of Governors will be involved in the Headteacher's Performance Management for 2022-23.

Equality Diversity and Inclusion

The EDI priority agreed by the governors is:

Every leader must seek out and understand their local challenges, looking for risk not comfort. They must be familiar with Trust's Equality, Diversity and Inclusion policies. Those challenges include staff, pupil and community experience.

Equality is a Standing Item on the agenda of all governors' meetings, enabling the Headteachers to keep the governors fully up to date regularly with any equality issues and the appropriate questions to be asked by them.

Other areas of Impact

Add any other areas of notable impact during the year, or details of any specific circumstances relating to the year

The learning environments for both the upper and lower schools have been improved with new vinyl flooring in the corridors and displays in the hallways linked to key areas of the curriculum. This has supported the children's ability to recall the core knowledge.

Reading for pleasure – well stocked libraries and good pupil engagement.

Phonics: early intervention and the implementation of synthetic phonics teaching in Shorty's Nursery, has allowed 10 children to enter Reception working above ARE, at this point in the year, in their phonics understanding.

SMSC and enrichment opportunities: road safety; fire awareness; termly enrichment opportunities....

ACE programme rolled out more widely across the school with all class-based members of staff working with targeted children.

New library at Lower School completed in the summer – this will further strengthen reading for pleasure.

LGB Priorities for 2023-24

Priorities for the LGB	Progress/Impact
To recruit a full complement of governors and to ensure they have the necessary training so that they can discharge their roles fully	
Governors will be tracking progress against the SDP, not only at full governors' meetings but also in their individual link roles where appropriate.	
The importance of everyone's well-being is still a vital part of school life and the governors will need to monitor this carefully.	

<p>Governors will be monitoring and asking robust questions on all aspects of learning related to reading acquisition, widening experiences and reading for pleasure that should be embedded, reviewed and enhanced so that all pupils, including the most vulnerable, could access all areas of learning.</p>	
<p>Governors will need to be informed of the causes of problems in the attendance data and evaluate the actions being taken by the school to improve the figures.</p>	

Comment from Director of Education
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Comment from Link Trustee
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