



Local Governing Body
Annual Report

September 2022 – July 2023

Chair's summary

This past academic year has seen yet more rapid improvement taking place in our school as the processes, systems and changes implemented the year prior have now started to embed. I would like to thank Karen Hand, our headteacher along with her leadership team for navigating and steering us through yet another challenging and highly rewarding year. Although it didn't start off as we had planned, the outcome of our early visit from Ofsted simply validated the journey we have been on as a school and the hard work of everybody within it. I am extremely proud of the fact that Stopsley is now officially a 'Good' school and feel extremely privileged to have been part of that journey along with the rest of the Local Governing Body.

As Chair I am incredibly fortunate to be surrounded by an amazing set of individuals from a myriad of backgrounds each bringing with them a wealth of knowledge and experience. As a Governing Body we continuously strive to provide appropriate support and challenge to the school and have welcomed the opportunities we have been given once again to see the school in action.

The role of a governor is an extremely rewarding one, albeit at times demanding, so I would like to take this opportunity to thank each and every member of the Local Governing Body for the support they have given, not only to the school, but also to me and one another. For the visits they have undertaken, the training they have completed, the meetings they have attended (and more importantly contributed to) and for simply giving unstintingly of their time on a totally voluntary basis as summarised in the report below – thank you.

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 local governing body we are open and transparent with parents and stakeholders and have therefore decided to publish an annual report that explains about the work of the local governing body over the past year. A copy of the Annual report will be published on the school website along with other information that parents may find useful.

Stopsley High School is part of Middlesex Learning Trust.

Contact information

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Governor Vacancies

There are currently 2 Community Governor vacancies on the Governing Body.

Local Governing Body membership

Role	Governor	Date term of office ends	Allocated Responsibilities	Resigned
Parent governors	Beverley Gavin	31/08/2025		
	Anna Theron	31/08/2025	SEND Support Link	
Community governors	Nicholas Botfield	31/08/2025	Finance Link	20/07/2021
	Toni Chivers	31/08/2025	Chair Leadership & Management	
	Bernie Dunne	31/08/2025	Vice Chair Safeguarding link	
	Henry Gosling	17/01/2027		
	Kathleen Marshall	31/08/2025	SEND Link	20/07/2021
	Ianek McLaughlin	17/01/2027		
	Emmanuelle Roman	04/12/2026		
Staff governors	Omar Ouedraogo	31/08/2025		
	Daniel Wilde	31/08/2025	Health & Safety Link	
Headteacher	Karen Hand			
Clerk	Errin Keefe		Training & Compliance	

Governors attendance at Local Governing body meetings

Governor	Number of possible meetings	Number of meetings attended	Percentage of meetings attended
Nicholas Botfield	4	1	25%
Toni Chivers	4	4	100%
Bernie Dunne	4	3	75%
Beverley Gavin	4	2	50%
Henry Gosling	2	2	100%
Karen Hand	4	3	75%
Kathleen Marshall	4	3	75%

Ianek McLaughlin	2	1	50%
Omar Ouedraogo	4	4	100%
Emmanuelle Roman	2	2	100%
Anna Theron	4	4	100%
Daniel Wilde	4	4	100%

Governance structure

The Middlesex Learning Trust Scheme of Delegation sets out the Trust's approach to delegations between the different layers of governance within the Trust and outlines those responsibilities that are delegated to the Local Governing Body.

In fulfilling these responsibilities, the Local Governing Body has the strategic responsibility to hold the school Leaders to account for the academic performance, quality of care and provision within the school, the approval of the annual and 3-year budget and to review the schools progress in relation to its school improvement plan. At all times members of the Local Governing Body are expected to act within the framework set by national legislation and with due consideration to the policies and procedures of Middlesex Learning Trust. The governing body meets as a whole board once 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. Over the past year the local governing board has undertaken the following monitoring activity:

- Monitoring visits (face to face and/or remotely) with members of the Senior leadership team/middle leaders to discuss aspects of the school improvement plan conducted
- Pupil surveys
- Staff and parent surveys
- Inviting members of the senior leadership team/middle leaders to governing body meetings to report on key areas

Below is a summary of the various activities that have occurred over the academic year:

- Attendance at Open Evening
- Reviews of the Single Central Record
- Link Governor meetings: Finance, Health & Safety, Special Educational Needs and Disabilities and Safeguarding
- Meetings with Middle Leaders to share their vision, values and curriculum
- Supporting recruitment for senior positions in the school
- Participation in the trust wide procurement process
- Learning walks to see a wide range of lessons in action
- Participation in the Ofsted inspection

In addition to the above, members of the Local Governing Body have supported the school through representation on a number of committees and hearings such as the Pay Committee, student disciplinary hearings and appeal panels.

Governor training

Members of the Local Governing body take their responsibility to stay up to date seriously and place high importance on this. The following table shows the various training and professional development opportunities the governing body have undertaken during the 2022-23 academic period.

Governor	Training or CPD undertaken	Date
Toni Chivers	Complaints (Governor Hub Knowledge)	21 Jun 2023
	Risk Register – how to analyse and how to mitigate against risks (School based)	15 May 2023
	Equality, Diversity and Inclusion	5 May 2023
	Understanding School Data including the Inspection Data Summary Report (IDSR) (School Based)	27 Feb 2023
	LA Chair of Governors Spring Term Briefing	23 Feb 2023
	Minimising Exclusions (NGA)	25 Jan 2023
	Autism Awareness	12 Jan 2023
	Safeguarding: How to fulfil the Governance Role (NGA)	10 Nov 2022
	Cyber Security Training for School Staff (NCSC)	29 Sep 2022
Henry Gosling	Understanding School Data Training for Trustees and Governors (Trust Based)	16 May 2023
	Risk Register – how to analyse and how to mitigate against risks (School Based)	15 May 2023
	Understanding School Data including the Inspection Data Summary Report (IDSR) (School Based)	27 Feb 2023
	Safeguarding: How to Fulfil the Governance Role	6 Feb 2023
	Cyber Security Training for School Staff	5 Feb 2023
	Induction for academy governors on local governing bodies	1 Feb 2023
Ianek McLaughlin	Child Protection Refresher 2022	22 Oct 2022
Omar Ouedraogo	Understanding School Data Training for Trustees and Governors (Trust Based)	16 May 2023
	Risk Register – how to analyse and how to mitigate against risks (School Based)	15 May 2023
Emmanuelle Roman	Understanding School Data including the Inspection Data Summary Report (IDSR) (School Based)	27 Feb 2023
Anna Theron	Risk Register – how to analyse and how to mitigate against risks (School Based)	15 May 2023

	NCSC.gov.uk Cybersecurity training for school staff	5 th Oct 2022
Daniel Wilde	Risk Register – how to analyse and how to mitigate against risks (School based)	15 May 2023
	Understanding School Data including the Inspection Data Summary Report (IDSR) (School Based)	27 Feb 2023
	FGM Awareness (TES)	12 Sep 2022
	Child Protection Refresher 2022 (TES)	12 Sep 2022

School Improvement Priorities 2022-23

The following progress was made against the key priorities identified by the school and governing body in the 21-22 academic year School Improvement Plan.

Priority Area	22-23 Progress
SIP Objective 1: To provide high quality education where excellent school standards result in all students achieving their best, being safe and happy, and able to progress to become successful adults. High Quality Curriculum	
<p>Priority 1: To implement the SHS non-negotiables and have in place short, medium and long term plans in every curriculum area that identify the rationale for sequencing the learning and that considers the pupils' different abilities and is adapted to meet their needs.</p> <p>Priority 2: To continue the training in upskilling middle leaders, and in turn their departments, in the use of data to ensure effective monitoring and tracking, including the implementation of effective intervention.</p> <p>Priority 3: To ensure that the assessment and feedback policy is updated, in line with a review from Year 1. As a result, students will be able to act upon the feedback to improve and departments can respond to their needs through curriculum planning.</p> <p>Priority 4: All department members continue to make use of the National College training to ensure there is solid understanding of best practice in their subject area and this is evidenced in the typicality reviews.</p>	<ul style="list-style-type: none"> The SHS Student non-negotiables were successfully implemented Time was allocated to departments to ensure they all had long, medium and short term planning documents in place Continued focus on the Curriculum as part of Lin governor meetings- curriculum reviews took place throughout the year - evolving process Teaching Assistants were all invited to attend INSET days to strengthen collaboration between teachers and teaching assistants A number of Staff CPD sessions were delivered with content covering effective strategies and SEND. Adaptions have been made to the way we report on Key Stage 3 students, so that there is a more accurate reflection of progress for all stakeholders, and areas of improvement - resulting in the addressing of misconceptions/adaptation of curriculum Review undertaken of how information was provided to staff - Passports to Success

SIP Objective 2: To effectively establish the new pastoral structure which results in improved attitude to learning, attendance, punctuality and suspension rates	
<p>Priority 1: To review and refine the systems which communicate, assess, and promote a safe, calm, orderly and positive environment in the school and the subsequent impact this has on the behaviour and attitudes of pupils</p>	<ul style="list-style-type: none"> • Student non negotiables introduced successfully • Calendared data monitoring periods, alongside staff voice have assisted in highlighting inconsistencies in the application of the positive behaviour policy and have informed subsequent adaptations to systems such as: <ul style="list-style-type: none"> ○ introduction of a centralised detention system for 'lates' and 'truancies' ○ Increased coverage on corridors and review of the 'on call' rota ○ Uniform checks upon entry to the school
<p>Priority 2: To ensure that vulnerable groups such FSM, PP and SEND demonstrate attendance, punctuality and suspension rates in line with national and whole cohort statistics.</p>	<ul style="list-style-type: none"> • Although attendance and persistent absentee rate remains below the national average, significant gains have been noted in the attendance rate of the FSM6 cohort, (+1.2% above national), EHCP cohort, (+2.5% above national) and SEND K cohort, (+1.6% above national). • The introduction of a centralised lates detention system has reduced the number of students late to lessons and to school. This will remain a foci moving into the next academic year. • Suspension rates remain above the national average and will remain a foci into the next academic year. A sanction ladder has been developed and will be introduced from September to ensure that the escalation parameters and intervention points are known and understood by all stakeholders and applied with certainty and consistency.
<p>Priority 3: To successfully embed adapted systems for safeguarding, attendance, punctuality and behaviour with the new Support & Intervention team.</p>	<ul style="list-style-type: none"> • Systems for safeguarding, attendance, punctuality and behaviour have continued to evolve in line with the contextual issues which have arisen. A foci for the next academic year will be to ensure escalation points in all areas of pastoral care are applied with certainty. • Safeguarding CPD at both a whole school and Support and Intervention Team level has led to the upskilling of the pastoral team and the successful transfer of the safeguarding records from My Concern to CPOMS. As a result, safeguarding concerns are now being recorded in a consistent way, supporting highly effective case management and data analysis.

SIP Objective 3: To review the PSHCE curriculum, enrichment and student voice opportunities to ensure we are effectively supporting students in maintaining positive mental health and reducing anxiety.	
<p>Priority 1: Review the diversity across the curriculum audit and continue to implement anti-racist elements of the curriculum. Further develop student voice opportunities to ensure inclusive representation</p> <p>Priority 2: To continue to ensure that programmes of study address the impacts of Covid on mental health and associated anxiety</p>	<ul style="list-style-type: none"> • Students' views have been shared and acted upon as referenced and evidenced in a recent presentation given to the Governing body • PSHCE was scrutinised as part of the Challenge Partner review and as a result a recommendation was made to put this forward as an area of Excellence next year for validation which would mean that as a school we could provide outreach and support for others schools in this area. • Staff feedback has led to a review of what we mean by wellbeing. Staff members consider staff wellbeing to refer to workload and feel confident of the routes for accessing support for this.
SIP Objective 4: To continue to review the implementation of MLT systems	
<p>Priority 1: To further explore the capabilities of - Every as a single point for staff to access all required information</p> <p>Priority 2: To successfully implement Asset management via Every</p> <p>Priority 3: To review with stakeholders the Finance system and associated processes for efficiency and ease of use.</p>	<ul style="list-style-type: none"> • Staff are now able to access their payslips via Every which has been positively received. • Although we have been nominated as the trial school across the Trust, there is still a significant volume of work to do for this to go live • We have continued to receive positive feedback, via audits, but also general feedback from the MLT Central team for the efficient use and deep understanding of the Finance system.
SIP Objective 5: To implement and roll out a programme for Staff Development and Talent Management	
<p>Priority 1: To contribute to the pilot of the Support Staff strand of the Talent Management Framework</p> <p>Priority 2: To support Year 2 staff in becoming part of the Talent Management Framework</p>	<ul style="list-style-type: none"> • 6 Support Staff participated in the TMF pilot from SHS and were incredibly positive about the experience and skills they developed as a result of their attendance and engagement. • 7 Teaching Staff participated in the TMF and have been able to exemplify how their practice and leadership has changed as a result of the programme and the school visits.

SIP Objective 6: To consider how systems and processes can be amended to increase sustainability in all areas of the school	
<p>Priority 1: To consider how each department can contribute to improved sustainability across the school</p> <p>Priority 2: To work alongside the DfE, and those responsible for energy systems in the school, to be as sustainable as possible</p>	<ul style="list-style-type: none"> • Student voice have begun to consider and explore options to promote sustainability within our community next academic year. A foci has been placed on exploring the reduction of single plastic use, a pre-loved uniform initiative and how to create a 'planet friendly school' • We explored the possibility of increasing solar panels and generating our own electricity, however, this would require using our valuable green space. It is not possible to fit any more panels to the roof and the Sports Hall roof is not suitable nor is the nurture building.
SIP Objective 7: To consider how we effectively communicate, consult and engage with parents and carers	
<p>Priority 1: To design and implement a communication strategy that ensures parents and carers feel included and involved</p> <p>Priority 2: To review and sign post all the opportunities that take place across the academic year</p>	<ul style="list-style-type: none"> • A weekly newsletter has been produced and circulated to all parents, carers and governors via a text message from which it can be downloaded. It is also available for all to view on the schools website. • We will be introducing a calendar of events for parents and carers to support the SIP. These events will be open for all parents and carers to attend as well as governors. Action points resulting from these will be shared with all parents to encourage and motivate for future attendance. • We will ensure that all feedback gathered from parental events, including Parents Evenings is heavily publicised and shared throughout the year as a reminder to parents of how they can share their views throughout the year and have a voice within the school.

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 2022/23 academic year.

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