

THE GOVERNANCE, LEADERSHIP AND MANAGEMENT OF ANNAN SCHOOL AS A PROPRIETORIAL SCHOOL

Governance

Annan School is a Proprietorial School. The governance of a Proprietorial school is different from that of a Charitable Trust school. As such the school does not have a formal governing body or an independent board.

Annan School is registered as a limited company. Annan School Limited has two Directors which form its Board. The Directors are the Proprietors of the school. The Proprietors carry out the function of *governance* as set out in the Independent School Standards Regulations (ISSR). The Proprietors are responsible for the supervision of compliance with legislative and regulatory standards.

Inspection criteria have appropriate provision for ensuring good governance of the school; these are embedded in the ISSR Regulatory Framework. In particular, Proprietors are required to provide effective oversight of the school, have a good insight into the working of the school and be effective in discharging responsibilities for child protection, welfare and health and safety.

The terms of reference for the Proprietors, is in part concerned with the aims and ethos of the school and the ISSR Standards applied on inspection.

It is for the Proprietors to ensure compliance with the Education (Independent School Standards) (England) Regulations 2014 (ISSR) with reference to:

- The quality of the education provided;
- The spiritual, moral, social and cultural development of children;
- The welfare, health and safety of children;
- The suitability of staff, supply staff and Proprietors;
- The premises and accommodation;
- The provision of information;
- The manner in which complaints are handled.

Leadership and Management

When evaluating the quality of leadership and management in our school we consider how well we:

- demonstrate an ambitious vision for our school with high expectations for what every child and teacher can achieve and set high standards for quality and performance;
- improve teaching and learning through rigorous performance management and professional development;
- provide the ethos and conditions for all children to achieve their full potential, learn and make progress;
- evaluate our school's strengths and weaknesses and use the findings to generate improvements;
- improve our school's capacity for sustaining improvement by developing high quality teaching, leadership capacity and high professional standards among all our staff;
- engage with parents in supporting children's achievement, behaviour and personal development and their spiritual, moral, social and cultural development;
- ensure that all the required policies, routines and procedures are in place and are implemented effectively so that the independent schools standards are met, children are safe, parents have the information they require and the school operates as an efficient and orderly community.

We focus on how effectively as leaders and managers we enable children to overcome specific barriers to learning and promote improvements for all children and groups of children in the context of our school. We pursue a vision for excellence, for example through:

- the rigorous implementation of well focused improvement plans based on robust self-evaluation;
- consistently implementing our policies and procedures;
- effective monitoring and evaluation of the quality of the curriculum and teaching, performance of the school relative to other schools, and the satisfaction of children and their parents;

We engage effective strategies for improving teaching and care of children, including, where relevant, improving behaviour, for example through:

- systematic, accurate and robust performance management including using appropriate procedures for tackling underperformance;
- monitoring the quality of teaching and learning and acting on its findings;
- providing a coherent and effective programme of training and professional development based on the identified needs of the children and staff – where relevant, this should especially consider newly qualified teachers and teachers at an early stage of their career; ensuring that all staff training required for continued registration as an independent school has been completed and is up to date;
- developing staff through dialogue, coaching, training, mentoring and support, and providing examples of best practice;
- leading curriculum development;
- ensuring that the curriculum is suitable for the needs, aptitudes and interests of the children; is well planned and delivered by staff with the appropriate knowledge and skills to do so; and promotes children' progress and personal development;

We demonstrate our capacity to bring about further improvement as shown by a combination of:

- a track record of improving aspects of academic performance and/or maintaining high levels of academic performance;
- improvements in the quality of teaching over time or the maintenance of good or better teaching;
- robust self-evaluation which underpins actions and plans focused on the right areas to bring about improvement.

The Proprietors

The proprietors undertake their responsibility to the school by ensuring that they:

- know the school, including the provision in the Early Years Foundation Stage, and understand its strengths and weaknesses through being fully involved in the school's self-evaluation;
- support and strengthen school leadership and contribute to shaping its strategic direction;
- provide challenge and, where relevant, hold the senior leaders to account for improving the quality of teaching and the effectiveness of performance management systems;
- work efficiently including through having a systematic approach to meeting statutory duties and approving and monitoring priorities, ensuring they are focused on improving teaching and learning;
- have in place effective procedures for identifying and supporting children with special educational need and children with other significant disadvantages, so that they can maximise their potential and are enabled, wherever possible, to overcome their barriers to learning;

- use effective strategies and procedures for promoting children's spiritual, moral, social and cultural development, including providing appropriate guidance to help children prepare for life in modern democratic Britain and a global society;
- manage safeguarding arrangements to ensure that there is safe recruitment and all children are safe, including for example, the effective identification of children in need or at risk of significant harm, for instance:
- maintaining the single central record and appropriate arrangements for child protection and the safe recruitment of staff;
- provide rigour with which absences of staff and children are followed up;
- encourage safe practices and a culture of safety throughout the school;
- provide school premises and accommodation, which meet the requirements of the Independent Schools Standards and ensuring that good use is made of them;
- promote the confidence and engagement of parents and carers in their children's learning and the development of good behaviour, and provide them with the information about the school they require;
- work in partnership with other schools, external agencies and the community, including business, to improve the school, extend the curriculum and increase the range and quality of learning opportunities for children;
- implement robust procedures for handling complaints.

The Proprietors have responsibility for the ownership and oversight of the school on a daily basis, this includes:

- providing effective oversight of the school in line with its aims and full responsibility for educational standards, financial planning and investment in staff, accommodation and resources;
- having a good insight into the working of the school and engaging in its strategic development;
- exercising effectively a monitoring role and providing support, challenge and stimulus for growth and improvement;
- discharging effectively responsibility for safeguarding and for welfare and health and safety throughout the school;
- fulfilling the statutory duties for its pupils;
- being a good employer with all that this involves.

The Proprietors also have responsibility for management structures and responsibilities ensuring that:

- at all levels of responsibility, the leadership and management of the school are effective, in accordance with the aims of the school and in the discharge of delegated responsibilities, particularly those involving policy implementation and the safeguarding of children.
- Leadership and management provide clear educational direction, as reflected in the quality of the children's education.
- Leadership and management are effective in self-evaluation, setting priorities and ensuring that objectives are achieved.
- Management is successful in securing, supporting, developing and motivating sufficient high-quality staff and ensuring that they are suitably trained for their roles in meeting the needs of all children and in safeguarding, welfare and health and safety.

The Proprietors' authority

- The Proprietors have the sole and legal authority to make all decisions on behalf of the school.
- Implicit in this is the Proprietors' unreserved support for the educational aims, objectives and ethos of Annan School.
- The Proprietors have the power to seek independent professional advice, as required, at the cost of the company.

Governance meetings

1. The Proprietors at Annan School hold a governance meeting termly. Members of the Senior Leadership Team may be invited and may be asked to present when the agenda is relevant to their responsibilities. Members of the Senior Leadership Team do not have decision making powers or voting rights with regard to the governance of the school.

2. The agenda will include some common features. The meeting is structured to routinely review:

- academic matters;
- safeguarding;
- health and safety issues;
- changes in the law that have implications for the school;
- complaints received since the previous meeting and any outcomes that may require policy or procedure amendments.

3. The Proprietors will ensure that meetings regularly assess:

- the school's performance and use this as an indicator to assess the school's strengths and weaknesses;
- the progress of the school development plan and any proposals for amendment of that plan;
- school attendance and ways this can be improved if necessary;
- other academic or pastoral issues that require consideration or decisions by the proprietors;
- staff performance, grievance and disciplinary matters as necessary;
- strategic development of the school.