



Governing Body Annual Report

September 2020 – July 2021

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. In addition this will be the final report for the current school which academises and joins Middlesex Learning Trust from the 1st September 2021.

Contact information

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Governing body membership

Role	Governor	Date term of office ends	Allocated Responsibilities
Parent governors	Kully Smith	31/08/2021	Behaviour and Attitudes Compliance
	Anna Theron	31/08/2021	Parent & community Link Maths Link
Co-opted governors	Nicholas Botfield	31/08/2021	Quality of Education Student Outcomes
	Toni Chivers	31/08/2021	Chair Leadership & Management English link Training link
	Bernie Dunne	31/08/2021	Vice Chair Personal Development including Careers Safeguarding
	Carl Gray	31/08/2021	Health & Wellbeing Health & Safety
	Kathleen Marshall	31/08/2021	Pupil Premium & SEND
	Anees Razzak	31/08/2021	Finance governor
Staff governor	Omar Ouedraogo	31/08/2021	Health & Wellbeing Compliance
Partnership governors	Julie Ellins	Resigned 1st Feb 2021	Finance Governor

	Roger Kendrick	31/08/2021	Health & Safety Science link
Headteacher	Karen Johns	Retired 31st December 2020	
	Karen Hand	With effect from 1st January 2021	
Clerk	Liz Hogan		Compliance Training
Governor Vacancies			
At the point of transfer under the current Governing Board Constitution there was 1 co-opted governor vacancy and 1 Partnership governor vacancy on the Governing Body.			

Governors attendance at Governing body meetings

Governor	Number of possible meetings	Number of meetings attended	Percentage of meetings attended
Nicholas Botfield	10	9	90%
Toni Chivers	16	16	100%
Omar Diallo-Ouedraogo	10	10	100%
Bernie Dunne	16	8	50%
Julie Ellins	5	1	20%
Carl Gray	10	8	80%
Roger Kendrick	11	8	73%
Kathleen Marshall	10	9	90%
Anees Razzak	11	9	91%
Kully Smith	10	7	70%
Anna Theron	11	10	91%
Karen Johns	8	7	88%
Karen Hand	7	7	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.

As from 31st August 2021 however the current Governing Body will cease to exist.

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. Despite the pandemic the governing board has endeavored to undertake the following monitoring activity:

- Monitoring visits conducted remotely with subject leads and discuss aspects of the school improvement plan
- Pupil surveys
- Staff and parent surveys
- Inviting members of the senior leadership team to remote governing body meetings to report on key areas

The following tables give an overview of governor monitoring activity during 2020-21:

Governor	Date	Department & Reason
Bernie Dunne	23/09/20	Meeting with Sharon Jeycock, Pastoral Care Manager, for safeguarding update.
Anna Theron	5/10/20	Meeting with the Director of Maths to gain an understanding of the structure and operation of the Maths Department.
Bernie Dunne	27/11/20	Meeting with Sharon Jeycock, Pastoral Care Manager, for safeguarding update and checking of Single Central record.
Anna Theron	11/12/20	Meeting with the Director of Maths to gain an understanding of the the current challenges faced by of the Maths Department and ascertaining priorities going forward.
Bernie Dunne	29/01/21	Meeting with Sharon Jeycock, Pastoral Care Manager, for safeguarding update.
Bernie Dunne	15/02/21	Meeting with Sharon Jeycock, Pastoral Care Manager, for safeguarding update linked to KCSIE.
Anna Theron	22/03/21	Meeting with the Director of Maths to gain an understanding of the current challenges/successes of the Maths Department and ascertaining priorities going forward. Ascertaining how the department is currently measuring engagement and how this is addressed where required.
Bernie Dunne	11/05/21	Meeting with Sharon Jeycock, Pastoral Care Manager, for safeguarding update.
Toni Chivers	Weekly/fortnightly mtgs throughout the year	Meetings with Karen Johns and the subsequently Karen Hand to monitor standards and strategically plan.

In addition, this academic year the Governing body undertook an extensive consultation process with parents, staff and key stakeholders regarding whether or not the school should convert to an Academy with the view to becoming part of Middlesex Learning Trust (MLT). The Governing body, having reviewed all the feedback and comments received as part of this process, voted unanimously in favour of the following resolution that:

Stopsley High School should apply to the Secretary of State for an Order to Convert to an Academy with the intention of joining Middlesex Learning Trust.

Further to the resolution being passed and an in depth due diligence process being carried out the Governing body submitted an application to the DfE to convert Stopsley High School to an Academy which was agreed and an academy order issued. As a result Stopsley High school will effectively close its doors for the last time on 31st August 2021 and reopen as an Academy as part of Middlesex Learning Trust on 1st September 2021 with a newly elected and constituted Local Governing Body in place.

Governor training

Members of 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 2020/21.

Governor	Training or CPD undertaken	Date
Nicholas Botfield	Information Security	1 Sep 2020
	Ofsted Update Briefing	8 Oct 2020
	Exclusions, Behaviour and Discipline	26 Jan 2021
	Data Protection	9 June 2021
Toni Chivers	Setting Performance Objectives for Senior School Executive Leaders	3 Sep 2020
	NGA South West and East of England Regional Conference	13 Oct 2020
	Safeguarding and Child Protection: the Essentials 2020-21 (The Key)	13 Oct 2020
	Being Strategic (NGA)	15 Oct 2020
	LA Chair of Governors Autumn Term Briefing	20 Oct 2020
	Governor Forum - Autumn Term	3 Dec 2020
	LA Chair of Governors Spring Term Briefing	24 Feb 2021
	LA Ofsted Update Briefing	3 March 2021
	Holding to Account: How to Question & Challenge (NGA)	4 May 2021
	Holding to Account: how to Conduct a Courageous Conversation (NGA)	4 May 2021
	Peer-on-Peer Abuse (The Key)	14 May 2021
	Data Protection	10 June 2021
	LA Chair of Governors Summer Term Briefing	16 June 2021

Omar Diallo-Ouedraogo	Safeguarding Training	1 March 2021
Carl Gray	Monitoring the School Budget	11 Jan 2021
	Exclusions, Behaviour and Discipline	26 Jan 2021
	Health & Safety	4 Feb 2021
Liz Hogan	Covid Training for assisting with Asymptomatic Testing on school site	Jan 2021
	Clerking - Introduction to Clerking in Academies	1 March 2021
	Clerks' Training via Governor Services	1 March 2021
	Compliance: Assuring your organisation and keeping it safe, secure and solvent	15 March 2021
	NGA Clerking a Trust or Academy Committee	26 April 2021
	Good Governance - Planning for Succession in the Governing Body (NGA)	21 June 2021
	How to run an Effective Exclusion Review Panel (NGA)	5 July 2021
Roger Kendrick	Safeguarding Training (via Governor Services)	15 March 2021
Anees Razzak	Preventing Radicalisation	12 Sep 2020
	OFSTED Update Briefing	8 Oct 2020
	Finance Course	17 Nov 2020
	Governor Forum -Autumn Term	3 Dec 2020
	Governor Induction - Part 1&2	10 Dec 2020
	Exclusions, Behaviour and Discipline	26 Jan 2021
	Safeguarding Training (in school via SJ)	26 Feb 2021
	Peer on Peer Abuse	31 May 2021
Anna Theron	Safeguarding	14 Sep 2020
	Supporting Schools around British Values	7 Oct 2020
	Introductory Briefing for New Governors	15 Oct 2020
	Exclusion, Behaviour and Discipline	19 Oct 2020
	NGA Learning Link: Governance-your role, responsibilities and organisation	8 Dec 2020
	Setting and Monitoring the School Budget	11 Jan 2021
	Teacher Recruitment and Succession Planning	8 Feb 2021
	Peer on Peer Abuse (The Key)	21 June 2021

School Improvement Priorities 2020-21

The following progress was made against the key priorities identified by the school and governing body in the 19-20 academic year School Improvement Plan.

Priority Area	20-21 Progress
<p>SIP Priority 1: To deliver a broad and balanced curriculum and high-quality learning for all.</p> <p>Objective 1: To continue to develop high quality schemes of learning and the effective use of assessments across both Key Stages.</p> <p>Objective 2: To ensure that the whole school marking and feedback policy is implemented consistently by all teachers so that students engage with feedback.</p> <p>Objective 3: Effective use of assessment information to inform planning and improve outcomes to ensure that students make at least expected progress</p>	<p>All department areas know and understand their intentions for curriculum design. They have continued to adapt their curriculum for online remote learning during bubble closures and the Spring lockdown. This includes the introduction of other platforms to be able to assess student progress.</p> <p>The marking policy was amended this academic year to ensure that we were mitigating against the transmission of the virus. Monitoring highlighted that there has been peer and self assessment and teacher marking of assessments and tests. The policy has been reviewed in the Summer Term 2021 with a greater emphasis on being able to see the dialogue between the teacher and the students in their work for 2021-22 with each department tailoring it to the needs and demands of their curriculum area.</p> <p>Assessments have been used to be able to determine current working grades across Key Stage 3 and Key Stage 4. The introduction of online platforms to assess student understanding has also allowed for more rapid addressing of gaps. Staff have made use of exam board materials and training as well as collaborating with departments in other schools.</p>
<p>SIP Priority 2: To continue to implement a culture for learning across the school.</p> <p>Objective 1: To embed the Stopsley High School values; Ambition, Endeavour, Success.</p>	<p>Top class student launch and development of new initiatives which were rolled out with alterations to facilitate an online approach. Students all recognise the Top Class Student concept and strive to reach the parameters identified.</p>

<p>Objective 2: To improve attendance and exclusion rates to be in line with or better than the national average.</p> <p>Objective 3: To ensure all students develop responsibility and ownership of their learning to become successful citizens</p>	<p>The school has used the FFT attendance tracker to evaluate school attendance versus national statistics. This has shown that the school has maintained attendance in line with the national average throughout the academic year. There still needs to be a focus on our students who would be classed as persistent absentees in the academic year ahead.</p> <p>In deciding that students remain in year group bubbles this year it has led to a community feeling in the corridors offering the opportunity to celebrate the positive achievements as a year group. Interventions have been introduced in order to address emerging behaviours observed. The school Twitter feed and newsletter have been used to share those highlights.</p>
<p>Priority 3: Improve the quality of teaching and learning in mathematics (TCS)</p>	<p>Lesson observations, in the department, across the academic year demonstrate that there is greater consistency in the learning experiences of students across year groups. They also show that the department is making use of collaborative planning and agreed formats for lessons which include opportunities for retrieval practice, modelling and students are able to challenge themselves. 71.43% students achieved grades 9-4 in mathematics this year.</p>

Governing Body Priority areas for 2020-21

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 2020-21.

Priority Area	20-21 progress
<p>To monitor the progress and outcomes in the core subjects of English, Maths and Science.</p>	<p>The outcomes are as follows: English Language: 73.9% grades 9-4 English Literature: 70.1% grades 9-4 Mathematics: 71.4% grades 9-4 Combined Science: 43.0 % Biology: 76.0% grades 9-4 Chemistry: 76.0% % grades 9-4 Physics: 79.5% grades 9-4</p>
<p>To monitor the pastoral provision to ensure the health & wellbeing of all students.</p>	<p>Students' health and well being has remained at the forefront of our thinking. Wellbeing surveys were conducted before the students returned in September 2020 and March 2021 in order to ensure we were responding swiftly to any needs presented.</p>

	In addition, check ins were maintained throughout bubble closures and the Spring lockdown with useful services signposted to students and parents.
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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 the 2020/21 academic year.

Amount claimed	Reason for the claim
No governors have claimed any expenses this academic year.	