



Annual Governance Statement for Lostock Primary School 2022-23

The Vision and School Motto

Lostock Primary School is an outstanding school, providing a high-quality education for all children.

The school's curriculum intent and implementation are embedded securely and consistently across the school, which makes full use of the exceptional facilities and enables all children, regardless of their learning styles, abilities and background, to participate fully and achieve their personal best. Pupils' work across the curriculum is consistently of a high quality. Each child thrives in a safe, continuously improving and varied learning environment.

Children are challenged and become active, independent, reflective learners, who enjoy their time as part of the Lostock family and will leave as confident and resilient individuals, well equipped to participate fully in the next stage of their education. They develop a thirst for knowledge and an awareness of their rights and responsibilities, including respect and concern for others and their diversity.

The school is led by an exceptional team who believe that every child deserves an outstanding education and that this can only be achieved in partnership with all stakeholders. Parents are actively involved in their child's learning and all staff, teaching and non-teaching, through example and opportunities for continuous learning, become outstanding practitioners, who feel valued as part of an outstanding school.

This is reflected in our school motto, "Aim high, together we will fly".

The Governing Board

The Governing Board of Lostock Primary School is made up of parent governors, staff governors, co-opted governors and a Local Authority Governor. We invest huge amounts of goodwill, hard work and time for the sole purpose of improving the education of every child in our school. The government expects us, as your governing board to be a dynamic group of highly skilled individuals, who focus on supporting the head teacher and all the staff to shape the strategic direction of school. As governors we are accountable for the performance of our school; we are measured by three core strategic functions:

- Ensuring clarity of vision, ethos and strategic direction which will include the engagement of stakeholders.
- Holding the Headteacher to account for the educational performance of the school and its pupils and the performance management of staff.
- Overseeing the financial performance of the school and making sure its money is well spent including the use of pupil premium and other resources to overcome barriers to learning.



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At Lostock, these responsibilities are, in the main, delegated to the following committees: Resources and Curriculum and School Effectiveness, Pupil Welfare and Community. Through its committees and as a Governing Board, Governors have worked with the Headteacher and her staff towards fulfilling our vision for a school in which all children aim high and achieve their personal best.

This year, not only have governors attended four full Governing Board meetings and termly committee meetings, but governors have also completed various monitoring activities and visits to school, including focus on: class visits, curriculum monitoring, safeguarding, SEND provision, financial benchmarking and Pupil Premium. In addition, In March, Governors were fully involved in the school's OfSTED inspection.

Headteacher Appraisal

The Governing Board also carries out the Headteacher appraisal annually. The appraisal process allows us to look closely at the performance of the Headteacher, have discussions about areas of strengths and, where necessary, areas for development. New targets are then set against criteria, which the Headteachers' performance can be evaluated.

Training

All members of the Governing Board have continued their commitment to training. The impact of this is that the Governing Board is kept abreast of their responsibilities regarding the latest requirements and expectations. Learning and actions from training are shared at full Governing Board meetings. We regularly complete a Governor Skills Audit, to identify any training requirements for individuals or the whole Board of Governors.

Summary

In conclusion, we are all stakeholders in Lostock Primary School. We share ideas, and our vision can be seen around school and in action. We have a dedicated and hard-working Senior Leadership Team, a committed and diligent staff team and Governors who fully intend to be known and valued by children and staff alike. We continue to make a positive impact for the future of Lostock Primary School.



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Impact statement from the Resources Committee 2022-2023

The Resources Committee reports to Lostock Primary Schools Governing Board and comprises of the following members: Katie Leaver (Chair of Committee), Jane Gerrard (Vice Chair of Committee), Vicki Guest (Headteacher), Emma McDermott, Rachel Binder and David Dean. As of the June Resources Committee meeting, Steven Sigurnjak. Grace Russell attended the Autumn term meeting and Judith Clarkson served on this committee prior to their resignations from the Governing Board.

The Governing Board and Resources Committee have remained committed and enthusiastic with regards to the school's budgeting and finances. Each year, we complete a skills audit to assess if there are any gaps in expertise across the Governing Board, and to consider how to address these if necessary. Governors undertake relevant training as appropriate.

Committee meetings have returned to face to face meetings this year, although provision is made for governors to join the meetings virtually, if this suits their personal circumstances. This has helped to ensure that the meetings have been well attended. The Committee has remained stable (two members left after stepping down from their roles as Governors and we welcomed one new member). The Committee is confident and, with a diverse background, it is able to hold reasoned discussions and make decisions in support of the school leadership team. Our committee meets on a termly basis with each meeting professionally clerked by the School Business Manager.

This year, the Committee have:-

- Reviewed and approved several school policies;
- Reviewed and approved several school Statements of Practice;
- Reviewed and approved the Committee's Terms of Reference;
- Reviewed and approved the School Financial Value Standard (SFVS) 2022-2023;
- Discussed, reviewed and considered retention of the school's Service Level Agreements (SLAs) in terms of necessity and value for money
- Monitored the School Vision Statement and Key Performance Indicators throughout the year;
- Ensured ongoing monitoring of the school's asset inventories, staffing structures and received termly Health and Safety updates.

These are actions that the Committee undertake each year.

The Governors are all fully committed to the ongoing support and wellbeing of the children at the school and will always look for opportunities to improve the school environment to aid learning.



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Things of particular note this year include:

- - The replacement of windows from the Year 2 classroom, around the back of the school.
- - Emergency repairs have been carried out to the Reception Class and Kitchen Shutters.
- - Governors have approved Mrs. Guest's appointment as temporary Executive Headteacher for The Gates Primary School, in Westhoughton, whilst they appoint a new permanent Headteacher. This has provided additional leadership opportunities for the SLT, during the Autumn term.

Governors on this committee ensure that they are up-to-date with any learning needed. The Chair of this Committee has a wealth of experience and carries out the role confidently. She has continued to attend relevant training to ensure the role is carried out as it should be. Governors have completed a range of monitoring visits to focus on Resources Committee business this year and the Chair meets with the School Business Manager ahead of each meeting to discuss budgets and benchmarking before this is shared with the wider committee.



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Impact statement from the Curriculum and Pupil Welfare Committee 2022-2023

As a Governing Board, we made the decision to combine the Curriculum Committee and Pupil Welfare Committee. It was agreed that many aspects of these committees overlap and therefore linking the two would make meetings more efficient.

The Curriculum and Pupil Welfare Committee reports to Lostock Primary School's Governing Board and comprises of 9 members: Beverley True (Chair), Vicki Guest (Headteacher), Dianne Hawkes, Emma McDermott, Grace Russell, Jane Gerrard, Jill Clark (Vice chair), Rachael Binder and Sarah Prendergast. Judith Clarkson served on the Curriculum and Pupil Welfare Committee until her resignation from the Governing Board in May 2023.

The governors on the committee have a wide breadth of skills and experience from current and previous employment. Each year, a skills audit is completed, to assess these if necessary. Governors attend relevant training to enable us to fulfil our duties effectively. This year, we have completed both face to face and online training.

Our committee meets on a termly basis with each meeting professionally clerked by the School Business Manager.

In order to assist the Governing Board to fulfil its statutory duties, the Curriculum and Pupil Welfare Committees have a broad remit. This includes:

- Responsibility for the monitoring of the school's curriculum and learning programmes, including religious education and collective worship and sex and relationship education, equal opportunities and equality and identification, assessment and provision for SEND pupils.
- To agree, monitor and evaluate the implementation of individual subject curriculum policies and to review them regularly.
- To monitor and evaluate the effectiveness of teaching and learning in delivery of the curriculum, including the effectiveness and rigour of assessment procedures, and use these findings to narrow gaps in achievement between vulnerable groups of children and other learners.



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- Consider school performance in relation to comparable schools, both locally and nationally in terms of benchmarking.
- Monitor, evaluate and approve the implementation of school self-evaluation and the school improvement plan.
- Social inclusion- Looked after Children and Special Needs inclusion.
- To ensure that safeguarding arrangements to protect children, young people and learners meet all statutory and other government requirements, promote their welfare and prevent sexual exploitation, radicalisation and extremism.
- Ensuring there are rewards systems in place which impact positively on achievement, attendance and behaviour.
- Monitoring pupil attendance, absence and pupil exclusion rates considering strategies to improve them. (Including children missing education)
- Addressing issues of relationships with the community and issues of promoting the school. Actively seeking the views of learners, parents/carers and all school stakeholders in order to inform the Governing Board and Headteacher in their decision making about the way the school is conducted.
- Having the oversight of the development of and for monitoring extended school provision and to report to the Governing Board with recommendations.
- Secondary liaison links.
- To have an awareness of how the school supports children to develop confidence, resilience and strength of character through the curriculum and wider opportunities.

Over the course of this year, we have:

- Reviewed and approved several school Policies and Statements of Practice.
- Reviewed and approved the Committee's Terms of Reference.
- Reviewed and approved the School Impact Plan.
- Discussed, reviewed and considered the assessment data and plans for SEND and PPG funding to meet the needs of vulnerable groups.
- Monitored the School Vision Statement and Key Performance Indicators throughout the year.
- Ensured ongoing monitoring of school's Curriculum Coverage.
- Commitment to improve parking and road safety for children at the start and end of the school day .
- Stakeholder questionnaires; including questions about homework and well-being.

These are actions that the Committee undertake each year.



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The Governors are all fully committed to the ongoing support and wellbeing of the children at the school and will always look for opportunities to improve the school environment to aid learning.

Things of particular note this year include:

- Achievement of NACE award and Parent Partnership Award.
- Oracy is high profile and firmly embedded across the curriculum.
- Positive School Improvement Partner Report and very successful Ofsted inspection
- A strong focus has remained throughout this year, on pupil wellbeing, following on from the disruption they experienced to their learning as a result of COVID19.
- Pupil leadership evidenced as a strength in lesson observations. Pupil leaders confidently presented to Governors.
- Focus on Well-being throughout school encouraging the pursuit of the 5 ways of Well-being in all lessons.

To ensure the breadth of curriculum, this year's Cultural Capital funding was carefully allocated to enable children to experience visits to neighbouring schools, trips to enhance learning and a whole host of visitors into school. In addition, funding from the PTA enabled the Year 6 children to experience Crucial Crew, working with members of the emergency services on First Aid and Health and Safety. Additional funding from the PTA, also enabled the work with Pupil Leaders to be further developed with Bright Leaders.

Outdoor learning has continued to be promoted, with classes using the Forest School area to really enhance their learning with fun activities linked to their learning in the classroom.

School has continued to drive forward its priorities this year, embedding changes introduced to develop Oracy. The English Curriculum Lead presented to Governors in the Spring Term, to highlight the recent changes, which were observed by Governors during a subsequent Learning Walk.

The STEM room is now in full use, and children are able to explore Science and Technology aspects of the curriculum in a spacious, purpose designed area.

A teaching and learning review in September, focussed on Reading, Art, DT, and Languages and supported new subject leaders. This evidenced outstanding practice and enabled subject leaders to address any minor actions immediately.

PE has continued to flourish at Lostock Primary School. The children have been able to experience a fabulous PE curriculum. In addition to their regular lessons, they have experienced tennis coaching, Golf, Jump Rope skipping, Netball, Football, Table Tennis, and Multi Skills and a running workshop. A football day has taken place for both Key Stages, and Sports Days to ensure that the children have had a fully enriched PE curriculum.



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Impact of Pupil Premium Funding.

The Governing Board monitors the impact on progress of those children who are in receipt of the Disadvantaged Children's Grant. (Pupil Premium Grant) We have a Pupil Premium Governor who has liaised with school regularly, to monitor the progress of these children through termly data. Governors monitor closely the progress and achievement of these pupils and ensure that the grant money, received by the school, is used to close any gaps between these children nationally and in school.

Safeguarding

All members of staff and Governors starting at Lostock have undertaken the online Level 1/basic training as part of their induction and the Safeguarding leads and deputies have undertaken refresher training.

Neglect training undertaken by the head teacher, has been shared with all staff.

Safeguarding is on the agenda for this committee on a termly basis, ensuring that Governors are kept up to date.

Mrs Clark has visited school in her role as Safeguarding Governor, and liaised with the School Business Manager to discuss Safeguarding procedures. All Governors made a commitment to complete the online "Prevent" training. In spring term Mrs Clark met with the School Business Manager to monitor the schools Single Central Record where all information, documents and checks are stored in relation to all adults in school. Mrs Clark also met with the school's caretaker and the school's business manager to discuss Health and Safety checks in school such as fire, legionella etc. In summer term Mrs Clark and Mrs Guest revisited the Local Authority Safeguarding Audit.

Pupil Attendance

Overall whole school attendance is above the National average. Governors on this committee are provided with an attendance summary on a termly basis to allow them to monitor attendance effectively. Any children who are considered persistent absentees are also reviewed and school processes discussed. absences, attendance remains above national average.



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Behaviour

Governors on this committee receive a termly report on behaviour from the Headteacher which details incidents in school. Behaviour is outstanding in school with incidents of poor behaviour and bullying extremely low. Where action is needed, this is explained with Behaviour support plans in place and parents/carers involved. Any fixed term exclusions are detailed and discussed.

Monitoring

The Governing Board has a calendar of monitoring activities, and visits into school, with Governors taking on specific monitoring roles in areas of interest, usually a curriculum subject, to develop expertise in a particular area. One Governor from this committee is responsible for liaising with the school Lead for Inclusion, to monitor and evaluate, in detail, the provision for children with Special Educational Needs and those of all vulnerable groups in school. These children are closely monitored by this committee in order to ensure that the children make expected progress or better and achieve at least in line with school and national averages.

Curriculum leaders have sent copies of their Action Plans and position statements to Governors to give an overview of the breadth and balance of curriculum and Governors met with each Curriculum Leader in rotation to discuss their action plans and standards in each area of the curriculum.

Training

Governors are well trained at Lostock with each Governor fully committed to attending regular training courses run by the local authority. The school has bought into an online training system for Governors. Some Governors undertake relevant training through their own work in schools or for the local Authority. In addition, all Governors were invited to attend training by the School Improvement Partner, Phil Choi, focussed on preparing for an OfSTED inspection. The impact of this training was evident in the feedback during the OfSTED inspection in March.