



## Governing Body Annual Statement

Children First

### Introduction

Dovecote is proud to be a community school that seeks to serve its community. “Children First” is not just our motto, it’s central to our thinking & planning.

### The role of the governing body

The Governors aim to provide confident and strong strategic leadership resulting in robust accountability, oversight and assurance for educational performance. We hold the school’s leaders to account for pupils’ outcomes and the effective and efficient performance management of staff. We are also responsible for overseeing the school’s financial performance and making sure its money is well spent.

When COVID restrictions permit, the Governors visit the school regularly, seeing classes in action and talking to the staff and pupils. We have “Link” governors who pay particular attention to specific aspects of the school’s work. These include Safeguarding; Early Years; Health and Safety and Wellbeing; Curriculum; Teaching and Learning, including the use of Pupil Premium funding; and SEND.

Our Parent Governors are very active, supporting the school in many ways. While any questions or concerns are normally best raised with your child’s teacher, our Parent Governors regularly mention issues to the relevant member of staff in school.

### School Improvement focus

The Governors are ambitious for every child at Dovecote and are committed to continuous school improvement to achieve the best possible outcomes for them, whether it be academic achievement or personal development.

The school’s “hubs” provide fantastic support for children with special needs or those having difficulties with aspects of their learning, or personal development.

At their most recent inspection (<https://files.api.ofsted.gov.uk/v1/file/50065343>), Ofsted Inspectors found that “*senior leaders and governors have taken steps to improve all aspects of the school’s work. The positive impact of their actions can be seen in the improved quality of teaching and strong rates of progress in reading, writing and mathematics at the end of key*

*stage 2". They noted that the school was "continually looking to find new ways of meeting the increasingly complex needs of pupils and their families. For example, the quality of teaching in the school's 'Butterfly House' is highly effective" so that "pupils with SEND make progress in reading, writing and mathematics that is often stronger than that of their peers".*

The inspectors said that *"the Governors understand the strengths and weaknesses of the school"* and that this *"enables them to provide effective support and challenge and to hold leaders to account for the school's performance"*. They also said that it was clear that *"roles are shared across the governing body in such a way as to ensure close oversight of the school's performance"*.

## **COVID**

The health and safety of the children and staff is always our top priority, at no time more so than during the pandemic. The Governors have worked closely with the Headteacher and other senior leaders to ensure safe arrangements have always been in place.

When the school closed to most children, one of our Parent Governors, together with another parent, stepped forward and offered to run the in-school provision for the children of key workers. Their provision was excellent and the whole school community owes them a huge debt of gratitude.