

Kincraig Primary School Governance Statement for 2024/2025

Introduction

This governance statement has been prepared and published by the Governing Body of Kincraig Primary School, in compliance with our duty to report on the ways in which we have fulfilled our obligations and responsibilities relating to Kincraig Primary School during the academic year 2024-25.

Meet the Governing Body

The Governing Body is made up of a group of committed volunteers who bring a range of skills and expertise and come from a variety of backgrounds. Governors are committed to improving the education of every child in our school and invest good will, hard work and time.

The Governing Body currently comprises of the following:

- 2 Parent Governors appointed by ballot of the parents at the school
- 1 Local Authority Governor appointed by the Local Authority
- 1 Staff Governor appointed by ballot of the staff
- 1 Headteacher Governor
- 5 Co-opted Governors appointed by the Governing Body based upon a skills audit

Parent Governor

Parents, including carers, of pupils at the school are eligible to stand for election as parent governors. They are elected by other parents. The head teacher makes arrangements for holding an election if there is a vacancy for a parent governor at the school.

Staff Governor

Staff governors are elected by the school staff. Both teaching and support staff employed to work at the school are eligible for staff governorship; volunteers are not eligible. The head teacher makes arrangements for holding an election if there is a vacancy for a staff governor at the school.

Co-opted Governor

Co-opted governors can bring specific skills to the governing board based on need from our skills audit or be appointed to tackle a specific problem or project by contributing particular expertise or experience, such as premises management or for a fundraising initiative.

Local Authority Governor

Local authority governors are nominated by the local authority (Blackpool Council) and appointed by the governing board. Anyone who is eligible to be a staff governor cannot be appointed as a local authority governor.

The Governing Body uses the Blackpool Council 'Clerks Service' with a designated clerk who is responsible for arranging meetings, taking minutes, and following up on all actions. The clerk also advises on procedural matters and plays a key role in the work of the Governing Body.

The Chair and Vice Chair are elected annually by the Governing Body and work closely with the Headteacher and the Clerk.

The Chair of Governors is Mr S Smith and the Vice Chair of Governors is Mr N Chesher

The Full Governing Body meets 6 times during the academic year via Full Governing Body meetings to inspect, review and agree school policies and monitor progress against identified key areas on which the school and the Governing Body wish to focus during the academic year. The School's Development and Improvement Plans include measures and milestones that the Governing Body uses to satisfy itself that progress is being made against objectives and that all actions being taken are improving teaching and learning outcomes for all children.

If you would like to find out more about our Governors please look at the Governor page on the website and there is a photo of each Governor and a bio about why they wanted to be a Governor at Kincaig Primary School.

The 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 requirements.

As well as continuing to meet its statutory obligations, the Governing Body maintained a particular focus on the school development plan and ensuring the school continues to provide an excellent standard of education.

Key areas of focus are identified by the Governing Body and these areas align to the School's Development and Improvement Priorities. Governors will monitor these priorities via meetings and via monitoring visits, which are an opportunity to get to know the school better, to observe and communicate with staff and to hear the pupil voice. A monitoring visit report is prepared and circulated following the visit, allowing other governors to ask questions.

The school's data continues to be strong in comparison to both local and National averages; Kinraig Primary continues to perform strongly in national assessments. As in previous years, in 2024 progress and attainment at Key Stage 2 was significantly above Blackpool School Averages and National Averages.

Our School Accountant from the Local Authority attends 1 meeting per term. They go through the budget to date and advise on any developments. The Governors can question the School Accountant about anything financial. The Governors strive to ensure best value for money.

Benchmarking information allows Governors to compare the school's spending with similar schools and ensure resources are being used in the most effective ways to support the best outcomes for all children. This includes making effective use of Pupil Premium and Sports Premium.

Governors are responsible for undertaking the Headteacher's performance management review each year, and this is conducted by a panel of Governors, supported by an external advisor, who carry out the headteacher's annual appraisal. The appraisal process allows for the review of the headteacher's performance, discusses areas of strength and, where necessary, areas for development. New targets are then set against criteria on which the Headteacher's performance will be evaluated.

Our School Vision:

*'Children are at the **HEART** of everything we do.'*

We aim to realise this by:

- Developing relationships, based upon mutual respect, that allows everyone to feel safe, valued, welcomed and cared for.
- Ensuring every child has access to high quality education to fulfil their potential.
- Developing children's relationships, resilience, risk taking abilities, reflectiveness and resourcefulness.
- Preparing children to be responsible citizens who can face technological, personal and social challenges with confidence.
- Creating a positive caring environment where children enjoy learning and achieve their best.
- Encouraging children to be polite and show respect and concern for the needs of others and their property.
- Encouraging partnership between home, school and the community.
- Ensuring we have high expectations of all children regardless of age, gender, culture or ability.
- Developing their self-esteem through all aspects of school life.
- Encouraging children to be honest about things they have done.
- Encouraging the development of academic, creative, and physical skills by following all aspects of the national curriculum in an immersive way.

Our Mission

We have been doing some work with our teachers and children about how we can achieve **HEART** and what values does HEART stand and how we would see these values in our children in school.

H – Happy
E – Enjoy
A – Achieve
R – Respect
T – Thrive 

The Values of **H E A R T**

H

HAPPY – We want our children to have the ability to live in the present and take pleasure from the experiences that school has to offer, which would enable them to feel safe and contented.

E

ENJOY – We want our children to reap the benefits of a broad and rich curriculum. To give them opportunities above their lived experiences. That they develop a love of learning and a delight in taking part in school activities.

A

ACHIEVE – We want our children to successfully bring about or reach (a desired objective or result) through effort, skill, or courage. To give them the confidence to raise their aspirations for their future.

R

RESPECT – We want our children to treat others with respect and have due regard for the feelings and rights of others and to value the opinions of others, even if they differ from their own.

T

THRIVE – We want our children to grow and develop well and to flourish. That they have high expectations for themselves and develop an inner confidence and resilience to enable them to be excited and seize the opportunities that lie ahead.

The Governor's current priority areas for 2024/25, following evaluation of the previous action plan are as follows:

EYFS

- Outdoor provision needs to replicate inside fully. It needs to be a text rich environment.
- Extend Happy Street in the outside areas.

Curriculum Development

- In ART & Design Technology to ensure that the teachers are teaching the 6 step processes.
- In History/Geography to develop the core sticky knowledge in all 4 strands: Empire, Civilisation, Peasantry, Parliament.

Staff Wellbeing

- Continue to look for ways to increase staffs work-life balance.

Pupil Behaviour

- To develop happy and healthy children.
- Continue to build pupil well-being and resilience.
- Continue to develop strong behaviour management systems.
- Continue to train and support staff to ensure effective management of challenging behaviour.

Governors Engagement and CPD

- Provide opportunity for governors to come into school regularly.
- Governors to meet with their curriculum leader on termly basis and feedback to Full Governors.
- Governors to attend events such as sports days, assemblies, nativities and Christmas dinner.
- Governors to access training through Governor services and Governor Net.

Local community, parents & stakeholder

- Develop and promote joint events, alongside existing school events.
- Make contact with local businesses and colleges.
- Look at doing a project in the local community encouraging parents to become involved.