# KINGS HEATH
# PRIMARY SCHOOL

# GOVERNANCE STATEMENT
# 2025-26

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# PART 1. GOVERNING BOARD FUNCTIONS AND STRUCTURE

## 1A. THE LEGAL RESPONSIBILITIES OF THE BOARD

The governance regulations for schools in England state that all school governing boards have three core functions, which are defined as follows :

- Ensuring that the vision, ethos and strategic direction of the school are clearly defined.
- Ensuring that the Head Teacher performs their responsibilities for the educational performance of the school.
- Ensuring the sound, proper and effective use of the school's financial resources

The governing body also has legislative responsibility and strategic oversight in regard to the school's safeguarding arrangements.

School governance regulations further state that in exercising their functions a governing body must :

- Act with integrity, objectivity and honesty and in the best interests of the school
- Be open about the decisions they make and the actions they take and be prepared to explain their decisions and actions to interested parties.

This governance statement outlines how the governing body of Kings Heath Primary School discharged those core functions and ongoing statutory responsibilities during the 2025-26 school year. It also sets out how the governing board engaged with some special strategic challenges faced during the year. This statement is an expression of the governing body's commitment to openness and honesty in explaining their decisions and actions to interested parties.

## 1B. THE STRUCTURE OF THE GOVERNING BOARD

There were six meetings of the Full Governing Body during the school year, with one meeting being held during each half term over the course of the year. In addition, the governing body operated the following regular committees :

- **Finance, Staffing and Premises Committee**. There were five meetings of this committee during the year, with one meeting held each half-term, with the exception of the first half of the summer term,
- **Safeguarding and Inclusion Committee**. One meeting of this committee was held each term.
- **Teaching, Learning and Curriculum Committee**. Three meetings of this committee were held during the school year.
- **Head Teacher Performance Management Committee**.
- **Pay Committee**. This committee held one meeting in the autumn term to scrutinize the school performance management process and outcomes.

Governing body membership and meeting attendance records for 2025-26 can be found in part 5 of this statement. These records are also published on the governors' page on the school website.

# PART 2. CORE GOVERNING BODY FUNCTIONS

## 2A. ENSURING CLARITY OF VISION, ETHOS AND STRATEGIC DIRECTION

The governing board established a clear strategic direction through the agreement of the School Development and Improvement Plan (SDIP) which was approved during 2024 to cover the two-year period up to summer 2026. The school improvement priorities were shaped around five key performance indicators (KPIs), with each KPI linked to one or more of the OFSTED inspection categories. Each KPI sought to build upon and embed positive achievements from the previous school year. The KPIs, with the associated school improvement priorities, were as follows :

- **KPI1. Achievement and Early Years**. Continue to raise achievement for all pupils, with a specific focus on pupils with Special Educational Needs and Disabilities (SEND) and disadvantaged pupils.
- **KPI2. Inclusion, curriculum and teaching**. Continue the development of subject leadership.
- **KPI3. Attendance and behaviour**. Improve attendance for all with a focus on SEND and disadvantaged pupils.
- **KPI4. Personal development and well-being**. Broaden pupils' personal, social and emotional development. This would include embedding the Trauma Informed Attachment Aware School (TIAAS) approach and embedding the new behaviour policy.
- **KPI5. Leadership, governance and safeguarding**. There were three aspects to the leadership KPI :
    - Continue to develop leaders at all levels, including those new to the role. Many members of staff would be taking on new responsibilities during the year.
    - Achieve a balanced budget
    - Promote and support staff well-being

The plan included measurable termly milestones which were to be used to track progress. This practice links to the area for development given to the school following the OFSTED inspection in 2023, which was to make strategic and analytical use of data. The plan also featured a "data flight path", showing annual attainment by each year group dating back to 2022, and intended to track attainment progress as each cohort moves through the school. This aspect of the plan emphasized how securing good Key Stage 2 outcomes is not solely a responsibility for Year 6 teachers. Those outcomes will be based upon a seven-year journey through the school, and the data flight path will chart that journey.

Progress within each section of the School Development and Improvement Plan was monitored by a committee as a standing agenda item and reported at each meeting of the Full Governing Body. In July, governors reached the following conclusions concerning attainment against the KPIs during the school year :

- KPI1. Achievement and Early Years
    - 87 % of Reception pupils attained an overall Good Level of Development, while 86 % of Year 1 pupils attained the expected standard in the Phonics check. Both were extremely strong results.
    - Colourful semantics has been introduced to support pupils' writing. This has been particularly helpful for children with special educational needs.
- KPI2. Inclusion, curriculum and teaching
    - Subject curriculum development has progressed well.

- KPI3. Attendance and behaviour.
  - Attendance is improving and remains a whole-school priority.
  - Trauma Informed Attachment Aware School (TIAAS) silver level accreditation has been attained.
- KPI4. Personal development and well-being
  - The Outdoor Play and Learning scheme (OPAL) has transformed play opportunities and pupil well-being.
  - Rights Respecting School Agenda (RRSA) principles are increasingly embedded and silver level accreditation has been attained.
  - Personal development has become more strategically planned rather than event led.
- KPI5. Leadership, governance and safeguarding
  - Subject leaders have completed high-quality professional development
  - An external safeguarding review identified system improvements rather than safeguarding concerns.
  - Budget monitoring has remained strong and the school has successfully transitioned to full cheque book status.

Governors recognized that the following actions concerning each section of the plan would need to be continued during the 2026-27 school year :

- KPI1. Achievement and Early Years.
  - Continue to ensure that Writing is a whole school priority.
  - Introduce Mastering number into Key Stage 2.
  - Further develop reading across the curriculum and ensure all staff are trained in the Little Wandle phonics system.
- KPI2. Inclusion, curriculum and teaching.
  - Further Continuing Professional Development (CPD) on inclusive practice. This will include dyslexia training and ADHD training.
- KPI3. Attendance and behaviour.
  - Maintain attendance as a strategic priority and further reduce persistent absence.
  - Complete the action plan agreed following the external behaviour audit.
- KPI4. Personal development and well-being
  - Continue the OPAL implementation and seek for OPAL accreditation by the end of the next school year.
  - Continue working toward RRSA gold level accreditation.
  - Seek to develop community links across all year groups.
  - Further embed pupil leadership opportunities.
- KPI5. Leadership, governance and safeguarding
  - Further develop subject leaders and curriculum monitoring cycle.
  - Complete the safeguarding review action plan.
  - Maintain strong financial management and continue work to improve pupil numbers.

## 2B. HOLDING THE HEAD TEACHER TO ACCOUNT FOR THE EDUCATIONAL PERFORMANCE OF THE ORGANISATION

**SCRUTINY OF TEACHING AND LEARNING**

The Teaching, Learning and Curriculum committee received a series of presentations upon work within the school to develop and improve teaching and learning practice, and how educational challenges are being faced. These presentations and associated governor scrutiny included the topics listed below.

- **The Kings Heath Teaching Approach**

  In April, the Head Teacher delivered a presentation to the committee on the standard teaching approach which he was striving to develop across the school. He recognized this was a substantial task and the school had previously lacked the necessary capacity to provide the coaching and modelling required to underpin this initiative. This initiative was to become a major focus for the new Assistant Head Teacher appointed in September 2025.

  Much of the teaching approach was to be drawn from initiatives previously introduced at Kings Heath Primary. This included the Rosenshine five a day principles and the Walkthrus strategies. The reasons for drawing this together into a common school approach were to tighten existing practice, help Early Careers Teachers in their development, offer clear scaffolding support where needed and establish a shared vocabulary for teaching across the school.

  The Head Teacher outlined the six phases of a highly effective lesson or series of lessons which will form the core teaching approach at Kings Heath Primary :

  - **Connect**. This involves referencing and activating prior knowledge, whether from recent lessons or lessons from last term or last year.
  - **Explain**. Core concepts are outlined and vocabulary defined.
  - **Example**. Explicit direct instruction is delivered by the teacher through high-quality modelling.
  - **Attempt**. The teacher leads guided practice as the scaffolding support is gradually reduced.
  - **Apply**. Students apply the new concept through independent practice.
  - **Challenge**. Understanding of the concept is deepened through thinking and structured reflection.

  The Head Teacher stressed that the Kings Heath Teaching Approach was not stating that all lessons should be structured into six phases which must all feature within one hour of teaching. It offers a structure without being prescriptive. The school contains both highly experienced teachers and more recently qualified teachers and the level of structure required and autonomy to be offered will be variable.

  Governors were informed that arrangements had been made to enable all teachers to spend ten minutes in their year group partners' classes to observe practice. This was a simple method of introducing a coaching model by which teachers can learn from the practice of their peers. The Head Teacher reported that this initiative was well-received, and enabled observation of a range of subjects.

  The next stage in developing the Kings Heath Teaching Approach would be to consider how the principles of this approach must be adapted for different subjects. How might the principles of

this approach be applied to a music lesson ? That will be very different to using the approach for maths and English lessons. The subject leaders were to consider this question and expected to present proposals before the end of the school year.

- **Strategies for improving Writing throughout the school**

  In November, the Head Teacher presented to the committee the school's action plan for improving Writing. This plan was informed by the recently published Department for Education (DfE) writing strategy framework. Governors were advised that the key message emerging from the DfE guidance is that the quality of a child's writing is more important than the quantity. If, by the end of Year 1, a child is able to write a good sentence, using good vocabulary in good quality handwriting, that is deemed to be sufficient. The guidance observes that writing is complex, places significant demands upon a child's working memory, and therefore it is vital to teach it in a sequenced fashion which helps to manage those demands.

  The writing plan envisaged daily handwriting and spelling sessions, weekly sentence construction lessons, oral rehearsing before writing and a focus upon short, high-quality writing tasks. The school also planned to draw on external support for the improvement of writing. Year 6 teachers attended a moderation session involving several schools held at another local primary school.

- **Maths teaching developments**

  In April, the maths lead, who had joined the school in September 2025, gave a presentation to the committee on her work developing mathematics teaching across the school during this year. This presentation drew attention to the following initiatives :

  - Refining how the school employs the White Rose planning scheme. There was no intention of replacing the comprehensive White Rose scheme for teaching mathematics, but there were plans to adapt how the scheme is used to better support children's learning. When she joined the school, the Maths lead had sensed there was a heavy reliance upon the scheme, with teachers treating the White Rose workbooks as lessons to be delivered. Consequently, Year 3 and Year 5 were no longer using workbooks but had switched to squared paper maths books. Year 5 was selected for this change due to the high levels of special educational needs and disabilities (SEND) within that cohort where the workbooks were not proving helpful. All year groups were to move to the squared paper books from September 2026.
  - More use of concrete resources. The school has had plentiful concrete resources available for Key Stage 1 pupils. It was now planned to expand the amount and range of concrete resources to be used within Key Stage 2.
  - Working with the National Centre for Excellence in Teaching Mathematics (NCETM). Kings Heath Primary has been working with the NCETM for several years and is now at the "embedding stage" of this project. Schools can remain at the embedding stage indefinitely. This has allowed the school to draw upon NCETM support on pathways concerning oracy and journalling. The NCETM programme concerning mastery of numbers in Year 3 is being introduced and the school has requested future support to introduce the mastery programme into Years 4 and 5. In those year groups, the programme focuses upon multiplication alongside the use of gesture and symbols. The Maths lead noted that these initiatives build upon the work of her predecessor, who drew upon NCETM support to introduce the mastery of number programmes into Early Years and Key Stage 1.

- Sharing of good practice. The Maths lead was initially introducing new initiatives with her own Year 3 class before rolling them out more widely across the school. To support that roll out, she had started to video record parts of her lessons, to share that material at staff meetings.

**SCRUTINY OF THE SCHOOL CURRICULUM**

Governor scrutiny of the school curriculum included the following activities :

- **Transitional arrangements from Reception to Year 1**

  An Assistant Head Teacher delivered a presentation to the Teaching, Learning and Curriculum committee on work to improve the transitional arrangements for children moving between Reception and Year 1. This presentation included the following key points :

  - The school had introduced a continuous provision model into Year 1. This involves establishing a classroom environment with defined areas for reading, writing, maths, and creative investigation. It was hoped that these defined areas might be extended in future to create a shared area between classrooms to be used for role play or construction. The daily timetable involves short, focussed whole class teaching sessions followed by opportunities for children to access the provision areas for focused tasks.
  - The purpose of introducing this model is to smooth the transition between the Early Years Foundation Stage and Key Stage 1 expectations. The model provides continuity with children's experience in Reception and thereby supports children's well-being and confidence as they adapt to Year 1 and more formal learning expectations. Adjustments are deliberately phased across Year 1 to establish greater readiness for Year 2. During the autumn term, there is strong emphasis upon familiar Early Years style provision. There is a high level of adult support to model expectations and scaffold learning. During the spring term, there is a gradual increase of both adult guided and independent tasks. By the summer term, there are whole class teaching sessions followed by whole class tasks, and more formal independent tasks expected before children access the continuous provision areas, and more sustained periods of working independently.
  - Children can find the transition from Reception to Year 1 extremely difficult, with the result that trying to teach Writing during the autumn term can become almost impossible. However, the national Writing framework now stresses quality over quantity and that is the philosophy underpinning the introduction of this continuous provision model. Previously, there might be an expectation for children to produce five pieces of written work during a week. The outcome would often be that much of the work produced was of poor quality.

**SCRUTINY OF PROGRESS AND ATTAINMENT : 2024-25 SCHOOL YEAR**

Governors reviewed two official external assessments of the school's progress and attainment results for the 2024-25 school year.

- **B.C.C. Data and Intelligence team report**

  During the autumn term, governors reviewed a comprehensive analysis of school 2025 assessment data, using a document prepared by the Birmingham City Council Data and Intelligence team. The document contained a detailed assessment of progress and attainment data for each phase, incorporating analysis by pupil categories, and comparisons with national averages, local ward, parliamentary constituency and all Birmingham schools.

The key points shown by this data analysis were as follows :

- Overall summary
  - One theme running throughout the analysis was that Kings Heath Primary outcomes were above the relevant national and Birmingham averages in all areas, with the exception of Key Stage 2 Writing attainment. The other identifiable theme was a need to focus upon children eligible for the Pupil Premium in Early Years. Both themes were addressed within the year's School Development and Improvement Plan.
- Early Years Foundation Stage data
  - Overall, Kings Heath data compared very favourably with both local and national data. 76.1 % of Kings Heath pupils attained a Good Level of Development in 2025, which was an improvement from 70.5 % achieving that goal in 2024. School attainment was above both the Birmingham average of 66.3 % and the national average of 68.3 %.
  - All the overall results for the school were either above or in line with the relevant national average, with most categories rated as significantly above the national average.
  - There was a three-year improvement trend in the percentage of pupils attaining an overall good level of development. King Heath ranked 35th of 296 Birmingham schools for this statistic in 2025, rising from 119th in 2023 and 87th in 2024.
- Phonics check
  - There was a fall in the percentage of children attaining the required standard in the Year 1 phonics check, from 90.2 % in 2024 to 84.3 % in 2025. This reflects the significant level of special educational needs within that cohort. Nonetheless, the Kings Heath outcomes remained above the national average of 79.8 % and Birmingham average of 79.4 %.
  - By the end of Key Stage 1, 96.4 % of children had attained the required standard. This placed Kings Heath 45th out of 300 Birmingham schools for this statistic.
  - There remained an attainment gap between disadvantaged pupils and their peers. 60 % of disadvantaged pupils reached the required standard, which is slightly below the national average for disadvantaged pupils of 66.6 %. 91.3 % of non-disadvantaged pupils attained the required standard.
- Key Stage 2 data
  - Overall, 65.6 % of pupils reached age related expectations in Reading, Writing and Mathematics (RWM) combined. This was a slight increase from 63.7 % in 2024 and 64.9 % in 2023. School attainment was above both the Birmingham average (60.8 %) and national average (62.2 %).
  - 8.3 % of pupils attained the higher standard in RWM combined. This almost exactly matched the national average of 8.4 % while exceeding the Birmingham average of 7.2 %.
  - The overall school results were shown as above the national average in every subject progress and attainment category except Writing. Only 68.8 % of pupils attained the expected standard in Writing, compared to the national average of 72.3 %. 68.1 % of pupils had attained the expected standard in Writing in 2024.
  - Significant gaps remained between attainment by disadvantaged pupils and their peers, particularly in Writing. Only 39.1 % of disadvantaged students attained age related expectations in Writing, compared to 78.1 % of their non-disadvantaged peers. This explains the similar discrepancy between 34.8 % of disadvantaged pupils attaining age related expectations in RWM combined, compared with 75.3 % of non-disadvantaged.

Governors enquired whether the school might have expected to see improved Writing outcomes following the introduction of the Talk for Writing scheme some years ago. The Head Teacher advised that the school can see positive impact from Talk for Writing in Years 1 and 2 with pupils having better oracy skills. However, further up the school there are often ingrained bad habits around writing which it is extremely difficult to eradicate. The Department for Education (DfE) writing framework stresses that improving writing takes time and schools should not anticipate seeing much immediate impact.

- **Inspection Data Summary Report**

  In December, the Full Governing Body reviewed the recently published Inspection Data Summary Report (IDSR) on the school. This is a document which would be used by an OFSTED inspector when preparing to visit the school. It shows key data and suggests lines of enquiry which an inspector would be likely to explore in more depth. Data items deemed to be statistically significant are highlighted within the IDSR.

  Governors noted the following points within the IDSR :

  - 22.7 % of the pupils at the school have special educational needs. This is considered to be well above the national average. However, only 1.05 % of pupils have an EHCP, which is below the national average.
  - Attendance by disadvantaged pupils shows a three-year improvement trend and is close to the national average.
  - There have been very few suspensions and no permanent exclusions over the last three years.
  - Three-year averages are calculated for twelve school attainment measures. Kings Heath Primary is above the national average for seven of these measures and close to the average for the other five.

  The IDSR considers the following points concerning pupil attainment over the past three years to be statistically significant :

  - The three-year average for pupils attaining age related expectations in Reading is significantly above the national average. The three-year average for pupils Reading at Greater Depth is also significantly above the national average.
  - The overall three-year average for all pupils in Writing is deemed to be close to the national average. However, the three-year average for disadvantaged pupils is significantly below the national average.
  - The three-year average attainment in mathematics is considered close to the national average.
  - The three-year average attainment is English, Grammar, Punctuation and Spelling (EGPS) is judged to be significantly above the national average.
  - The three-year average for pupils reaching the expected standard in the Phonics check is significantly above the national average.

**SCRUTINY OF PROGRESS AND ATTAINMENT : 2025-26 SCHOOL YEAR**

In July, governors reviewed the provisional school assessment data for the 2025-26 school year.

The key points shown by this data analysis were as follows :

- Key Stage 2 outcomes
  - Publication of the Year 6 Key Stage 2 SATs outcomes was delayed by the Department for Education and consequently were not available for presentation to governors in July.
  - Key Stage 2 writing assessments were moderated by the local authority. The outcome was that 70 % of pupils achieved age related expectations in Writing, which was a marginal improvement on 69 % achieved in 2025.

- Key Stage 1 outcomes
  - Governors were reminded teacher assessments of attainment at the end of Key Stage 1 are no longer a statutory requirement.
  - 55 % of Year 2 pupils attained age related expectations in Reading, Writing and Maths combined.

- Multiplication check
  - 49 % of Year 4 pupils obtained full marks in the multiplication check.

- Early Years and Phonics outcomes
  - In Reception, 87 % of pupils achieved an overall Good Level of Development (GLD), which was a significant increase from 76 % last year. This is an extremely strong result which reflects both good teaching and good attendance levels. There were only thirteen disadvantaged pupils in this cohort, but ten of them (77 %) attained a GLD, compared with 52 % last year.
  - 86 % of children in Year 1 attained the expected standard in the phonics check, which was a marginal improvement on 84 % last year. However, there was a marked improvement by disadvantaged pupils, with 80 % attaining the standard compared to 60 % last year.

**SCRUTINY OF PROVISION FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES**

Each term, the Safeguarding and Inclusion Committee received a presentation and report from the Special Educational Needs Co-ordinator (SENCO) on the educational performance of children with special educational needs and disabilities (SEND). These reports included the following information :

- The number of children on the SEND register along with the types of need identified.
- The support provided for children with special needs during the previous term.
- Recent developments locally and nationally concerning SEND provision.

The latest report to the Safeguarding and Inclusion Committee, at the summer term meeting, presented the following data concerning children with SEND within the school :

- There were 157 children on the SEND register or being monitored in some way. This monitoring may relate to attendance concerns or a pupil being a Looked After or Previously Looked After Child rather than any special educational needs.
- There were twelve children within the school who have an Education Health and Care Plan (EHCP) and two with a SEND Support Provision Plan (SSPP).

At the start of the school year, the SENCO drew governor attention to the proportions of pupils on the SEND register compared with local and national averages. In September, 22.2 % of the Kings Heath Primary pupil body were on the SEND register, which was above both the national average (14.8 %) and Birmingham average (16.7 %). Yet only 1.2 % of Kings Heath pupils had an EHCP, compared with

2 % nationally and 3.5 % across Birmingham. The SENCO advised this must be an area for development at Kings Heath Primary. There had been five successful EHCP applications during 2024-25, and further applications were successful during 2025-26. However, governors were informed that there is negligible chance of these applications being successful without support from external agencies and there is a serious shortage of external agency capacity. The Educational Psychologist service had warned it will not have capacity to meet demand. A three-form entry school such as Kings Heath Primary does not receive more support than a one-form entry school. The Speech and Language Therapy service would only be available for nine days in the school year instead of twelve.

Consequently, governors were advised that the school must prioritize EHCP applications on the basis of the greatest need and the likeliest chances of success. This can create difficult situations when parents submit requests that their child be referred to external agencies.

**SEND developments during the year**

Governors received the following main information concerning SEND provision developments at the school over the course of the last year :

- Sensory circuit training delivered by occupational therapists has proved helpful. Differences can clearly be seen in some children if they have been unable to access their usual sensory circuit during the day.
- Lego therapy was being offered by a Higher-Level Teaching Assistant (HLTA) and this has been particularly helpful for children who can become dysregulated. Unfortunately, no other member of staff is trained to deliver Lego therapy which caused a gap when the HLTA was absent.
- A teaching assistant was running nurture groups in the morning for children who struggle with coming into school.
- A visiting Play Worker and Counsellor was providing support for children with Social Emotional and Mental Health needs. Her services were in high demand.
- One teacher was qualified to screen for dyslexia, although she may not diagnose this condition. The screening outcome indicated whether there is a low, medium or high probability that the child will be diagnosed as dyslexic. Governors were presented with the results of screening tests, which showed the probability has generally been found to be higher when older pupils have been screened.
- In the summer term, governors were advised that the Colourful Semantics approach was being used across the school. Colourful Semantics is a speech and language therapy that uses colour-coded cues to help children break down and build sentences. The approach was being used as follows :
    - In Early Years, the approach is being modelled and used alongside small world play to develop sentence structure.
    - In Key Stage 1, teachers are using colourful semantics to improve sentence structure in writing first with the whole class and then in small group work.
    - In Key Stage 2, colourful semantics is being used with specific children. Some children have benefited hugely from this approach.

**The Government White Paper on schools and SEND**

Governors considered the government white paper on schools and Special Educational Needs and Disabilities, which is entitled “Every child achieving and thriving”. It was published during the spring

term. The Full Governing Body gave delegated authority to the Safeguarding and Inclusion committee to decide whether to submit a consultation response on behalf of the governing body, and to determine the content of the response.

The committee discussed the proposals at length and the following observations were made :

- If the main objective of improving SEND provision is to be met, there needs to be a multi-faceted approach with clear engagement from the health service. There was concern that, in practice, the NHS will push additional work onto schools as the outcome from these proposals.
- The objective of enabling children with special educational needs to be educated at a local community school is commendable. However, there was concern that "a local school" might prove to be at "one local school". It is unclear whether all schools will be expected to accommodate children with special educational needs to an equal extent. There are already concerns about some schools seeking to shunt children with high level needs to other schools.
- There was scepticism about whether, in reality, there will be sufficient funding available to meet the objectives of the white paper.
- There was also scepticism about whether the aspirations to have sufficient multi-agency support readily available for schools will be achievable. The recent reality has been that the hours any school can purchase from the Educational Psychology service has been capped due to lack of capacity to meet demand. There have been similar restrictions on the availability of speech and language therapists and the Children and Adolescent Mental Health Services (CAMHS).
- The proposal that any complaint panel concerning SEND provision should include an independent SEND expert could result in heavy demands upon SENCOs which reduce their capacity to support children in schools.
- Preparing a SEND support plan currently involves considerable time and much paperwork. If such a plan is to be required for many more children, the likely result will be a huge increase in administrative burdens. The White Paper appears to suggest that a new computer system to be shared across agencies will be the solution to many current administrative and data-sharing difficulties. There was limited confidence that the government would be successful in creating a computer system to solve such problems.

The committee concluded that many of the consultation questions were unrelated to the points which governors wished to raise and therefore it decided not to submit a collective consultation response.

## 2C. HOLDING THE HEAD TEACHER TO ACCOUNT FOR THE WELL-BEING OF THE PUPILS

Governors received regular reports from the Head Teacher upon developments within the school and containing statutory data that must be presented to governors. These reports included the following matters :

- School census data
- Attendance reports
- Safeguarding data

**SCRUTINY OF SCHOOL ATTENDANCE**

The Head Teacher presented a detailed analysis of the latest school attendance statistics to each meeting of the Full Governing Body. These regular attendance reports included the following information :

- Overall pupil attendance at each data point during the year.
- Attendance analysis by gender, by pupils eligible / not eligible for the Pupil Premium, by pupils with special educational needs, and by pupils who speak English as an additional language.
- Comparisons of school data for each group with the most recently published national averages.
- Persistent absenteeism using the same analysis groups.
- Instances where pupils have been severely absent. A pupil is deemed to be persistently absent if their school attendance is below 90 % and severely absent if their attendance is below 50 %.
- Attendance improvement actions in progress. This included offering Early Help where appropriate and taking stricter measures which could include fines in other cases.
- Reasons for absence analysis.

The Head Teacher's reports were supplemented by the attendance reports on Kings Heath Primary available from the Department for Education (DfE) data dashboard. This included benchmarking reports showing school attendance against a basket of schools which the DfE considered to be comparable.

Particular points noted by the governors were as follows :

- Overall school attendance was consistently in line with the most recently published national averages. It was reported in July that school year to date attendance (for statutory age groups) was 95.1 %, while the national average for primary schools was 94.9 %. This represented a small increase from the overall attendance of 95.0 % in 2024-25.
- The overall attendance for all Kings Heath Primary pupils was 95.3 %. This figure included the excellent attendance throughout the year by the Reception cohort, which is discounted from the national average statistics.
- The persistent absence rate (that is, the number of pupils with attendance below 90 %) was 10.9 %, which is significantly better than the national average of 15.7 %
- According to the DfE data dashboard in July, Kings Heath Primary ranked 83$^{rd}$ of 292 Birmingham schools for overall attendance and 56$^{th}$ of 292 schools for persistent absence rates.
- The absence rates for disadvantaged pupils were higher than the overall absence rate throughout the year. In July, year to date attendance by disadvantaged pupils was 93 %, compared to 97 % for other children in the school.
- According to the DfE data, attendance by pupils eligible for Free School Meals was 92.1 %, which almost exactly matched the national average of 92.3 %.
- Attendance by pupils with special educational needs and disabilities (SEND) was 92.9 %, which was better than the national average of 92.4 %.
- Five pupils had been severely absent during the year, although one of these pupils had left the school by the summer.
- From September 2026, all schools will be assigned an "Attendance baseline improvement expectation" (ABIE) for attendance improvement by the Department for Education. The indicative ABIE for Kings Heath Primary for 2025-26 was that school attendance should reach 95.3 %. The school was currently meeting this baseline expectation.

Governors paid close attention to attendance matters and scrutinized attendance improvement action in detail. This scrutiny included the following :

- Receiving a report on an investigation into the reason that attendance by pupils eligible for Free School Meals had fallen. This explained that the fall was principally caused by several families taking a holiday which extended across the start of the school term and resulted in their children missing the first few days of the school year. Since that first week, most absences by children eligible for Free School meals had been due to illness
- A report on a ten-day "Christmas challenge" staged to encourage attendance during the final two weeks of the autumn term. Any child who had been present throughout the two weeks was to receive a special treat on the last day of term. Initially, the school believed this challenge had made no discernible impact upon attendance over that period. However, the DfE comparison report subsequently showed that other schools experienced poorer attendance during those two weeks while Kings Heath Primary attendance remained steady.

**SCRUTINY OF SCHOOL BEHAVIOUR**

The Deputy Head Teacher presented a report on school behaviour to each regular meeting of the Safeguarding and Inclusion Committee.

These reports included the following information :

- Behaviour incidents logged on the Child Protection Online Management System (CPOMS) being used within the school.

Governors also received the following additional information relating to school behaviour :

- The Inspection Data Summary Report showed that suspension and exclusion rates at Kings Heath Primary were below the national average in each of the last three years.

- **Behaviour audit report**

  The Developing Local Provision project granted local schools £1,500 in funding to support behaviour. Kings Heath Primary employed this funding to commission Beacon Behaviour to undertake an audit of school behaviour. Before the audit, a survey of all stakeholders on school behaviour was conducted. This included canvassing the views of governors. Over 100 survey responses were received and generally presented a positive picture.

  The auditors visited the school on 4 February. They were requested to focus upon playtime, lunchtimes and transitions. The auditors visited classrooms to look at behaviour for learning and general behaviour. They also reviewed the school Behaviour policy.

  The highly detailed audit report was presented to the Full Governing Body in March. The main conclusions drawn by the audit were as follows :

  - The school's behaviour policy sets out a strong relational, rights-respecting approach. While the theory behind the policy is strong, survey findings and audit evidence suggest implementation was not yet consistent across classrooms or key parts of the school day, particularly lunchtimes and transitions. Staff highlighted the need for clearer systems, consistent rewards and stronger support for managing serious incidents.

- General classroom behaviour was positive with no higher-level incidents observed. Low-level disruption was observed in some classrooms and variable practice was seen concerning how this was addressed.
- Behaviour observed at break and lunchtime was generally positive, with most pupils engaged in purposeful play using OPAL equipment. However, the auditors observed inconsistent monitoring and supervision. In the canteen, noise levels were highest during waiting periods, suggesting routines contribute to low-level behaviour issues.

The school expressed some caveats about the audit comments, noting it involved a small sample size with only a few classrooms observed. Nonetheless, the school recognized this audit had been a valuable exercise which reached the overall judgement that Kings Heath Primary has many positive practices in place. Behaviour challenges observed were not primarily about high-level incidents, but about the predictability and consistency of adult response.

In April, the action plan prepared in response to the audit findings was presented to the Safeguarding and Inclusion committee. The action plan was based around the following priority areas :

- Establish consistency of practice across the whole school.
- Tackle low-level disruption in classrooms
- Improve lunchtime transitions
- Enhance SEND and Social Emotional and Mental Health (SEMH) provision.
- Ensure there is clarity and pupil confidence in relation to bullying.
- Enhance governor oversight and OFSTED readiness.

The committee noted that the timescale for most points within the action plan was the summer and autumn terms. Governors therefore requested that a Red / Amber / Green rated version of the action plan be presented to the committee during the spring 2027 term so that progress can be monitored further.

**SCRUTINY OF SCHOOL SAFEGUARDING ARRANGEMENTS**

The Designated Safeguarding Lead presented a termly safeguarding report to each meeting of the Safeguarding and Inclusion Committee.

These reports included the following information :

- Safeguarding referrals and concerns which have been raised.
- The number of complaints and concerns raised with the school.
- Online monitoring alerts recorded and the actions taken in response.

Other governor scrutiny concerning safeguarding included the following matters :

- **Online filtering and monitoring procedures**

  In April, the Full Governing Body received a presentation by the Deputy Head Teacher about the online filtering and monitoring procedures used at the school. This presentation ensured compliance with the expectation within Keeping Children Safe in Education (the statutory guidance on safeguarding in schools) that governors should not only be aware of the monitoring systems used in school but should also regularly monitor the effectiveness of those systems.

  This presentation included the following key points :

- Filtering is the process of stopping inappropriate internet content coming into school. The school uses a filtering system named “Netsweeper”. Filtering software uses tags applied to websites – anything which has been tagged as inappropriate will be blocked.
- Monitoring is the process of reviewing what materials have been viewed by anyone using school devices and identifying any potential concerns around that material. The school uses software named “Securus”, which has the advantage of running on desktops, laptops and iPads. The filtering and monitoring software meets the expected standards defined within the DfE digital and technology standards for schools.
- All school desktops and laptops have a monitoring application constantly running in the background, whether the device is being used in school or elsewhere. This application logs every keystroke and word which appears on the screen. When any potentially concerning word or term appears, the software takes a screenshot and stores it within the monitoring software’s database.
- The risks of inappropriate internet usage within the school are reduced through pupils using iPads and going through apps on that device to access the internet, rather than using the internet directly. Pupils do not usually engage in unsupervised internet browsing for research or other learning purposes. Some older children do conduct internet research, but such research will usually be confined to designated websites known to be safe.
- Each week, a member of the Senior Leadership Team checks the online monitoring alerts that have been generated. This task has to be performed by a senior leader as the screenshots will have captured information within highly confidential and sensitive documents.
- This monitoring method inevitably creates a vast number of false alerts due to acronyms or terms which are deemed concerning being used within an innocuous context. For example, one weekly monitoring exercise required investigation of thirty-two captures for the phrase “running away” or “runaway”. All came from a Religious Education planning document which discussed “running away” before asking the question if it was possible to run away from God.
- Governors were assured that the overwhelming majority of monitoring investigations show no grounds for concern. No flags generated during the current school year had warranted any further action. The only point which had prompted queries concerns the time when some people have been accessing a website.

In January, governors reviewed the findings of an investigation after an advert with inappropriate content popped up on a screen during a class quiz. The school’s IT provider advised that the advert had been able to bypass the online filtering system due to a laptop configuration issue. The incident had not been caused by malware, viruses, any security breach or inappropriate use of the laptop.

- **<u>The S175 safeguarding self-assessment audit</u>**
  Governors scrutinized the S175 safeguarding self-assessment audits which were submitted to the local authority in July 2025 and July 2026. Governors expressed their confidence that appropriate safeguarding arrangements are in place at the school, based upon the information provided within the S175 self-assessment audits.

  Governors noted that four points on the action plan arising from the 2025 audit related to a School Uniform policy, despite Kings Heath Primary pupils not being required to wear a school uniform. It was recognized that School Uniform is now listed as a statutory policy by the Department for

Education, which is why the assessment was generating action points when the school said it does not have such a policy. It was noted that there is a statement on the school website that Kings Heath Primary pupils are not required to wear a school uniform. Governors agreed that, in future, this statement should be treated as the School Uniform policy for the purposes of audits and self-assessments.

- **Safeguarding practice review report**

  In April, the Safeguarding and Inclusion committee reviewed a report upon a Safeguarding focus visit by the Birmingham Education Partnership (BEP) on 10 February. The school recognized this had been a very helpful visit and offered useful insights and suggestions. Inevitably, the focus visit could only see a few classes during a one-day visit, but the detailed report presented a positive overall picture and the school prepared an action plan based on the recommendations. Progress against the action plan was reviewed by the Full Governing Body in May.

  One of the BEP reviewers was Kings Heath Primary's regular school improvement advisor. On 24 March, he returned to consider progress made against the review recommendations. His report following that visit was presented to the Full Governing Body in May. It made the following observations :

  - Many next steps recommended by the safeguarding review had already been completed.
  - Categories within the Child Protection Online Management System (CPOMS) had been simplified for users and the system re-configured.
  - A display of the Designated Safeguarding Leads (DSLs) had been created for the main entrance.
  - A new system of coloured lanyards had been introduced. DSLs now wear pink lanyards. There will be different colours for visitors who have, and have not, been checked by the Disclosure and Barring Service.
  - Single Central Record training for senior leaders was to be delivered before the end of May.
  - Arranging a lockdown drill remained an outstanding action.

- **Governor safeguarding training to meet KCSIE expectations**

  KCSiE expects governors to receive safeguarding training as part of their induction and states that training should be "updated regularly". During the last school year, governors considered how Kings Heath Primary might demonstrate such regular training takes place. It was noted that the Safeguarding and Inclusion committee examine safeguarding matters in depth and their regular work provides ongoing training for some governors. However, the KCSiE expectation applies to all governors, not only the committee.

  it was therefore agreed that there should be an annual safeguarding training session within a Full Governing Body meeting which demonstrates that the school complies with KCSiE requirements. Consequently, in May, the Deputy Head Teacher delivered a training presentation on the school procedures for raising safeguarding concerns and dealing with any concerns raised.

  This training presentation included the following topics :

  - The key documents which inform school safeguarding practice and procedure which are :
    - Keeping Children Safe in Education (KCSiE). This is the statutory guidance on safeguarding in schools, which is updated annually.

- Working Together to Keep Children Safe. This is the statutory multi-agency guidance outlining how organizations (not just educational organizations) must collaborate to protect children.
- Right Help, Right Time. This is a Birmingham local authority document which distils and adapts the national guidance to establish safeguarding thresholds and guidelines to help practitioners and families assess levels of need and access the correct level of support.

  - How the school responds to disclosures and observations
  - Recording categories and responses within the CPOMS system
  - The actions that may be taken by the Children's Advice and Support Service (CASS) when a referral is made by the school when there is worry of significant harm to a child.
  - The actions that will be taken by the school for less severe concerns and/or if CASS refers the matter back to the school. This may include taking the lead in identifying and facilitating multi-agency support.

**SCRUTINY OF HEALTH AND SAFETY ARRANGEMENTS**

Governors received various reports relating to Health and Safety matters within the school. This included the following reports :

- A termly report on buildings health and safety issues and actions.
- Work undertaken during the course of the school year to enhance health and safety. This included the following items :
  - Roof repairs undertaken during the summer term which were mostly funded by the local authority.
  - Efforts to improve security fencing at the front of the school by raising fencing and installing electronic gates. B.C.C. had agreed to pay the majority of the substantial cost, as it was beyond the capacity of the school, but the project had not progressed during the school year.

Other governor scrutiny concerning health and safety issues included the following matters :

- **Statutory compliance testing**

  In July, the Finance, Staffing and Premises Committee reviewed the compliance declaration submitted to the local authority concerning the statutory testing of equipment and plant. Governors were informed that all required testing had been completed.

  During the autumn term, one governor reported on a scrutiny visit to review the paperwork and evidence which supported the statutory compliance declaration submitted to the local authority in 2025. The governor selected seven items on the compliance return and asked to see the supporting documentation. There were no issues with five of these items, but the governor found two areas where follow up action was required to ensure that recommendations made by testing reports had been completed.

- **Fire drills annual report**

  In July, the Finance, Staffing and Premises committee received a report on fire drills conducted during the year. This report included the following information :

  - There had been three fire drills during the school year, one in each term. Two were scheduled compliance drills while the third occurred when a pupil accidentally activated the fire alarm.

- On each occasion, the school was evacuated in around four minutes with all pupils, staff and visitors safely accounted for.
- The drills identified only minor operational improvements rather than any significant concerns. Required improvements included matters such as replacing the fire exit signage around the Multi Use Games Area and a need to ensure external providers working in the Old House were familiar with school evacuation arrangements.

- **IT security report**

  In December, the Finance, Staffing and Premises committee received a report concerning cyber security at Kings Heath Primary prepared by "Haz Technology", the school's IT provider. The report reached the following conclusions :

  *"The school has made substantial progress in strengthening its cyber security:*
  - *Migration to the cloud has reduced reliance on legacy onsite infrastructure.*
  - *Microsoft Intune provides strong device management capabilities, including remote wipe and disk encryption.*

  *Nevertheless, ongoing attention is required to maintain and improve protection. Key priorities include:*
  - *Replacing the outdated wireless network with a supported, secure Wi-Fi 6 system.*
  - *Decommissioning remaining onsite servers and unsupported devices.*
  - *Establishing a backup internet connection to enhance resilience."*

  After receiving the report, the committee drew upon eight questions for governors to ask school leaders, which are recommended by the National Cyber Security Centre. These questions concerned matters such as backup arrangements and cyber incident response plans. The committee welcomed the cyber-security report and believed it provided satisfactory answers to some of these key questions. The committee noted there is a Department for Education expectation for schools to prepare a formal cyber response plan and deliver cyber security training to all staff. During the summer term, governors approved using part of the school's carried forward balances to enable the priorities for IT improvements to be completed sooner.

**SCRUTINY OF OTHER PUPIL WELFARE MATTERS**

Governors considered the following additional matters relating to pupil welfare :

- **Looked After and Previously Looked After Children**

  The Safeguarding and Inclusion Committee received a termly report on the well-being of Looked After Children (LAC) and Previously Looked After Children (P-LAC) within the school. In the summer term, the following information was reported to the committee :

  - There were six Looked After Children in the school
  - There were ten Previously Looked After Children in the school
  - The majority of these pupils had attendance records of 96 % or better.

- **School Council**

  In June, the Teaching, Learning and Curriculum committee received a report on the work of the School Council during the school year. The report explained that pupil representatives from Reception to Year 6 have met regularly to discuss matters affecting school life, gather feedback from their peers and contribute to school improvement initiatives. The School Council has thereby

provided leaders with insight into pupils' experiences and has ensured that children's views remain central to decision-making. The key areas of focus over the year had included :

- OPAL and playground development
- Pupil wellbeing and inclusion
- Children's rights and the Rights Respecting Schools Award
- Behaviour and relationships
- School environment
- Charity and community initiatives
- Pupil leadership opportunities

The Teaching, Learning and Curriculum committee also had the opportunity to watch a video recording of the Head Teacher interviewing the School Council representatives to canvass their views about the Outdoor Play and Learning scheme.

- **Whole school enrichment and educational visit plans**

  During the autumn term, the Teaching, Learning and Curriculum committee reviewed a summary of the whole school curriculum enrichment plans for the 2025-26 school year. The summary showed, for each year group, the trips that were planned, visitors coming into school, "Wow events" to launch or celebrate a project and any other activities such as workshops or events which include parents. Governors were informed that the school intends each year group should have a special trip but recognized that such trips are now expensive. It costs around £500 - £600 to hire a coach for the day. Consequently, the school was endeavouring to ensure families receive plenty of notice before such trips are staged and trying to obtain more visitors into school to reduce costs. For the future, the Head Teacher was keen to expand visits around the local Kings Heath community and particularly to develop visits to places of worship.

  Governors recognized that using public transport is one method of reducing costs, but this is unsuitable for a party of younger children. It was hoped that the new Kings Heath railway station, which opened during the last school year, might make outings on public transport easier.

- **The Outdoor Play and Learning scheme**

  Section 3C of this report covers governor engagement with the Outdoor Play and Learning scheme, which was a new school initiative introduced at the start of the 2025-26 school year.

- **Pupil Voice exercises**

  The Head Teacher's half-termly report to the Full Governing Body usually included a Pupil Voice exercise, which offered governors insight into the views and opinions of children within the school. During the year, these pupil voice exercises included the following topics :

  - Pupil views about after-school clubs. The findings were as follows :
    - The quality of experience was variable depending upon the teaching, structure and behaviour expectations at the club. Behaviour was stated to be better when the adult leading the club was someone known from school.
    - Group size and understanding were key factors influencing participation. Some children expressed a preference for smaller and quieter groups.
    - Pupil suggestions for improvements included having more clubs run by school staff, keeping the adult club leader consistent and ensuring that clubs start punctually.

These findings helped to inform a school initiative to improve the quality of school clubs. The Head Teacher was keen to respond to the preference for staff-led clubs. He calculated that if a club could draw fifteen participants, with half of those participants paying, the money raised over a half-term would cover the cost of a supply teacher for one day. On that basis, the Head Teacher had invited staff to volunteer to lead a club for a half-term, for which they would become eligible for one day's leave in lieu of pay. This arrangement was trialled during the spring and summer terms, initially with a homework club and a coding club led by members of staff. These clubs were chosen as they would not require much planning and thereby avoid significantly increasing staff workload. The school ensured that children eligible for the Pupil Premium were offered places within the clubs. The club leader had been able to liaise with class teachers and thereby adapt the club content to meet the needs of participating children.

- Questioning a selection of Year 2 and Year 5 children about personal development and well-being matters. The questions deliberately imitated the range of questions likely to be asked at an OFSTED inspection. In their responses, the participating children spoke very positively about school. Children showed a good understanding of online safety, respect and keeping themselves safe. They spoke enthusiastically about clubs, visitors and exciting experiences which help make school enjoyable. A small number raised concerns about older pupils at playtime and the toilets as an area where they did not always feel comfortable. The Head Teacher assured governors that the concerns raised would be explored further.

- Thoughts and views about Writing. The Teaching, Learning and Curriculum committee watched a recorded interview where the Head Teacher questioned four Reception pupils about Writing. Governors noted how one child clearly remembered the story of "The Hungry Caterpillar" and could re-tell it with actions, as the class had been taught some months ago when this story was used in association with the Talk for Writing scheme.

- **Governor guidance concerning children in care**

  In February, governors reviewed the "Children in Care Guide for Governors" which had been prepared by the "9000 lives.org" charity. The Birmingham Virtual School had asked Head Teachers to share the document with their governing body. The guide contained facts and figures about children in care in England, explained the role of a Virtual School and suggested questions which governors might ask school leaders concerning pupils who are currently, or have previously, been in care.

- **Tracking enrichment opportunities**

  During the summer term, governors received reports about a new tracking system to capture pupil experience as a method for supporting personal development for disadvantaged children and other pupils for whom there is some reason for concern. The system involves a spreadsheet showing participation in out of hours opportunities, Pupil Voice exercises and other activities. The document will also record whether a child's work features within displays around the school, and whether that child has taken home the Rights Respecting Sloth mascot. Hopefully, this system will help ensure quiet children are identified and assisted, as these children can easily slip under the radar. Establishing the document involved a considerable amount of work, but ongoing maintenance ought to be easier and had been passed to year group leaders. Governors

commended the creation of this tracking document, noting it reflects how closely governors have monitored the school's strategies for supporting disadvantaged students.

- **Accessibility audit**

  In April, the Safeguarding and Inclusion committee reviewed the latest accessibility audit of the school. Governors recognized there is a statutory requirement that schools conduct an accessibility audit at least every three years. The latest external accessibility audit upon Kings Heath Primary had been conducted on 15 January 2026 by "Equality Act Audits". The auditor recommendations included the following points :

  - Develop Reception facilities, including the installation of a portable hearing loop, a seat with high back and arm rests and clear instructional signage next to the intercom.
  - Improve facilities within accessible toilets, including provision of a mirror at an accessible height and emergency alarms with cords that can be reached from the ground.
  - Ensure all doors have "D style" handles.

  Governors were advised that the Senior Leadership Team had not yet reviewed the recommended action plan and identified the cost implications of these recommendations. The action plan arising from the accessibility audit was to be presented to the Safeguarding and Inclusion committee in September 2026.

## 2D. HOLDING THE HEAD TEACHER TO ACCOUNT FOR THE PERFORMANCE MANAGEMENT OF STAFF

The Head Teacher presented a staffing report to every meeting of the Finance, Staffing and Premises Committee. This included the following information :

- Employee numbers, broken down into employment categories of teaching staff and support staff.
- Sickness absence reporting and monitoring.
- Sickness absence monitoring procedures.

Other scrutiny included the following actions :

- The Pay Committee scrutinized the performance management process conducted during the previous school year. Governors were satisfied that a robust, thorough and equitable assessment process had been completed.
- The committee scrutinized the performance management documentation for the 2024-25 appraisal cycle. The committee recognized that targets were closely aligned with school improvement priorities. Governors would welcome staff reflecting more on their performance as part of the appraisal process and recognized that there was more evidence of such reflection than in previous years. The committee hoped that recent decoupling of the performance management appraisal from pay awards might encourage staff to be more open and reflective in these reviews.

**THE DEVELOPMENT OF MIDDLE LEADERSHIP WITHIN THE SCHOOL**

Throughout the year, governors received reports on the development of middle leaders at the school. Year group leaders were appointed in September 2025 and the development of subject leaders continued. The Full Governing Body received regular reports from the School Improvement Advisor on his work with the middle leaders.

These reports included the following points :

- Training had been delivered during the autumn term for all subject leaders which had helped to establish uniform expectations. This linked to development points given to the school by OFSTED following the inspection in April 2023, which were to ensure there is a consistent approach across the school concerning how the curriculum is evaluated and to ensure that the curriculum is being delivered as intended.
- In January, the School Improvement Advisor met subject leaders individually to evaluate progress towards establishing clear, coherent subject leadership documentation, including curriculum intent, coverage, progression and supporting materials. The advisor reported that subject leaders had made strong use of allocated time and external Continuing Professional Development (CPD) to draft curriculum intent statements, identify core principles and begin structuring their leadership folders. Artificial Intelligence tools had been used appropriately to support efficiency and reduce workload, while leaders have retained professional control of content.
- Subject leaders had been encouraged to consider their subject leadership folders as representing the "perfect vision" of their subject – how they want it to be taught and experienced by pupils. This framing will then become a clear future reference point for subject monitoring, whereby leaders evaluate how closely classroom practice aligns with this agreed ideal. Assessment and monitoring curriculum delivery was to be the next stage in developing subject leadership.
- One challenge identified was to track how off-the-shelf schemes are being used within the school. For example, the Cornerstones Maestro package used for the wider curriculum is vast and offers far more lessons than can be delivered in the available time. The school advisor reported that subject leaders currently lack a precise overview of which lessons are being taught in each year group. Class teachers have selected lessons within the package scheme, but subject leaders do not yet have full visibility of those decisions.

In July, the Full Governing Body received the advisor's summary of progress made during the school year. The advisor concluded :

> *"The school has made strong progress against the priorities identified at the beginning of the academic year. Leadership capacity has developed considerably, particularly amongst curriculum leaders, who now demonstrate greater confidence and ownership of their subjects.*
>
> *Curriculum design is now much more coherent across the school. The next phase of development should focus on …. evaluating how consistently the curriculum is enacted in classrooms.*
>
> *Leaders are making increasingly effective use of attainment information. The challenge moving forward is to sharpen evaluative practice so that monitoring, curriculum review and performance information combine to provide a coherent picture of school effectiveness.*
>
> *Overall, the school has established strong foundations for continued improvement. The next stage is not to introduce significant new initiatives, but to embed existing developments, evaluate their impact and secure consistency across the school."*

## 2E. ENSURING THE SOUND, PROPER AND EFFECTIVE USE OF THE SCHOOL'S FINANCIAL RESOURCES

**SCRUTINY AND OVERSIGHT OF THE SCHOOL FINANCIAL POSITION**

At each meeting of the Finance, Staffing and Premises Committee, governors received reports explaining the current financial position of the school. Reports considered included :

- Income and expenditure by cost centre with variances from budget
- A three-year strategic financial forecast.
- Budget revisions approved by the Head Teacher under delegated powers and budget revisions requiring approval by governors.

**Overview of school financial position – outturn for 2025-26**

During the summer term, governors reviewed the official end of year balances for the 2025-26 financial year which had been published by the local authority alongside those for all other Birmingham maintained schools. A summary of the outcome for the financial year is shown in the table below :

| KINGS HEATH PRIMARY 2025-26 FINANCIAL YEAR SUMMARY | |
|---|---|
| | **Published outturn** |
| **Opening balance** | **£75,644** |
| Total funding and income | £4,054,592 |
| Total expenditure | £3,900,893 |
| Overall 2025-26 in-year surplus | £153,699 |
| **End of financial year cumulative surplus balance** | **£229,343** |

The statement shows that Kings Heath Primary had an in-year surplus of £153,699 during the 2025-26 financial year, which resulted in a closing balance of £229,343.

Governors approved a commitment of the carried forward balance as follows :

- £208,343 Contingency against reduction in pupil numbers
- £21,000 Premises improvement projects

The Finance, Staffing and Premises committee were informed that Birmingham City Council (B.C.C.) now requires school to report the intended use of carried forward balances on a quarterly, rather than an annual, basis. The committee advised that, in future declarations, balances should be committed as a contingency against falling pupil numbers and as a cash flow reserve.

**Overview of school financial position – budget for 2026-27**

In the spring term, governors considered the school budget for the 2026-27 financial year. The Finance, Staffing and Premises committee closely scrutinized the proposed budget and then commended that budget to the Full Governing Body for approval.

The budget for 2026-27 anticipated school funding and income to the total value of £4,035,709. Total budget expenditure was £4,022,081 meaning that the school forecast a modest surplus of £13,628.

The budget was accompanied by a strategic forecast which envisaged an insignificant in-year deficit of £289 in 2027-28 and a more substantial deficit of £44,275 in 2028-29, although this could still be supported by the carried forward balance.

However, during the summer term, the school received notification that the number of applicants for Reception places was lower than in recent years and below the figures which had been used when preparing the budget and strategic forecast. This would have no impact upon funding for the 2026-27 financial year but would lead to a significant reduction in funding for 2027-28 and subsequent years. There would be a corresponding increase in the anticipated deficits for 2027-28 and beyond. Governors recognized that addressing this expected reduction in funding would have to become the top financial priority for the 2026-27 school year.

**SCRUTINY OF SCHOOL FINANCIAL CONTROLS**

Governors received and scrutinized the following documents concerning the financial controls operating within the school :

- **The Schools Financial Value Standard**
  Governors approved the Schools Financial Value Standard (S.F.V.S.) return to the local authority. The Finance, Staffing and Premises Committee considered draft answers and supporting evidence at one meeting before commending a revised version for approval at the following meeting.

- **School fund audit**
  The Finance, Staffing and Premises committee received the independent examiner's report on the School Fund for 2024-25 at their October meeting. The examiner raised no concerns but made minor recommendations concerning changes to the spreadsheet on which income and expenditure is recorded.

- **Strategic risk register**
  During the summer term, the Finance, Staffing and Premises committee reviewed the strategic risk register. This register was overhauled and extended to include the risks arising from Kings Heath Primary becoming a full cheque book status school and the mitigating controls required in the light of those risks.

- **Purchase card expenditure**
  During the autumn term, the Finance, Staffing and Premises committee reviewed purchase card expenditure levels. This included scrutiny of a list of purchase card transactions conducted each month. The committee enquired why the purchase card, rather than a purchase order, had been employed for some transactions and received satisfactory explanations in every case.

**SCRUTINY OF SPECIAL FUNDING RECEIVED**

Governors particularly scrutinized how special purpose funding was being used. This included the following work :

- **Pupil premium funding**
  The Pupil Premium is additional school funding provided for disadvantaged children, to help close attainment gaps between these children and their peers. The Full Governing Body looked closely at the school's Pupil Premium strategy for 2025-26. The strategy was presented using a template

which all schools are required to adopt. The primary objectives for using Pupil Premium funding were defined as follows :

- Raising attainment - improving the academic attainment of pupils eligible for Pupil Premium funding across all subjects and year groups.
- Closing the achievement gap - reducing the gap in achievement between disadvantaged pupils and their peers.
- Holistic support to pupils, addressing not only academic needs but also social, emotional, attendance and mental health aspects to ensure their overall well-being.

The planned use of Pupil Premium funding is summarized in the table below :

- Teaching £50,000
- Targeted academic support £120,000
- Wider attendance/behaviour strategies £85,620

Governors were advised that the proportion of children on roll who are eligible for the Pupil Premium had increased from 155 pupils in 2024 (23 % of the school population) to 182 (28 %) in 2025.

- **Review of Pupil Premium strategy at end of 2024-25 school year**

The Pupil Premium strategy is based upon a three-year cycle to develop teacher and pupil knowledge and skills, and the core objectives for 2024-25 were unchanged from the previous year. Therefore, in October 2025, the Full Governing Body reviewed the effectiveness of the strategy over the previous year. The Head Teacher presented the following tables to demonstrate how Pupil Premium funding had a positive impact on attainment by disadvantaged pupils over the previous four years :

| KINGS HEATH PRIMARY KEY STAGE 2 READING, WRITING & MATHS COMBINED ATTAINMENT | | | | | | |
|---|---|---|---|---|---|---|
| **Pupils meeting age related expectations** | **Kings Heath 2021-22** | **Kings Heath 2022-23** | **Kings Heath 2023-24** | **Kings Heath 2024-25** | **Change 2021-2025** | **National average 2024** |
| All pupils | 53.1 % | 64.2 % | 64.0 % | 65.0 % | +11.9 | 60.5 % |
| Pupil Premium | 16.7 % | 47.8 % | 48.0 % | 39.0 % | +22.3 | 45.3 % |
| Non-Pupil Premium | 61.5 % | 69.4 % | 63.0 % | 73.0 % | +11.5 | 66.8 % |
| Gap | 44.8 | 21.6 | 15.0 | 34.0 | -10.8 | 21.5 |

| KINGS HEATH PRIMARY EARLY YEARS FOUNDATION STAGE – GOOD LEVEL OF DEVELOPMENT | | | | | | |
|---|---|---|---|---|---|---|
| **Pupils attaining overall GLD** | **Kings Heath 2021-22** | **Kings Heath 2022-23** | **Kings Heath 2023-24** | **Kings Heath 2024-25** | **Change 2021-2025** | **National average 2024** |
| All pupils | 66.2 % | 69.7 % | 71.0 % | 75.0 % | +8.8 | 67.7 % |
| Pupil Premium | 46.2 % | 50.0 % | 44.0 % | 55.0 % | +8.8 | Not issued |
| Non-Pupil Prem. | 70.3 % | 74.2 % | 76.0 % | 82.0 % | +11.7 | Not issued |
| Gap | 24.1 | 24.2 | 32.0 | 27.0 | +2.9 | Not issued |

| KINGS HEATH PRIMARY KEY STAGE 2 YEAR 1 PHONICS ATTAINMENT | | | | | | |
|---|---|---|---|---|---|---|
| **Pupils attaining expected standard** | **Kings Heath 2021-22** | **Kings Heath 2022-23** | **Kings Heath 2023-24** | **Kings Heath 2024-25** | **Change 2021-2025** | **National average 2024** |
| All pupils | 80.0 % | 87.5 % | 91.2 % | 85 % | +5.0 | 80.2 % |
| Pupil Premium | 53.8 % | 68.2 % | 85.0 % | 64 % | +10.2 | Not issued |
| Non-Pupil Prem. | 84.4 % | 93.9 % | 92.0 % | 91 % | +6.6 | Not issued |
| Gap | 30.6 | 25.7 | 7.0 | 27.0 | -3.6 | Not issued |

Governors identified the key points shown within this data as follows :

- There is a rising trend in the percentage of Pupil Premium children attaining a Good Level of Development at the end of the Early Years Foundation Stage, which has increased from 46.2 % in 2021-22 to 55 % in 2024-25. However, this fell short of the target within the strategy that 60 % should achieve this level.
- The percentage of Pupil Premium children attaining age related expectations in Reading, Writing and Maths (RWM) combined at the end of Key Stage 2 was 39 %. This is significantly lower than the 73 % of children not eligible for the premium who attained the expected standard or better. Analysis of subject data shows that the percentage of Pupil Premium children reaching the expected standard in Reading increased from 53 % to 74 %, while in Maths the percentage rose from 53 % to 70 %. This clearly shows that the barrier to be addressed is pupil attainment in Writing.
- 64 % of Pupil Premium children attained the required standard in the Phonics check at the end of Year 1. While this was a fall from 85 % in 2024, it still exceeded the strategy target of 60 %. These was a close correlation in this cohort between children eligible for the premium and those with special educational needs.

This improved attainment was underpinned by strategies to increase attendance by Pupil Premium children bearing fruit, as shown by the table below :

| KINGS HEATH PRIMARY ATTENDANCE DATA | | | | | |
|---|---|---|---|---|---|
| **Attendance rates** | **Kings Heath 2021-22** | **Kings Heath 2022-23** | **Kings Heath 2023-24** | **Kings Heath 2024-25** | **Change 2021-2025** |
| All pupils | 92.7 % | 94.0 % | 94.0 % | 95.0 % | +2.3 |
| Pupil Premium | 88.9 % | 90.8 % | 92.0 % | 93.0 % | +4.1 |
| Non-Pupil Premium | 93.6 % | 95.2 % | 95.0 % | 96.0 % | +2.4 |
| Gap | 5.3 | 5.6 | 3.0 | 3.0 | -2.3 |

Attendance by all pupils had risen, but attendance by children eligible for the premium had risen from 88.9 % to 93 %, and the gap had fallen from 5.3 percentage points to 3.0 points.

The summary of outcomes for 2024-25 compared with targets is shown in the table below :

| KINGS HEATH PRIMARY PUPIL PREMIUM STRATEGY TARGETS 2024-25 | | |
|---|---|---|
| **Strategy target** | **2024-25 outcome** | **2024-25 target** |
| GLD in Early Years Foundation Stage | 55 % | 60 % |
| Phonics attainment | 64 % | 60 % |
| Key Stage 2 RWM attainment | 39 % | 50 % |
| Key Stage 2 LAC / P-LAC RWM attainment | 35 % | 50 % |
| Attendance | 93 % | 96 % |
| Participation in clubs | 35 % | 30 % |
| Recorded behaviour incidents | 20 | 25 |

- **Refining the Pupil Premium strategy for the 2025-26 school year**

During the autumn term, the Full Governing Body approved the Pupil Premium strategy for the 2025-26 school year, which planned to build upon the achievements of the previous year. The intended outcomes were therefore based upon continuing the existing strategy. The targets are summarized in the table below :

| KINGS HEATH PRIMARY PUPIL PREMIUM STRATEGY TARGETS 2025-26 | | |
|---|---|---|
| **Strategy target** | **2024-25 outcome** | **2025-26 target** |
| GLD in Early Years Foundation Stage | 59 % | 65 % |
| Phonics attainment | 64 % | 65 % |
| Key Stage 2 RWM attainment | 39 % | 50 % |
| Attendance | 93 % | 96 % |
| Participation in clubs | 30 % | 35 % |
| Recorded behaviour incidents | 20 | 20 |

Governors recognized that the number of recorded behaviour incidents was dependent upon recording practice and a more robust and consistent approach must be developed. Consequently, the Head Teacher later advised that attainment against this target will be supplemented by pupil behaviour survey data. The success criteria will be an increase in the proportion of pupils who feel safe within school.

- **Monitoring the Pupil Premium strategy throughout the school year**

The Full Governing Body received regular reports from the Pupil Premium link governor on meetings with the Head Teacher and other members of school staff to discuss how the strategy was operating. These reports were supplemented by an interim review of strategy progress in the summer term.

The Pupil Premium link governor made the following observations after link visits :

- The Talk for Writing scheme and strategies for improving writing had been discussed. It was recognized that Writing can seem to be a separate subject which does not flow over into history or maths. For Pupil Premium children, it may be helpful if they could be given more feedback on their writing across the curriculum, rather than only in Writing lessons.
- It was recognized that the targets defined within the pupil premium strategy are highly ambitious, particularly the 96 % attendance target. Nonetheless, it was agreed that defining aspirational targets was important.
- It was recognized that a more robust and measurable target was required than a simple count of the number of behaviour incidents. The number of incidents could be skewed through a

small number of children having a high number of incidents. The addition of data from the pupil behaviour survey should provide a more robust measurable target than the number of behaviour incidents

The Head Teacher reported the following points to governors at the strategy midpoint review in May :

- Many after-school clubs were now being run by school staff. This has worked well and has enabled targeting to ensure children eligible for the Pupil Premium are participating. Governors welcomed this greater participation and encouraged the school to track this development and prepare case studies showing beneficial impact.
- There had been a positive shift in attainment data, although improving Writing attainment remains the most difficult task. Disadvantaged children are getting closer to age related expectations, even if they are not yet reaching them.

One governor noted that the recently published school's White Paper introduces an expectation that schools should be cultivating a sense of belonging. The school was encouraged to consider how measuring belonging might be included within the Pupil Premium strategy. It was suggested that attendance at school events such as the International evening or the Summer Fayre might be a useable measure.

- **Special Educational Needs funding**

  In October, the Finance, Staffing and Premises committee received a report on SEND funding and provision costs for the 2024-25 school year. The report incorporated :

  - **Resource Base placement funding and costs**. The Head Teacher reminded governors that the local authority is in the process of phasing out Resource Bases for Physical Disability, although this funding will be honoured for those children presently occupying Resource Base places within the school.
  - **Children with an Education Health Care Plan (EHCP) who do not have a Resource Base place and those children who have – or may potentially have – a SEND Support Provision Plan (SSPP)**. The SSPP is a form of funding for children who are going through the application process for an EHCP or who may not reach those criteria but are clearly identified as requiring additional support.
  - **Notional SEN funding**. The notional SEN is part of regular school funding which is intended to meet general special needs, particularly high-incidence and low-cost needs. The allocation is determined within the Section 251 School Budget Share statement as follows :
    - 5 % of total pupil entitlement
    - 50 % of Income Deprivation Affecting Children Index (IDACI) funding
    - 50 % of Free School Meals Ever 6 funding (that is children who have been eligible for Free School Meals at any time during the last six years).
    - 50 % of low prior attainment funding

  A summary of the overall funding and provision costs for each area in 2024-25 are shown within the tables below. Governors were cautioned that these figures are inevitably approximations.

| KINGS HEATH PRIMARY USE OF NOTIONAL SEN BUDGET 2024-25 | | | |
|---|---|---|---|
| | **Category** | **Amount** | **Totals** |
| **Funding** | Notional SEN funding | 443,810 | |
| | SSSP funding | 6,785 | |
| | EHCP funding | 61,350 | |
| | Resource base funding | 29,935 | 505,160 |
| **Expenditure** | Teachers (22 %) | 413,638 | |
| | Leadership (10 %) | 34,617 | |
| | SENCO + admin. support (80 %) | 79,651 | |
| | Teaching assistants (80 %) | 198,067 | |
| | 1 to 1 Teaching assistants (100 %) | 146,955 | |
| | Teaching assistants Foundation (50 %) | 65,846 | |
| | Hub (1.5 FTE staff) | 61,335 | |
| | All other SEN expenditure | 100,060 | 1,094,669 |
| | **Notional SEN deficit** | | **589,509** |

Governors noted that there remains a substantial deficit between the cost of special needs provision and the funding provided to the school.

- **P.E. / Sports Premium funding**

  During the autumn term, the Teaching, Learning and Curriculum committee received a report on how P.E. / Sports Premium funding would be deployed during the school year. The main planned uses were as follows :

  - **Supporting the OPAL project**. The Outdoor Play and Learning scheme (OPAL) is covered in section 3C of this statement.
  - **External competitions with other schools**. Competitive sports involving other schools had fallen off in recent years, as Kings Heath Primary faced practical difficulties in participating after the scheme operated by Kings Heath Boys School (now Kings Heath Secondary School) ended. However, the school is now affiliated to the Hall Green sports group and children have been able to participate in some competitions. One was a dodgeball competition staged during the school day which included some pupils with special educational needs.
  - **The WOW scheme**. The school is participating in the "WOW" scheme, which encourages walking to school.
  - **Swimming**. A different provider of the pop-up swimming pool was engaged in autumn 2025, and the school felt this temporary on-site swimming facility operated far more smoothly than before. There was a better experience for both children and staff. The pool was retained after the autumn half-term holiday which allowed Year 5 children an opportunity to swim, in addition to the Year 3 and Year 6 children who used the pool before half-term. Governors were advised that the school would prefer to hire the temporary swimming pool during the summer term, but that has not yet been possible due to the level of demand. As Year 6 children spend one week during the autumn half term on the Red Ridge residential event, it would be better if swimming lessons could be staged at a different time of the year.

    Governors were informed there is a discernible impact from hiring the swimming pool as the percentage of Year 6 pupils able to swim twenty-five meters increased last year from 54 % to 71 %. However, it was discouraging that some children who learned to swim during Year 3

were found to have gone backward and lost confidence in the water when they reached Year 6.

- **Devolved capital expenditure**

  In July, the Finance, Staffing and Premises committee received a report on the planned use of devolved capital funding during 2026-27. Governors were informed that Kings Heath Primary has a devolved capital allocation of £11,555 for 2026-27.

  The report explained that devolved capital expenditure plans were based around upgrading school infrastructure to meet Department for Education (DfE) standards for 2030. The school was informed about this current infrastructure deficiency by IT provider "Haz Tech" and other providers who quoted for the support contract. Work planned for this year was as follows :

  - Upgrade switches in the server rooms and cabinet, along with fibre wiring between them. These upgrades are an essential pre-requisite before school Wi-Fi facilities can be upgraded.
  - Uninterrupted power supply and redundant power supply (UPS and RPS) will be installed, as required by the DfE standards.
  - Thirteen second hand Smart Screens have been acquired from another school at a cost of £125 each and there will be associated installation costs.

  Quotations obtained for these works showed that these upgrades would entirely consume the school's devolved capital funding, which would mean delaying the planned Wi-Fi upgrade until next year. Governors were asked whether they would support using some of the school's carried forward balance to enable an earlier Wi-Fi upgrade.

  The Full Governing Body believed it is important that the school can comply with the DfE infrastructure requirements and can demonstrate a plan for achieving compliance. Governors agreed that part of the carried forward balance could be used to facilitate earlier compliance with DfE standards. The governors also requested a report in the autumn term showing how close to compliance the school would be after this work has been completed.

**SCRUTINY OF PUPIL ROLL NUMBERS**

Governors recognized that vacancies on the school roll compounded the financial challenges facing Kings Heath Primary, as every primary school place occupied secures at least £5,115 in annual funding. Therefore, governors closely scrutinized the numbers on the school roll and efforts being made to fill these vacancies. This scrutiny included the following points :

- The Head Teacher reported the number of pupils in the school and the number of vacancies at every meeting of the Full Governing Body. In September 2025, there were 642 pupils on the school roll (including twenty-one children in the nursery) and thirty-eight vacancies. Eighty-nine of the ninety available Reception places had been taken. In July, it was reported that there were 644 pupils on the school roll and thirty-six vacancies. Twenty-six of those vacancies were in Year 3 and Year 4.
- In May, the Head Teacher informed governors that the school had been notified that only sixty-eight Reception places have been offered to applicants for September 2026. This came as a huge shock after the school received positive feedback from promotional meetings with families and had been informed that over 200 applications had been made naming Kings Heath Primary as one of the three preferred schools. However, it transpired that the majority of those applications did

not name the school as first preference and 92 % of applicants were awarded their first preference school.

- In July, the Head Teacher advised that the position had slightly improved, with seventy-five admissions to Reception anticipated at that time. Nonetheless, there would still be huge financial implications from being unable to fill the ninety available Reception places. On the current funding of at least £5,115 per pupil per year, fifteen vacancies would create a shortfall of at least £76,725 and possibly significantly more.

**Pupil place preference data**

During the spring term, the Finance, Staffing and Premises committee examined the school preference data for Kings Heath Primary and other local schools. This is public information available from the Department for Education (DfE) statistics service. The committee looked at offers made in April 2025 for Reception admissions in September 2025. The eventual number of admissions in September may differ from the number of offers made, but the preference data allows an assessment of the relative popularity of schools.

The school preference data outlined the context which underpins the shortfall of applications for places at Kings Heath Primary in September 2026. The Pupil Place preference data showed the following information :

Birmingham context

- The number of places available at Birmingham schools has reduced from 16,545 in September 2020 to 15,570 in September 2025. Nearly a thousand Reception places have been removed through schools reducing their Published Admission Number or other measures.
- The reduction in available places is in response to demographic change and reduced demand for places. There were 16,000 applications for places in 2016, but this number has fallen steadily in recent years. Only 12,541 applications for places in Birmingham schools were received for September 2025 admissions, the lowest number for any year in which records have been published.
- This means there were still around 3,000 surplus Reception places within Birmingham schools in September 2025 and consequently many schools continue to have vacancies.
- Falling demand enabled 92.4 % of applicants to be offered a place at their first-choice school in September 2025. This was the highest percentage for which records are available. Only 85 % of applicants in September 2015 were offered a place at the first-choice school.

Kings Heath Primary data

- Kings Heath Primary was the first preference school on eighty-one applications for places in September 2025. Seventy-nine of these applicants were offered a place.
- Kings Heath Primary was second preference on a further eighty-five applications. Ten applicants were offered a place.
- Kings Heath Primary was third preference on a further seventy-six applications. One applicant was offered a place.
- Overall, in April 2025, Kings Heath Primary made offers for all ninety available Reception places. This was the first time since 2017 that the school had made offers for all places. The number of applications received was the highest since 2020.

- The ratio of first preference applications to the offers made by a school indicates the popularity of that school, and whether it is over-subscribed. Kings Heath has a popularity ratio of 1.03, calculated by dividing eighty-one first place preference applications by seventy-nine offers made.
- This ratio and the number of placements is broadly in line with most local schools and suggests Kings Heath Primary is a fairly popular local school.
- The most popular schools close to Kings Heath Primary were Moseley Church of England Primary, with a ratio of 1.73 (fifty-two applicants for thirty places) and Moor Green Primary which had a ratio of 1.41 (eighty-three applicants for fifty-nine places).
- Kings Heath Primary ranked 72nd out of 284 Birmingham schools in a list ranked by the popularity ratio of first preference applications to first preference offers and then by the number of first preference applications. The school ranked 88th in the corresponding table for admissions in September 2024.
- 20.5 % of Kings Heath Primary's potential Reception pupils were eligible for Free School Meals. This was the highest percentage recorded for the school in data stretching back to 2014-15.

**Nursery choice survey**

Governors recognized that most families who place their child in the school nursery later apply for a Reception place at the school. It followed that increasing numbers in the school nursery might be an effective method of meeting the challenges created by falling demand for Reception places in Birmingham schools. Many children joining Kings Heath Primary in recent years had not attended the school nursery.

In May, the Head Teacher presented to the Full Governing Body the findings of a survey concerning the reasons families opted not to place their child in the school nursery. The key findings from this survey were as follows :

- There were 111 responses from across the school. Only 44 of the respondents placed their child at the Kings Heath Primary nursery.
- 52 respondents did not choose the school nursery as they needed full-day provision throughout the week.
- 41 respondents stated that session times available at Kings Heath Primary did not suit their family needs while 37 stated they needed wraparound / extended hours.
- Parents were highly positive about the school and nursery, but current session structures and limited flexibility prevented them from choosing the provision offered.

The Head Teacher concluded that the survey provides tangible confirmation of what the school had suspected about the limited demand for nursery provision in recent years. Increasing the numbers within the nursery could have a positive impact upon demand for Reception places, but there would be staffing and cost implications arising from operating a full-time school nursery.

In February, the Finance, Staffing and Premises committee had reviewed the current operating costs of the school nursery. The analysis showed that the nursery has a small operating surplus and should continue to have a tiny surplus in 2026-27 even if it is reduced to the same limited numbers as in 2025-26. There had only been twenty-six nursery places filled during the year, rather than the thirty-nine places taken in previous years.

While recognizing the potential risks arising from expanding the nursery, governors encouraged the Head Teacher to explore the potential options for establishing a full-time school nursery.

**BENCHMARKING AGAINST OTHER SCHOOLS**

During the spring term, the Finance, Staffing and Premises committee received a report showing the findings of the Department for Education (DfE) financial benchmarking service for schools. The benchmarking analysis is based upon expenditure during the 2024-25 financial year. The benchmarking tool compares school data with a basket of twenty-nine other schools deemed by the DfE to be "similar" based on having comparable numbers of pupils and comparable numbers eligible for Free School Meals and with Special Educational Needs and Disabilities. A different basket is used for utilities analysis, based upon the age and size of the school buildings. The committee noted the following points within the benchmarking report :

Historic context

- A five-year chart showing in-year balance and revenue reserve showed Kings Heath Primary falling into a substantial cumulative deficit at the end of the 2021-22 financial year, and then steadily recovering to have a reasonable cumulative surplus by the end of 2024-25.
- The school workforce data shows that the number of pupils per staff role has been rising over that five-year period and is notably higher than both the national average for primary schools and the other schools in the comparison basket. Since the number of pupils at the school has been relatively stable, this indicates that the number of people working at the school has reduced.
- Both the numbers of pupils per teacher and the number of pupils per teaching assistant is well above the national primary school average and the basket of comparator schools.

National benchmarking comparisons

- Kings Heath Primary ranked at the bottom of the comparator basket for total expenditure per pupil. It also ranked at the bottom for teaching and teaching support staff expenditure per pupil, spending £3,912 per pupil. The benchmarking tool identifies this statistic as a high-priority matter.
- Kings Heath Primary ranked 24th out of the 30 comparator schools in teaching staff costs (that is, expenditure on teachers per pupil).
- Kings Heath Primary ranked last of the 30 comparator schools in Educational Support staff costs (that is, expenditure on teaching assistants per pupil).
- Kings Heath Primary ranked 16th of the 30 comparator schools for total utilities costs, thereby being in the middle of the basket.

Local benchmarking comparisons

- Another high priority identified by the benchmarking tool was expenditure of £933 per pupil on non-educational support staff which places the school 2nd in the basket of 30 comparator schools. However, when Kings Heath Primary is placed within a basket of eleven local schools for benchmarking, it ranked 5th of the eleven for this category with four other schools showing far higher expenditure.
- The local schools comparison reiterated that Kings Heath Primary has low overall expenditure, ranking at the bottom of the list of eleven schools in the basket.
- However, while Kings Heath Primary ranked 10th of the 11 schools for Teaching Staff costs, it ranked 6th of the 11 schools for Teaching Assistant staff costs.

- Kings Heath Primary ranked 5th of the 11 schools for Agency supply teaching staff costs. Governors recognized this data covers a period before the school engaged a cover supervisor in the hope of reducing supply teaching costs. The committee noted a correlation between the local schools that spent least on teaching assistants and those that spent most on agency supply teaching.

**OTHER FINANCIAL MATTERS**

Governors also received reports/considered the following matters in connection with finance and governance matters within the school :

- **Scrutiny of supply expenditure**

  The Finance, Staffing and Premises committee recognized that supply expenditure was the most serious risk factor that could undermine school budgets. Therefore, the committee closely monitored supply expenditure, receiving termly reports from the Head Teacher on supply usage. These reports were used to inform analysis of possibilities for reducing dependence upon supply resources.

- **Insurance review**

  During the 2024-25 school year, the Finance, Staffing and Premises committee reviewed the school's insurance arrangements and agreed in principle that the school should switch from B.C.C. insurance to the Risk Protection Arrangement (RPA). The government website describes the RPA scheme as follows :

  *"The RPA provides comprehensive risk protection for public sector schools and is an alternative to commercial insurance for the education sector. Under RPA, the UK government covers the losses instead of commercial insurance. It covers risks normally included in a standard school's insurance policy and is priced per pupil or placement regardless of any claims."*

  https://www.gov.uk/guidance/join-the-risk-protection-arrangement-rpa-for-schools.

  However, as the school was in the midst of major changes involving the move to full cheque book status, it was decided to remain with B.C.C. insurance for another twelve months before considering this topic again in autumn 2025.

  The committee reiterated its view that best value would be obtained by moving to the RPA scheme and agreed that this change should be made for the 2026-27 financial year.

- **Catering service**

  During the autumn term, the Finance, Staffing and Premises committee received reports on the performance of the school catering service over the previous year and the uptake of school meals. The committee noted the following points from these reports :

  - it appeared that 78 % of Key Stage 1 pupils were taking the Free School Meals that are available to them, while about half of Key Stage 2 pupils were taking school meals.
  - From the admittedly limited data, there appeared to have been a slight year-on-year increase in the uptake of school meals.
  - There appeared to have been an increase in the number of Key Stage 2 pupils who are eligible for Free School Meals.

- **Sundry reports and scrutiny**
  The Finance, Staffing and Premises committee also took the following actions concerning school financial matters :
  - Received regular reports from the Head Teacher on premises matters and related expenditure.
  - Scrutinized the Gifts and Hospitality register on a termly basis. Governors were encouraged that the protocols within the school Gifts and Hospitality policy were being followed, and that the Head Teacher's efforts to ensure all staff are familiar with those protocols was bearing fruit.

# PART 3. SPECIAL PROJECTS DURING 2025-26

## 3A. STAFF WELL-BEING SURVEYS

During the 2024-25 school year, the governing board introduced a new initiative for gauging and supporting staff well-being. This was to stage a short and quick staff survey which would be conducted as a "pulse check" each term. There would only be three questions within each survey :

a. A self-assessment rating of the respondent's current well-being using a 1 to 10 scale.
b. A themed question which would usually be chosen by the Safeguarding and Inclusion committee. This would be something pertinent to the school at that moment.
c. An open question asking if there were any item the respondent wished to raise or celebrate.

The Chair of Governors issued the survey and invited staff to participate. The Well-being link governor collated the survey returns and discussed the findings with the Head Teacher before these findings were presented and discussed more widely with the governing body. The Chair of Governors provided feedback from each survey to staff.

This initiative was continued during the 2025-26 school year. Themed questions chosen were :

- *Has technology and new systems introduced into the school helped or hindered your workload ?*
- *"How has the training you received over the last year affected your well-being at work?"*

Responses covered the following points :

- Concerns about lack of guidance around the behaviour policy and the practical implementation of the Trauma Informed Attachment Aware School (TIAAS) approach.
- Greater pressure on teachers arising from higher levels of special educational needs.
- Heavy additional workload imposed with short deadlines by the local authority on office staff.
- Training resulting in greater workload so that it becomes harder to fit everything necessary into the working week.

Although the number of responses to surveys was lower than in 2024-25, the Governing Body believed it was helpful to establish a culture where people are aware that governors regularly consider staff well-being. In addition to the importance of considering staff well-being, governors viewed this exercise as an important method of triangulating the information about the school which they are receiving from school leaders.

## 3B. MONITORING THE INTRODUCTION OF NEW SYSTEMS TO REPLACE B.C.C. PROVISION

In September 2024, B.C.C. made the following important announcement concerning the future provision of services to schools :

- B.C.C. would cease to offer HR, Payroll and Pensions services after 31 August 2025. All maintained schools would therefore need to appoint their own payroll and HR provider.
- This change created an associated requirement for all maintained schools to become full cheque book schools. A full cheque book school operates its own bank account and is responsible for managing all funding received and payments made by that school, rather than the local authority making payments on behalf of the school. This represented a major and fundamental change to financial management at Kings Heath Primary.

Throughout the 2024-25 school year, governors monitored the arrangements being made to establish alternative systems for when B.C.C. provision ended. During the 2025-26 school year, the board monitored how the new arrangements were operating and the challenges which were being created within this new environment.

The Chair of the Finance, Staffing and Premises committee, who is a chartered accountant, conducted a comprehensive financial management risk assessment of school financial controls, using the self-assessment documents available within the Birmingham Schools Financial Procedures manuals. The assessment examined processes for payroll, purchasing, invoice processing, making payments and asset management.

The governor drew the following conclusions about the new financial systems in place at the school :

- There was an appropriate process in place for managing the payroll, though the school staff involved were inevitably fairly new to payroll management and somewhat inexperienced.
- There is a heavy dependency upon one individual amongst the office staff for checking receipts against invoices and orders. It would be helpful if the school could ensure more people are involved in finance related tasks.
- An asset register had been established by the new IT provider, but procedures for maintaining the asset register needed to be embedded.

The governing body congratulated the school on how it had successfully faced and adapted to the enormous challenges imposed upon it over the previous year. The governors' collective view concerning the school's financial position and control systems was expressed as follows in the introduction to the Schools Financial Value Standard submitted to the local authority at the end of March :

> *"The school is now in a stronger and more stable financial position than at any previous time during this decade. The governors thank and congratulate the school for the immense achievement of leading the school out of cumulative financial deficit and establishing a relatively healthy cumulative surplus.*
>
> *The governors also congratulate the school on how it has successfully responded to the unprecedented extra demands recently placed upon it through local authority decisions. Over the last twelve months, Kings Heath Primary has attained full cheque-book school status and has implemented a new payroll system. The governors welcome the enhanced control and*

*clarity these changes have brought to the school financial situation. Moving away from the local authority's discredited, cumbersome and unreliable Oracle 1B financial systems has brought greater visibility and notably less variation within financial forecasting.*

*Nonetheless, the governors recognize that this achievement has only been possible through the imposition of huge additional workload upon school staff and the requirement for office staff to take on responsibilities outside their job descriptions, such as payroll management and reconciliation. Local authority decisions are forcing many schools to take on additional staff and/or upskill existing staff, without providing any additional funding to enable schools to take over these responsibilities.*

*When considering some S.F.V.S. questions (such as… whether balances are at a reasonable level), the governors believe that the school is doing everything it reasonably can but that risks now arise from factors wholly outside the school's control. The school faces new risks, such as the need to monitor cash flow, but these risks are exacerbated by factors such as uncertainty around the timing of funding grants other than core S251 funding.*

*Consequently, while governors believe that a strong and effective financial environment is now operating at Kings Heath Primary, the school will seek to strengthen controls further over the next year by taking the following actions :*

- *Enhancing and building upon the cash flow monitoring mechanisms which have been established this year.*
- *Developing an office operating model and structure suitable for the new environment in which Kings Heath Primary is now operating.*
- *Formally documenting the new systems and procedures which have been introduced, to support succession planning and reduce dependence upon key individuals."*

## 3C. MONITORING THE OUTDOOR PLAY AND LEARNING SCHEME

A major school initiative for 2025-26 was the introduction of the Outdoor Play and Learning scheme (OPAL). OPAL is a strategic school improvement programme supporting improvement through play, which is used in 1,800 schools across the United Kingdom. The programme takes a strategic approach which evaluates how the outdoor area available to a school can be zoned. There is an emphasis on flexible rather than prescriptive usage of zones. Therefore, instead of a zone which could only be used for climbing activities, there will be an area which "could be used for football". Once zones have been established, the next step is to equip the area, which involves appealing to families to supply creative play and dressing up materials. An assembly to show children how articles might be used is arranged and then children are encouraged to be creative within the playground. The OPAL scheme involves calculating acceptable risk and participating in "safe enough" activities rather than eliminating all possible risks while children are playing. The intention is to offer children a wider range of physical, creative and social play opportunities at lunchtimes.

A link governor for the OPAL scheme was appointed at the start of the school year. Governors received regular reports throughout the year on how the scheme was operating and being viewed by pupils.

**Baseline assessment**

In October, the Head Teacher reported the findings of a pupil voice survey concerning play opportunities at the school which formed a baseline analysis before the Outdoor Play and Learning

scheme (OPAL) was launched. 247 responses were received, evenly distributed between pupils in Reception, Year 1, Year 3 and Year 4. The key findings from the survey were as follows :

- 50 % of the children said adults do not say the same things about what they can and cannot do at playtimes.
- 21 % of the children said they could play on grass or in bushes every day.
- 90 % of the children said there were places around the playground where they want to play but are not allowed.
- 90 % of the children said there is not a lot of stuff around the playground if you want to build something.
- 43 % of the children said adults often tell them to stop playing what they want to do.
- 73 % of the children said they really enjoy most playtimes.

In October, the OPAL link governor attended the meeting to launch the scheme. OPAL representatives encouraged the school to approach construction firms working on the local railway development project, as they can often supply building materials which are ideal for the OPAL scheme. The Chair of Governors agreed to liaise with contacts at the West Midlands Combined Authority with a view to acquiring some outdoor play materials. These enquiries proved successful.

**Pupil voice exercises during the year**

In March, the Head Teacher reported the findings of anther survey which canvassed pupil opinions about the OPAL scheme. A range of pupils from Reception to Year 6 were questioned, including pupils with special educational needs and from the Pupil Premium and Previously Looked After Children groups. The findings from this exercise were as follows :

- The feedback was overwhelmingly positive, with children feeling that OPAL has transformed lunchtime experiences.
- Children commented upon the greater choice of activities, the opportunity to play with different friends and the creative nature of the resources now available.
- Children most enjoyed cardboard play – building, designing and creating structures.
- Dressing up and imaginative role play was enjoyed by children across all year groups, not just by younger children. The Head Teacher commented that the culture of the school is such that nobody will make any disparaging comments about whatever choices are made for dressing up games.
- There is now a more active and engaging playground environment.
- Children suggested reopening the outdoor classroom as a quiet space for reading and creative activities. Developing a digging or sand play area was requested.

The Head Teacher reported that, as the weather improved, it was becoming possible to introduce a wider variety of play equipment. After Easter, it was planned to set up a wheels area where bikes and scooters can be used. The outdoor classroom had been cleaned and re-opened as the requested quiet space. The Head Teacher met the Parents Teachers and Friends Association (PTFA) to discuss ideas for introducing a digging or sand play area. Before the end of the school year, a giant sandpit which was believed to be the largest such facility in south Birmingham had been installed at the school.

**School Council discussion of the OPAL scheme**

In June, the Head Teacher's reports on the OPAL scheme were triangulated when the Teaching, Learning and Curriculum committee had the opportunity to watch a recorded interview featuring the

Head Teacher asking School Council representatives for their views on the OPAL scheme. The discussion included the following points :

- There was overwhelming agreement that introducing the OPAL scheme had been a positive development at the school.
- The following items were cited as positive points concerning the OPAL scheme :
  - Opportunities for older and younger children to play together, including with brothers and sisters
  - More space being available as children can now play all over the playground area.
  - Costumes being available for dressing up.
  - Cardboard boxes being available for building things
  - Obstacle courses
- The following matters were mentioned as points where the OPAL scheme was working less well and where there were areas for improvement :
  - The mud kitchen area was not being used properly and can become very busy. The Head Teacher thought that popularity was probably linked to this being a new facility.
  - Some children were not respecting proper playground rules.
  - Cardboard creations can get ripped and muddy.

**Play and risk management policy**

In March, governors approved the Play and Risk Management policy which schools following the OPAL scheme to the fullest extent are required to adopt. The rationale for this policy states that a risk-averse culture in the United Kingdom, where risk is typically seen as something to be eliminated, has had a damaging impact which undermines children's well-being and growth. The model policy stated :

> *"To ensure children benefit fully from their play, existing risk-averse practices must change. At Kings Heath Primary School we take a balanced approach to risk management — one that loosens adult control while maintaining "safe enough" environments for play. We recognise that play spaces should offer:*
>
> - *Freedom for children to engage with uncertainty,*
> - *A relaxed atmosphere where adults support play rather than overly manage it,*
> - *Recognition that children's natural risk-taking builds resilience, confidence, and well-being."*

Governors recognized that the OPAL approach offers many benefits but thought the wording of this policy was heavily focused upon enabling some degree of risk rather than advertising and emphasizing those benefits. Therefore, governors asked for this policy to include links to learning benefits, the Early Years Foundation Stage framework and the OFSTED framework emphasis upon inclusion before stating the requirement to allow some element of risk in order to realize those benefits. Such wording was added to the policy before it was approved by the governing board.

## 3D. CONSIDERING CULTURAL INTELLIGENCE

During the spring term, the Full Governing Body explored the subject of cultural intelligence. A facilitator delivered a training session which sought to increase understanding of cultural differences and how they may shape interactions. Cultural intelligence was defined as "the capability to function

and relate effectively in culturally diverse situations", and this is a capability which can be developed. The facilitator advised that cultural intelligence rests upon four pillars :

- **Drive.** The interest, confidence, and motivation to learn about new cultures and the confidence in functioning within them.
- **Knowledge**. The understanding of cultural differences, including knowledge about values, social norms, and customs, based upon experience and familiar environments.
- **Strategy.** The ability to plan what to do when encountering novel cultural situations.
- **Action.** Deeds taken in the light of strategy and the flexibility to formulate adjustments to that strategy.

In March, the facilitator held a second session with the Full Governing Body which aimed at drawing upon cultural intelligence insights to explore how to strengthen governor recruitment, particularly recruitment efforts which might widen the diversity of the governing board.

Governors expressed the following views and ideas during this session :

- There was a recognition that the current composition of the board does not reflect the cultural diversity of the school community and an aspiration that the leadership might in the future look more like that community.
- There was a need for something which would raise the profile of governors, so people will be more aware of the possibility of becoming a governor.
- The annual governance statement might be used as a means of showing people what governors do and celebrating the impact that governors can have.
- People might be approached through targeted advertising. Saturday Schools or other external tuition groups could be an avenue for finding potential governors.
- Short video messages might be a more effective method for reaching younger people. There may be existing material for encouraging people to become a school governor which could be copied or adapted.
- It would be helpful to understand why people – particularly targeted groups – decline to become a school governor. A more informed understanding of the barriers would be useful. For example, people may have insufficient confidence that anyone from their background would be able to take up such a position.

# PART 4. OTHER GOVERNING BODY ACTIONS

## 4A. GOVERNOR VISITING

In accordance with recommended best practice, link governors were appointed for Safeguarding, Special Educational Needs and Disabilities and for Vulnerable Pupils (including, but not limited to, children eligible for the Pupil Premium). Other link governor roles were created to meet identified scrutiny needs.

Link governor reports were presented to the Full Governing Body which included the following matters discussed or actions taken within governor visits :

- During the autumn term, the safeguarding link governors met the Designated Safeguarding Lead to review examples of the school working with external agencies and how the school was developing a positive safeguarding culture based upon the position that "it could happen here" when considering safeguarding issues. The governors enquired about continuity of school and safeguarding leadership now that one Deputy Head Teacher and one Assistant Head Teacher were working part-time. This had created a need to ensure that information is passed on in a timely manner, and there is communication about what can be expected – such as contact from a social worker about a child.
- The Pupil Premium link governor regularly met the Head Teacher to review progress against Pupil Premium strategy. At the March meeting, the link visit included an exercise to review Pupil Premium attendance by ethnicity. This revealed that Pakistani/Mirpuri and Pakistani/Kashmiri pupils had the lowest attendance levels. This suggested there may be value in issuing dual language letters expressing attendance concerns. The Chair of Governors noted that this practice was suggested to the school at the last OFSTED inspection.
- The Pupil Premium link visits also discussed how homework clubs were being used to support children eligible for the premium. The club leader liaised with participating children's teachers to identify where each child most needed help. The club leader then worked on those points within the homework club.
- The English / Reading link governor reviewed the "Fred's Teaching" reading scheme. This is a structured framework which is used within classes. The scheme involves links to classic literature and looking at some of the texts from different perspectives. While this scheme does involve some preparation time by teachers, the school believed there was value obtained from investing that time.
- The English governor visited school and class libraries and reviewed the results of a reading survey to gather information on what books children would like to read. Year 6 pupils had requested books aimed at older children, although the school recognized this was an area where care would be needed about suitable content for a primary school.

## 4B. OTHER GOVERNOR CONTRIBUTIONS

Apart from activities previously mentioned within this statement, governors also made the following contributions to school life :

- The Chair of the Finance, Staffing and Premises committee participated in the process for arranging new energy contracts for the school. The process involved using a broker to obtain the best price quotations available on the chosen date and governor approval of the contract was required on the same day.
- The Chair of the Finance, Staffing and Premises committee attended presentations by companies bidding for the new catering contract during the summer term. This governor was given delegated authority to approve the award of the new contract early in the 2026-27 school year.
- During the June heatwave, one governor arranged and delivered a consignment of ice cream and ice lollies to the school staff, on behalf of the governing body.

- **Governor skills audit**

  During the year, governors completed a self-assessment skills audit which examined whether the governing board had the requisite skills and experience to fulfil their responsibilities, and where the board might be strengthened through recruitment. The questionnaire was taken from a template produced by a Governor Services department in Yorkshire. It asked governors to assess themselves as having "Significant", "Some" or "None" experience against a series of skills categories. The main survey findings were as follows :

  - The survey showed strong levels of experience for all areas where they are required by the board of a primary school.
  - There is particularly strong experience concerning strategic leadership (all governors had some experience, five at significant levels) and monitoring and evaluation (all had some experience, seven at significant levels).
  - All, or the overwhelming majority, of governors have experience in relation to special educational needs, safeguarding and performance appraisal.

  While this survey showed the governing body was currently strong, governors recognized that the main strategic risk facing the board was a high proportion of governors reaching the end of their term over the next twelve months. This creates the potential for a serious loss of experience. The risk should also be placed in the context of the board having lost three highly experienced and skilled governors over the previous twelve months.

  Governors suggested the following topics for training would strengthen the board further :
  - The latest OFSTED inspection framework.
  - More information on curriculum and teaching matters.

## 4C. OTHER STATUTORY RESPONSIBILITIES AND RECOMMENDED BEST PRACTICES

The governing body approved the statutory and non-statutory policies listed below :

- Anti-bullying
- Appraisal
- Attendance - pupils
- Attendance - staff
- Behaviour/statement of behaviour principles
- Capability procedures – support staff
- Capability procedures – teachers
- Care and control
- Collective Worship
- Complaints
- Discipline – staff
- Early Careers Teachers
- Early Years Foundation Stage
- Educational visits
- Emergency – bomb threat response
- Emergency – lockdown
- Emergency – emergency evacuation
- English
- Environment
- Equalities statement
- E-safety
- First Aid
- Gifts and Hospitality
- Governor Virtual Attendance
- Health and Safety
- Kings Heath Code of Conduct
- Looked after/Prev. Looked After children
- Maths
- No platform
- Nursery admissions criteria
- Play and risk management
- Privacy notice – Staff and governors
- Relationship and Health Education
- Safeguarding and Child Protection
- Security
- SEND
- Support. children with medical conditions
- Teaching and Learning
- Use of images of children
- Volunteering
- Whistleblowing and Serious Misconduct

The Safeguarding and Inclusion committee reviewed the following risk assessments prepared by the school :

- Asbestos
- Fayres, fetes and events
- Out of hours clubs
- P.E. equipment
- Playgrounds
- Playtimes and lunchtimes
- Site security
- Sports Day
- Stock cupboards
- Toilets and bathrooms

# PART 5. GOVERNING BODY MEMBERSHIP AND ATTENDANCE RECORDS 2025-26

## 5A. GOVERNING BODY MEMBERSHIP

| Name | Governor category | Start of term | End of term |
|---|---|---|---|
| Bailey, Mr Kyle | Parent governor | 28/11/2023 | 27/11/2027 |
| Beusch, Mr Danny | Co-opted | 18/10/2022 | 17/10/2026 |
| Brownsword, Mrs Fiona | Co-opted | 22/05/2023 | 21/05/2027 |
| Clabon, Mr Paul | Co-opted (staff) | 01/09/2023 | 31/08/2027 |
| Court, Mr Mark | Head Teacher | Ex officio | |
| Coxsey, Ms Gemma | Co-opted | 01/09/2023 | 31/08/2027 |
| Cragg, Mrs Gemma | Parent governor | 28/11/2023 | 27/11/2027 |
| Hetherington, Ms Janet | Co-opted | 22/05/2023 | 21/05/2027 |
| Migliarini, Dr Valentina | Parent governor | 13/12/2022 | 12/12/2026 |
| Naven, Mrs Michelle | Co-opted | 01/09/2023 | 17/07/2026 |
| Spencer, Miss Claire | Local authority governor | 17/12/2022 | 16/12/2026 |
| Webb, Mr Robin | Co-opted | 22/05/2023 | 21/05/2027 |
| Resignations / departures during year | | | |
| Holmes, Mrs Liz | Co-opted | 19/03/2022 | 18/03/2026 |

Notes on governing body membership

- Mrs Naven stood down from the governing board at the end of the school year.
- Dr Migliarini was granted leave of absence from May - December 2025 due to work commitments.
- At the end of the school year, there were four co-opted vacancies and a vacancy for the elected staff governor.

## 5B. GOVERNOR ATTENDANCE RECORDS

### Full Governing Body

| Name | Attended | Called | Apologized | Attendance % |
|---|---|---|---|---|
| Bailey, Mr Kyle | 5 | 6 | 0 | 83% |
| Beusch, Mr Danny | 6 | 6 | 0 | 100% |
| Brownsword, Mrs Fiona | 6 | 6 | 0 | 100% |
| Clabon, Mr Paul | 6 | 6 | 0 | 100% |
| Court, Mr Mark | 6 | 6 | 0 | 100% |
| Coxsey, Ms Gemma | 5 | 6 | 1 | 83% |
| Cragg, Mrs Gemma | 4 | 6 | 1 | 67% |
| Hetherington, Ms Janet | 3 | 6 | 3 | 50% |
| Migliarini, Dr Valentina | 3 | 5 | 1 | 60% |
| Naven, Mrs Michelle | 4 | 6 | 2 | 67% |
| Spencer, Miss Claire | 6 | 6 | 0 | 100% |
| Webb, Mr Robin | 3 | 6 | 3 | 50% |
| **Resignations / departures during year** | | | | |
| Holmes, Mrs Liz | 3 | 3 | 0 | 100% |

All meetings were quorate. Dr Migliarini was granted leave of absence during the autumn term.

## Finance, Staffing and Premises Committee

| Name | Attended | Called | Apologized | Attendance % |
|---|---|---|---|---|
| Bailey, Mr Kyle | 4 | 5 | 0 | 80% |
| Beusch, Mr Danny | 4 | 5 | 1 | 80% |
| Court, Mr Mark | 5 | 5 | 0 | 100% |
| Coxsey, Ms Gemma | 4 | 5 | 1 | 80% |
| Spencer, Miss Claire | 5 | 5 | 0 | 100% |
| Webb, Mr Robin | 5 | 5 | 0 | 100% |
| **Resignations/departures during year** | | | | |
| None | | | | |

The committee meeting in July was inquorate.

## Safeguarding & Inclusion Committee

| Name | Attended | Called | Apologized | Attendance % |
|---|---|---|---|---|
| Bailey, Mr Kyle | 3 | 3 | 0 | 100% |
| Brownsword, Mrs Fiona | 3 | 3 | 0 | 100% |
| Clabon, Mr Paul | 3 | 3 | 0 | 100% |
| Cragg, Mrs Gemma | 1 | 3 | 1 | 33% |
| Hetherington, Ms Janet | 3 | 3 | 0 | 100% |
| Naven, Mrs Michelle | 3 | 3 | 0 | 100% |
| Spencer, Miss Claire | 2 | 3 | 1 | 67% |
| **Resignations / departures during year** | | | | |
| Holmes, Mrs Liz | 2 | 2 | 0 | 100% |

All meetings were quorate.

## Teaching, Learning & Curriculum Committee

| Name | Attended | Called | Apologized | Attendance % |
|---|---|---|---|---|
| Court, Mr Mark | 3 | 3 | 0 | 100% |
| Cragg, Mrs Gemma | 2 | 3 | 1 | 67% |
| Hetherington, Ms Janet | 3 | 3 | 0 | 100% |
| Migliarini, Dr Valentina | 1 | 2 | 1 | 50% |
| Naven, Mrs Michelle | 2 | 3 | 1 | 67% |
| **Resignations / departures during year** | | | | |
| Holmes, Mrs Liz | 1 | 1 | 0 | 100% |

All meetings were quorate. Dr Migliarini was granted leave of absence during the autumn term.

## 5C. GOVERNING BODY OFFICERS 2025-26

| | | |
|---|---|---|
| Chair of Governors | : | Claire Spencer |
| Vice-Chair of Governors | : | Danny Beusch |

**Chairs of Committees**

| | | |
|---|---|---|
| Finance, Staffing & Premises | : | Danny Beusch |
| Safeguarding & Inclusion | : | Liz Holmes (until 18 March 2026)<br>Kyle Bailey (from 19 March 2026) |
| Teaching, Learning & Curriculum | : | Janet Hetherington |

**Statutory/other link governor roles**

| | | |
|---|---|---|
| Safeguarding (incl. attendance) | : | Liz Holmes (until 18 March 2026)<br>Kyle Bailey (from 19 March 2026) |
| SEND | : | Claire Spencer |
| Pupil Premium / vulnerable pupils | : | Danny Beusch |
| Behaviour | : | Janet Hetherington |
| Early Years Foundation Stage | : | Gemma Cragg |
| English (reading, writing and phonics) | : | Gemma Coxsey |
| Governor induction | : | Fiona Brownsword |
| Outdoor Play and Learning | : | Robin Webb |
| Parents, Teachers & Friends Association | : | Gemma Cragg |
| School Council / Pupil Voice | : | Janet Hetherington |
| Staff well-being | : | Liz Holmes (until 18 March 2026)<br>Kyle Bailey (from 19 March 2026) |

The Governing Body of Kings Heath Primary School

September 2026