



# Governing Body Annual Report

September 2018 – July 2019

## Introduction

Schools are no longer required to produce a Governors' Annual Report, however, at Stopsley High School we believe that it is important that as a governing board we are open and transparent with parents and have therefore decided to publish an annual report that explains about the work of the governing body over the past year. The school website also contains this and other information that parents may find useful.

## Contact information

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## Governing body membership

Role	Governor	Date term of office ends	Allocated Responsibilities
Parent governors	Kully Smith	02/02/2022	Attendance, Welfare and Behaviour Art and Music link
	Caroline Hutchinson	20/11/2020	Teaching & Learning
LA governor	Meryl Dolling	Resigned	English link
Co-opted governors	Toni Chivers	02/02/2022	Chair Leadership & Management PE link Training link
	Bernie Dunne	02/02/2022	Vice chair Safeguarding
	Carl Gray	02/02/2022	Support staff link Health & Safety
	Kathleen Marshall	16/09/2022	Pupil Premium SEN link Governor
	Fiona McGlone	03/07/2020	Premises
	Shahjahan Goni	Resigned	Maths link Outcomes
Staff governor	Omar Ouedraogo	02/02/2022	Staff link
Partnership governors	Roger Kendrick	02/02/2022	Science link
	Kim George	Resigned	Finance Governor
Headteacher	Karen Johns		
<b>Governor Vacancies</b>			
There are currently 3 vacancies on the Governing Body			

## Governors attendance at Governing body meetings

Governor	Number of possible meetings	Number of meetings attended	Percentage of meetings attended
Toni Chivers	18	17	95%
Omar Diallo-Ouedraogo	6	6	100%
Meryl Dolling	1	0	0%
Bernie Dunne	18	15	89%
Kim George	6	3	50%
Shahjahan Goni	7	6	85%
Carl Gray	6	6	100%
Caroline Hutchinson	6	6	100%
Roger Kendrick	7	7	100%
Kathleen Marshall	6	6	100%
Fiona McGlone	6	1	16%
Kully Smith	6	6	100%
Karen Johns	18	18	100%

## Governance structure

The governing body has the strategic responsibility for the effective management of the school, acting within the framework set by national legislation and with due consideration to the policies of the Local Authority. The governing body meets as a whole board twice a term.

To ensure that we remain strategically focused on the agreed key areas of school improvement and work in an efficient way, certain aspects of our governance responsibilities have been delegated to specific governors.

## Monitoring activity

One of the key functions of the governing body is to undertake strategic monitoring activity, the purpose of which is to triangulate information shared with governors by the senior leadership team. The governing board undertake a wide range of monitoring activity including:

- Monitoring visits to school to meet with subject leads and discuss aspects of the school improvement plan
- Governor walkabouts to talk to students
- Book scrutinies
- Pupil surveys
- Staff and parent surveys
- Inviting members of the senior leadership team to governing body meetings to report on key areas

The following tables give an overview of governor monitoring activity during 2018-19:

<b>Governor</b>	<b>Date</b>	<b>Department &amp; Reason</b>
Toni Chivers	Weekly/fortnightly mtgs throughout the year	Meetings with Karen Johns to monitor standards and strategically plan.
Kully Smith	04/12/18	To meet with the new Head of music and discuss future of the music association and investment of current funds to support the music department.
Toni Chivers	10/12/19	To observe a data review meeting to see how middle leaders are being held to account and data being used to bring about student progress.
Bernie Dunne	11/12/18	To sign off Single Central record, check Safeguard training list and assess gap's in training and look at holistic training for safeguarding
Caroline Hutchinson	14/12/18	T&L meeting with Martin Atkinson and Paula Ramsay to review staffing and impact on progress within department, scrutinise marking and review challenge in lessons
Caroline Hutchinson	07/03/19	T&L meeting Martin Atkinson to undertake a learning walk with him with a focus on Science.
Kully Smith	14/03/19	Personal Development, Behaviour & welfare meeting with Pam Whiting and Sara Mitchell.
Toni Chivers Kathleen Marshall Caroline Hutchinson	02/04/19	Meeting with Karen Johns with focus on how to improve teaching and learning across the school.
Toni Chivers Kathleen Marshall Caroline Hutchinson	07/05/19	T&L Meeting with Karen Johns to review progress to date and identify next steps.

### Student voice

Listening to the views of the students who attend Stopsley High School is an important aspect of the work of the governing board.

Below is a summary of how the governing body have engaged with students to hear their views and opinions during 2018/19.

Governor	Date	Department & Reason
Bernie Dunne	20/11/18	Governor Walkabout/Student Interviews with focus on English and Science.
Toni Chivers	20/11/18	Student Interviews with focus on PE and English.
Bernie Dunne	05/03/19	Governor Walkabout/Student Interviews with focus on Maths.
Kathleen Marshall	05/03/19	Governor Walkabout/Student Interviews with focus on English.
Toni	07/03/19	Student interviews with focus on impact of marking and assessment, challenge in lessons and behaviour.

### Engagement with parents and the community

Listening to the views of parents and the Stopsley High School community is also an important aspect of the work of the governing board.

Below is a summary of how the governing body have engaged with parents and the community to hear their views and opinions during 2018/19.

Governor	Date	Department & Reason
Kathleen Marshall	04/10/18	Represented GB at open evening for prospective new intake.
Toni Chivers	11/10/18	Attendance at Parent Voice meeting with Sara Mitchell
Toni Chivers	05/12/18	Attendance at Parent Voice meeting with Sara Mitchell
Toni Chivers	31/01/2019	Parent Voice meeting with Sara Mitchell.
Toni Chivers	12/03/19	Attendance at discovery event for all current Yr 6 pupils offered a place at the school in September
Toni Chivers	14/3/19	Parent voice meeting with Sara Mitchell.
Kully Smith	26/03/19	Attendance at music Association meeting.

## Governor training

The governing body take their responsibility to stay up to date seriously and place high importance on this. The table below shows all of the various training and professional development the governing body have undertaken during 2018/19.

Governor	Date	Training or CPD undertaken
Toni Chivers	31/10/18 12/12/18 13/02/19	Leadership Development Programme for School Governors (Govern Ed)
Toni Chivers	17/10/18	Exclusions (NGA e-learning course)
Toni Chivers	17/10/18	Understanding Schools Finance (NGA e-learning course)
Toni Chivers	17/10/18	Monitoring & Evaluation (NGA e-learning course)
Toni Chivers	13/11/18	Safeguarding – The Governors Role (NGA e-learning course)
Toni Chivers	15/11/18	Autumn Term Governor Forum (LBC)
Caroline Hutchinson	11/02/19	Exclusions Training (LBC)
Roger Kendrick	11/02/19	Exclusions Training (LBC)
Kully Smith	11/02/19	Exclusions Training (LBC)
Kathleen Marshall	11/02/19	Exclusions Training (LBC)
Bernie Dunne	11/02/19	Exclusions Training (LBC)
Shah Goni	11/02/19	Exclusions Training (LBC)
Toni Chivers	06/06/19	The Governors Role in School Improvement (NGA e-learning course)
Toni Chivers	20/06/19	Ofsted Update Briefing (LBC)
Toni Chivers	09/07/19	Governor Conference (LBC)
Shah Goni	07/11/18	Finance Overview: Governors (LBC)
Carl Grey	01/07/19	Health & Safety (NGA e-learning Course)
Carl Grey	25/06/19	Safeguarding – The Governors Role (NGA e-learning course)
Roger Kendrick	14/03/19	Spring Term Governor Forum (LBC)
Roger Kendrick	24/06/19	Safeguarding – The Governors Role (NGA e-learning course)
Kully Smith	24/06/19	Safeguarding – The Governors Role (NGA e-learning course)
Liz Hogan	15/11/18	Exclusions (NGA e-learning course)
Liz Hogan	15/11/18	Getting to know the law (NGA e-learning course)
Liz Hogan	15/11/18	Introduction to Clerking on Maintained Schools (NGA e-learning course)
Liz Hogan	15/11/19	The Clerk as co-ordinator of Continuing Professional Development (NGA e-learning course)
Liz Hogan	20/05/19	Preparing for a Meeting (NGA e-learning course)

Liz Hogan	20/005/19	Recording a meeting (NGA e-learning course)
Liz Hogan	10/06/19	The Clerks Role in the Appointment of the Headteacher or Deputy (NGA e-learning course)
Liz Hogan	19/06/19	Clerks Development Briefing (LBC)

## School Improvement Priorities 2018-19

The following progress was made against the key priorities identified by the school and governing body in the 18-19 academic year School Improvement Plan.

Priority Area	18-19 Progress
<p>Priority 1: Improve the quality of teaching, learning and assessment, for all pupil groups, including for the most able and for pupils who have special educational needs (SEN) and/or disabilities by ensuring that:</p> <ul style="list-style-type: none"> <li>Monitoring shows a significant improvement in the quality of work in books which show that the whole school presentation policy is being followed across the school.</li> <li>All books show that the whole school marking policy is being followed with success criteria used for marking and students respond to feedback through Directed Improvement and Reflection Time (DIRT.) Students will know how to improve their work and the level of work expected.</li> <li>All departments will have a collaborative planning timetable in place which results in staff supporting each other through high quality lesson planning addressing challenge and misconceptions in SOW. This will be seen in lessons where there will be appropriate challenge using the challenge toolkit.</li> <li>All departments will use the 3B4Me policy to ensure that students build resilience when stuck and develop independent learning. This will be monitored by checking students understanding of 3B4me during ML/SLT calendared learning walks.</li> <li>SLT and HOD will follow a calendared monitoring schedule to ensure that standards are being met and where there is underperformance this will be supported for improvement</li> </ul>	<ul style="list-style-type: none"> <li>Many more students' books display a pride in learning and that they are following the presentation policy.</li> <li>An increasing number of students understand how to improve their work and can explain how they can make progress.</li> <li>The majority of students can articulate what DIRT is and many more students can now use this strategy effectively.</li> <li>The level of challenge in lessons has improved across the school however this is more evident in some subject areas than others.</li> <li>All students are able to articulate how to use the 3B4ME policy however this is still being embedded across the school. An increasing number of students are displaying independence and resilience in their learning.</li> <li>Leadership and monitoring schedule in place which has been refined and developed throughout the year to ensure the system are is being consistently applied across the school.</li> <li>August 2019 all targets set as planned.</li> </ul>

<ul style="list-style-type: none"> <li>• Targets will be set to at least FFT 20 for KS3 and Yr 10 and FFT 50-20 for Yr 11 and shared with staff, parents and governors.</li> </ul>	
<p>Priority 2: Improve the quality of leadership of teaching and learning and the leadership of pastoral care.</p> <ul style="list-style-type: none"> <li>• There will be an ethos that supports a school learning community with an emphasis of high expectations of teaching and learning from both staff and students, where students are challenged in their learning in order to make better progress. We will see improved student engagement in challenging lessons.</li> <li>• Behaviour in lessons will ensure that students can make progress in their learning. Students will be rewarded for effort and adopting a positive learning attitude, e.g. using the 3B4me, presentation policy and having a Growth Mindset. This will be monitored by checking the levels of low-level disruption and achievement points and supporting staff using the behaviour policy and CPD sessions lead by SLT and buddying staff in coaching pairs.</li> <li>• Staff will have high expectations in lessons with a controlled start and end to lessons. This will be monitored during calendared learning walks by ML and SLT</li> <li>• Middle leaders (HOD and HL) will follow the strategic calendar to ensure that there is consistency in the messages shared across the school and in meetings. Minutes will be used to monitor this during fortnightly SLT link meetings</li> </ul>	<ul style="list-style-type: none"> <li>• The majority of tutors are consistently delivering the prescribed tutor activities and maintaining classroom expectations with the majority of students engaged in the prescribed activities.</li> <li>• The culture of the school has improved with the behaviour monitoring showing a reduction in low level disruption and an increase in the number of achievement points awarded.</li> <li>• The majority of teachers use the non-negotiables to support a positive culture of learning in the classroom. There has been a reduction in the number of c3s when compared to last year as staff use their own behaviour management tools effectively to deal with low level disruption</li> <li>• All SLT and middle leaders have been trained in coaching with a programme of coaching completed for a large cohort of teaching staff. This has led to improvement in individuals' lessons where more challenge has been evident. Pastoral leaders have also been trained ready to engage with coaching students in the new academic year.</li> <li>• Less students with negative conduct score than the same time last year</li> <li>• The strategic calendar has ensured that HODs are working consistently across the school. This can be seen in the adoption of policies and procedures being applied in lessons and on corridors.</li> </ul>

## Governing Body Priority areas for 2018-19

To support the school and to continue to drive improvement through our strategic work, the governing body identified the following additional areas to be focused on in 2018-19.

Priority Area	18-19 progress
Standards in underperforming subjects	<ul style="list-style-type: none"> <li>Support has been provided to underperforming subjects through the leadership team and external partners.</li> </ul>
Improving the culture of the school	<ul style="list-style-type: none"> <li>Parent and students' surveys completed.</li> <li>Members of the GB have attended key school events</li> <li>LA conducted health check identified improvements in the culture of the school</li> <li>A marketing company were successfully engaged to support the school to improve communication with all stakeholders.</li> </ul>
Increase leadership capacity at Stopsley High School	<ul style="list-style-type: none"> <li>Review of leadership staffing structure undertaken</li> <li>Additional deputy recruited on a fixed term contract with a Teaching and Learning responsibility</li> <li>Review and redistribution of leadership roles and responsibilities complete.</li> <li>SLA with Compton School in place to support both senior and middle leaders.</li> <li>2 new associate assistant heads employed on fixed term contracts.</li> </ul>

## School Improvement Priorities 2019-20

The following priorities have been identified by the school and governing body for 2019-20:

Priority Area	Proposed Monitoring Activity
<p><b>SIP Priority 1: To deliver a broad and balanced curriculum and high-quality learning for all.</b></p> <p>Objective 1:</p> <ul style="list-style-type: none"> <li>To continue to develop high quality schemes of learning and the effective use of assessments across both Key Stages.</li> </ul>	<ul style="list-style-type: none"> <li>Review of curriculum policy</li> <li>Reports to Governors</li> <li>Governor monitoring visits</li> <li>Evidence gathered from learning walks</li> <li>Evidence gathered from student interviews.</li> <li>Attendance at parent voice meetings</li> <li>Monitoring visits with HODs</li> </ul>

<p>Objective 2:</p> <ul style="list-style-type: none"> <li>To ensure that the whole school marking and feedback policy is implemented consistently by all teachers so that students engage with feedback.</li> </ul> <p>Objective 3:</p> <ul style="list-style-type: none"> <li>To upskill all staff in their use of data to ensure effective planning of student learning, including the use of SIMS and 4Matrix.</li> </ul>	<ul style="list-style-type: none"> <li>Review of Marking &amp; Feedback policy</li> <li>Reports to Governors</li> <li>Governor monitoring visits</li> <li>Evidence gathered from learning walks</li> <li>Evidence gathered from work scrutiny</li> <li>Evidence gathered from student interviews.</li> <li>Attendance at parent voice meetings</li> <li>Monitoring visits with HODs.</li> <li>Governor T&amp;L monitoring visit to discuss with SLT link</li> </ul> <ul style="list-style-type: none"> <li>Reports to Governors</li> <li>Evidence gathered from learning walks</li> <li>Evidence gathered from student interviews.</li> <li>Monitoring visits with HODs.</li> </ul>
<p><b>SIP Priority 2: To continue to implement a culture for learning across the school.</b></p> <p>Objective 1.</p> <ul style="list-style-type: none"> <li>To embed the Stopsley High School values; Ambition, Endeavour, Success.</li> </ul> <p>Objective 2</p> <ul style="list-style-type: none"> <li>To improve attendance and exclusion rates to be in line with or better than the national average.</li> </ul> <p>Objective 3</p> <ul style="list-style-type: none"> <li>To ensure all students are fully supported to be successful in their learning.</li> </ul>	<ul style="list-style-type: none"> <li>Reports to Governors</li> <li>Governor monitoring visits</li> <li>Evidence gathered from learning walks</li> <li>Evidence gathered from student interviews.</li> <li>Attendance at parent voice meetings</li> </ul> <ul style="list-style-type: none"> <li>Reports to Governors from SLT lead</li> <li>Governor monitoring visits</li> </ul> <ul style="list-style-type: none"> <li>Governor monitoring visits</li> <li>Evidence gathered from learning walks</li> <li>Evidence gathered from student interviews.</li> <li>Attendance at parent voice meetings</li> </ul>
<p><b>Priority 3: Improve the quality of teaching and learning in mathematics (TCS)</b></p>	<ul style="list-style-type: none"> <li>Reports to Governors</li> <li>Monitoring meetings with HODS to discuss</li> <li>Evidence gathered from learning walks</li> <li>Evidence gathered from student interviews.</li> <li>HOD invited to present at FGB mtg</li> </ul>

## Governors expenses

Governors are entitled to claim for any expenses they incur as a direct result of their governance role as per our governor’s expenses policy. In the interest of transparency, the table below includes details of all expenses claimed by governors during 2018/19.

<b>Amount claimed</b>	<b>Reason for the claim</b>
No governors have claimed any expenses this academic year.	