**Pilgrim Pathways School (formerly Pilgrim PRU)**

**ANNUAL GOVERNANCE STATEMENT 2020-21**

This statement outlines the impact of governance arrangements at Pilgrim Pathways School throughout the course of the 2020-21 academic year.

**Governor Membership, Vacancies and Attendance**

The Instrument of Government for Pilgrim Pathways School allows for 13 governors across different categories.

The Governing Body Membership currently stands at 10, with 3 vacancies that the Governing Body continues to work hard to recruit to.

Through the course of the 2020-21 Academic Year, the Governing Body has lost 2 governors and gained 4 governors in their place, which has increased the overall capacity and membership of our board.

Over the course of the 2020-21 Academic Year, the Governing Body has been chaired by Paul Millard.

The work of the Governing Body has been supported by Suzanne Church, as Clerk to Governors.

Over the course of the academic year all giving meetings have been held virtually by video conference due to the pandemic. Governors at Pilgrim Pathways School demonstrated an overall positive attendance and engagement with their work. Further information about governor attendance can be found on the school website.

**The Structure of Governance**

During this academic year we have been trialling a circle model of governance with two full governing meetings per term with alternating focus on curriculum and finance matters.

The governing body for 20-21 has had direct oversight of all the work that would previously have been dealt with by subcommittees, including HR, finance, health and safety, premises, the curriculum, assessment and data, SEND and Pupil Premium expenditure and impact. As well as continued oversight of the school’s safeguarding responsibilities, governors oversee the updates of school policies aligned to their particular areas of responsibility.

In addition to the above, the school also constitutes annually a Headteacher Performance Management Panel.

Committees related to particular purposes such as dealing with complaints or exclusions are constituted as they are required, in line with the determining policy guidance. This has not been required this year.

Feedback from governors was that this circle model of governance led to very full agendas and did not allow sufficient time to debate issues. At our last full governing body meeting, we decided to revert to having separate full governing body meetings and two sub-committees, to ensure sufficient oversight, support and accountability in areas of identified priority and statutory coverage, including working with the new Headteacher (appointed September 2020) and the move to the new Cambridge Children’s Hospital.

**Impact of the work of the Full Governing Body**

Over the course of the last academic year, the Governing Body has demonstrated notable impact regarding:

* Recruiting and inducting a new headteacher following the retirement of the previous headteacher
* Working with the new headteacher to support them in their first headship role
* Working with the head teacher to rename the school to be more in keeping with the school offer and development plans
* Working with the headteacher to redesign the school logo
* Supporting the school’s Risk Assessment with regard to Covid-19 and facilitating the safe return to school for children and adults alike
* Scrutinising updates from the Headteacher to inform their work in response to the pandemic, in order to ensure the continued education and safety of all children
* Overseeing updates regarding the progress made against the School Development Plan
* Increasing shared understanding, development, and training around safeguarding resulting in increased support of the headteacher in this regard
* Increasing, after reflection, the effectiveness of our joint working: we anticipate that the new subcommittees will enable more time to be spent overseeing curriculum and finance.
* Supporting the new headteacher in discussions about academisation or staying with LA
* Participating in discussions about the move to the new Cambridge Children’s hospital, promoting and facilitating this vital and substantial planned development for the school.
* We need to add something here about how what we have done has contributed to children’s achievements e.g. the role we played in ensuring the school meets children’s needs - how we have helped ensure that the school’s education has had a positive effect on all its pupils. What is our evidence for this? More difficult than it might be because data currently not known, but it’s not all about data. What else tells us that it’s working for pupils? We should mention the role we played in supporting/facilitating the introduction of Arbor and what is known so far about any impact this has had/is having. Could Leah provide anything relevant to this?

Finance function of the full governing body:

* Ensuring that the Pupil Premium is invested effectively to provide optimum impact upon children’s learning and recovery
* Monitoring the budgets in the light of extremely tight financial situation
* Discussing how best to structure the school’s staffing and classes in future years to ensure a continued quality of education and financial sustainability
* In the light of past and anticipated future developments, working with the head teacher to expand and clarify the school’s vision and name.

Teaching and Learning function of the full governing body:

* Overseeing the school’s actions to ensure that children have been able to engage in remote learning with access to suitable devices
* Ensuring that school leaders have adapted the curriculum to remote learning and have had support to return to teaching when safe
* Overseeing the adoption by the school of an updated curriculum for teaching children about relationships and sex education, aligned to the coming into force of RSHE statutory guidance.

**Governor Training**

We work collectively as governors, so we are always able to benefit from our different points of view and expertise within meetings. However, individuals on the Governing Body have also benefited from training courses on the following topics throughout the course of the year:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Member** | **Training**  | **Identified skills gap being addressed** | **Date fed back to Management Committee** | **Training report filed** |
| **Neil Adams** | 28 Sep 20On Line Termly Governance Briefing | First time attending; wanted to understand the briefing on all issues and understand what briefing the Headteacher receives. | 1 Oct 2020 | Yes |
| 14 & 19 Oct 20Safeguarding: A Governor’s role | As a relatively new Governor I need to get up to speed on the subject and understand my and the school’s roles and responsibilities in this area.  | 3 Dec 2020 | Yes |
| 21 Oct 20SEND: What Governors need to Know  | As a relatively new Governor I need to get up to speed on the subject and understand my and the school’s roles and responsibilities in this area. | 3 Dec 2020 | Yes |
| 2 Nov 20Safer Recruitment | As a relatively new Governor I need to get up to speed on the subject and understand my and the school’s roles and responsibilities in this area. | 3 Dec 2020 | Yes |
| 3 Dec 20Managing Complaints Governor training | As a relatively new Governor I need to get up to speed on the subject and understand my and the school’s roles and responsibilities in this area. | 28 Jan 2021 | Yes |
| 6 Dec 20Prevent and Channel | Mandatory | NA | Yes |
| 18 Jan 21On Line Termly Governance Briefing | Reinforced the need to support staff and Headteacher in these difficult times | 28 Jan 2021 | Yes |
| 6 Mar 21Annual Governance Conference | To get updated on developments and hear what is considered as best practice in other schools. | 18 Mar 2021 | Yes |
| 13 Apr 21Health & Safety | Health & Safety | 8 July 2021 | Yes |
| 8 Jun 21Headteacher Performance Review | To understand what is required to complete the review successfully, and what would be the roles and responsibilities of a governor on the review panel. | 8 July 2021 | Yes |
| 17 Jun 21Getting Ofsted Ready | To understand what is required to prepare properly for Ofsted Inspections. I have not yet been through an inspection as a governor. | 8 July 2021 | Yes |
| **Lindsay Crockford** | Prevent and Channel | TO BE COMPLETED |  |  |
|  |  |  |  |
| **Nadine Gooding-Hébert** | 2019/2020Prevent and Channel | Mandatory | NA | NA |
|  |  |  |  |
| **Victoria Grebe** | 13 May 21Prevent and Channel | Mandatory | NA | NA |
|  |  |  |  |
| **Nigel Harrison** | 13 Dec 20Prevent and Channel | Mandatory | NA | NA |
|  |  |  |  |
| **Olivia Le Blanc** | 19 Jul 20Governor Space training and mentorship programme  | Curious about the mentorship scheme. Interested to speak to a governor on a different group to us. | 8 Jul 2020 | Yes |
| 18 Sep 20Governor Space module on ‘Mental health in schools’ | There is evidence that Covid 19 has had an impact on mental health in schools, so I thought this module could help us to manage challenge. | 1 Oct 2020 | Yes |
| 30 Dec 20Prevent and Channel | Mandatory | NA | Yes |
| **Colleen Mclaughlin** | 11 and 19 Jan 21Prevent and Channel | Mandatory | NA | NA |
|  |  |  |  |
| **Paul Millard** | 29 Dec 20Prevent and Channel | Mandatory | NA | NA |
|  |  |  |  |
| **Rebecca Sewell** | 21 Oct 20SEND: What governors need to know | The role and responsibility of the governing board with regard to SEND | 3 Dec 2020 | Yes |
| 5 November 20Headteacher Appraisal Training | Statutory requirementsTimeline for appraisalsLink to HT paySetting meaningful targets.Training gave me better understanding of the purpose and process of HT appraisal and will allow me to be more effective on the committee | 3 Dec 2020 | Yes |
| 10 Jan 21Prevent and Channel | Mandatory | NA | NA |
|  |  |  |  |

**Governor Monitoring**

As well as attending meetings, governors also visit the school to understand more about school life and particular areas of priority (named governors typically link with different areas of the curriculum).

Throughout the course of this year, governors have undertaken particular monitoring in relation to:

* Safeguarding
* The Curriculum
* Premises, Health and Safety including staff safety during the pandemic
* Remote Learning
* Sex and relationships education

**Forward Planning**

To build on the areas of impact outlined above during the year 2020-21, the Governing Body looks forward to being able to meet face to face and will be reverting to a system of full governing body meetings and two sub-committees. This will include:

* Ensuring that the school is suitably prepared for OFSTED inspection
* Providing continued oversight regarding the impact of expenditure upon children’s outcomes
* Supporting development of the new Children’s Hospital and exploring opportunities to provide more pupils with specialist education

**Other information and contact**

Further information regarding the work of the Governing Body can be found at: <https://pilgrim.cambs.sch.uk> This includes information regarding attendance of governors and their Declarations of Interest.

Alternately, stakeholders are always welcome to engage with the work of the Governing Body by contacting the Chair of Governors via email to chair@pilgrim.cambs.sch.uk regarding the work of the Governing Body.