

Dear Parents and Carers,

Governors' Annual Statement

The Belmont Park Governing Body is committed to providing confident and strong strategic leadership which leads to robust accountability, oversight and assurance for educational and financial performance.

As defined by the Department for Education (DfE) in The School Governance (Roles, Procedures and Allowances) (England) Regulations 2013, the core functions of the body include:

- Ensuring clarity of vision, ethos and strategic direction;
- Holding senior leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff; and
- Overseeing the financial performance of the organisation and making sure its money is well spent.

The role of a Governor is intended to be strategic in nature whilst being a “critical friend” to the Head Teacher and the school leadership team who are responsible for the day to day operational running of the school. In executing its functions over the last year, the Governing Body has continued to hold enormous respect for all the staff in the school who demonstrate such passion for education and a commitment to continuous school improvement that enables the best outcomes.

Governance Arrangements

The Governing Body is currently made up of eight members as follows:

- The Head Teacher - Governor by virtue of employment by the school
- One Local Authority Governor - nominated by the Local Authority (Waltham Forest), and appointed by the governing body.
- One Staff Governor appointed by a ballot of staff
- One Parent Governor
- Four Co-opted Governors appointed by the governing body who believe they have the skills required to contribute to the effective governance and success of the school

We currently have 2 vacancies for Governors (1 Parent Governor vacancy and one Co Opted Governor vacancy) and would welcome interest from any current or previous parent of a Belmont Park Pupil or of any parent of Waltham Forest pupils with an interest/passion in special education.

Our annual meeting planner helps us to ensure all the topics, issues and themes we are required to discuss each year are covered. There have been 8 full governing body meetings for the academic year 2021 – 2022, carried out across both virtual and in-person formats, and they have always been quorate; five Governors at least are required for a quorum. This year,

the committees related to Finance and Curriculum and Standards have been covered through the full governing body meetings.

We are truly grateful for the services of Angela Ferdinand Sergeant, our professional clerk, who has provided expert advice and guidance throughout the year to ensure the efficient and compliant operation of the board

The Governing Body seeks to have people from diverse backgrounds with the right skills, experiences, qualities and capacity to provide strategic leadership. Each academic year, the Governing Body completes an annual skills analysis; we use this to inform us of our training and development needs and to help identify gaps that we can fill when recruiting any vacancies.

Belmont Park Mission Statement

The Governing Body core function of strategic leadership involves setting and monitoring the school's overall strategic framework, including its vision and strategic priorities, as well as taking responsibility for setting and modelling its culture, values and ethos.

The school's mission is clear:

We are a special school in every sense. Our dedicated staff are passionate about providing the best possible opportunities and education for all of our students. Our students are unique and we work hard to understand ways to support and guide them on an individual basis. We celebrate difference, we challenge ourselves and the students, we resolve conflict and we have high expectations about student behaviour, relationships and attainment. Supporting our students can be a challenge but this is far out-weighed by the pleasure we get from seeing them grow and progress in all aspects of their lives.

Many of our students exhibit very challenging behaviour and have found it difficult to cope in mainstream settings. Sometimes their early schooling will have been chaotic and fragmented so often they will have fallen behind their peers academically. This can result in self-esteem issues and anti-social behaviour. When a student comes to Belmont Park we see it not as a punishment but as an opportunity to turn their lives around. They all have the right to achieve and we believe that every parent and carer has the right to expect that our school will do its very best for their child. We work in partnership with parents, carers and other agencies to help our students make positive choices and changes which will serve them better in their future life.

A key feature of what we do at Belmont Park is teaching our students to take responsibility for their behaviour and its consequences. They learn to put things right when they go wrong, together with learning the values of tolerance and respect for themselves and others. We do not believe it is acceptable for our students to behave in an unsafe or inappropriate way without regard to other people. We have very clear rules, expectations and consequences, and the highest expectations for all who work and learn at Belmont Park School. We show our students how to build positive relationships. By doing all of this during the time our students are with us, we develop their academic and personal skills and the confidence that will enable them to be responsible adults who have jobs and happy relationships and contribute positively to the community.

Academic Year 2021 – 2022

The COVID pandemic continued to present challenges to us all as we worked through a further period of uncertainty and anxiety. Throughout the year, the governing body fully supported the senior leadership team so that the wellbeing and development of our pupils and staff was paramount. To reflect this our School Development Plan (SDP) was set accordingly.

SDP Priority	Key Outcomes
Greater consistency in teaching and ensuring students make best possible progress.	<ul style="list-style-type: none"> • The school has made significant progress on developing their own schemes of work. • The quality of teaching has been at least good throughout the school, which has been validated through lesson observations, book looks, and learning walks. • Extracurricular activities have been implemented to support the pupils' wider development across academic areas as well as life skills and sports.
Appropriate interventions in place for all students	<ul style="list-style-type: none"> • Pupils who have entered Belmont Park through different routes (those who enter with EHCPs and those on shorter term placements who enter through Fair Access Panel), have received a provision specific to their needs as a result of the school working closely with experts at the local authority. <ul style="list-style-type: none"> ○ FAP pupils have a structured programme of support in place ○ EHCP students have targets, support and regular review • The school has an intervention team in place
Provide Leadership opportunities to staff	<ul style="list-style-type: none"> • In order to develop leadership capacity across the school, staff have shadowed the senior leadership team and run professional meetings as appropriate links made with other AP (Alternative Provision) settings and mainstream schools • There has been whole school training on ASD (Autism Spectrum Disorder) and Behaviour Management • The range of courses that have been undertaken includes external qualifications as well as Early Literacy Support and learning how to be trauma Informed
To further develop post 16 opportunities and reduce NEET (Not in Education, Employment or Training)	<ul style="list-style-type: none"> • This has been a major strength of the school based on partnership with Inspire and maximise Education • Relationships have also been developed with other providers to facilitate work related learning and work experience • The support that has been provided has been personalised to individuals as necessary

On behalf of the Governing Body we would like to express sincere thanks and appreciation for the professionalism and hard work of all our staff who have put the interests of our pupils at the heart of everything they do. This has been during a time where they have also been dealing with their own familial and community pressures but have continued to work to the highest standards for the best interest of our school and colleagues.

Effectiveness and Impact of the Board

One of the roles for the Governors is reviewing and agreeing school policies. Governors have reviewed and updated many policies this year that are available on the school website.

The Governors also monitor the maintenance and development of the school premises and make decisions about the school budget. We produce an annual statement of financial control as required by the Local Authority. We are pleased to report that, despite considerable pressures from a variety of sources, we continue to maintain a balanced budget. The budget will continue to be reviewed throughout the coming academic years to ensure solvency and

probity thereby ensuring our financial resources are being used effectively. In particular, this includes overseeing the effectiveness of our spending that impacts our most vulnerable pupils (Pupil Premium). The school budget has been closely monitored by George Gati, our Bursar and we thank him for everything he does.

Key priorities for next year

Overall, the Governing Body are ambitious that Belmont Park continues to provide the tailored provision required to help our pupils to be successful in the short, medium and long terms. Looking forward to next year we shall be committed to:

- Maintaining the standard of excellence in the school and commitment to working to all aspects of our mission statement
- Working collaboratively to:
 - To improve the quality of teaching in English and Mathematics so the pupils make the best possible progress.
 - Continue to build the resilience of pupils so they achieve as well as possible in their GCSE's
 - To develop pupils' speech, language and communication skills as necessary

And by focusing on our School Development Priorities (SDP) which are:

- Teaching: Including PHSE with English and Maths as a focus of quality of teaching
- Learning: Including ensuring a programme of support and intervention for Year 11 students
- Curriculum: Including a focus on efficiency and effectiveness of Performing Arts provision and a review of our curriculum and intent

Finally, I would also like to take this opportunity to thank our school parents and carers for the continued support of your young people which enables them to maximise their potential. If you wish to contact the Governing Body please contact the Chair via the school details above, which is the legal business address for the whole Governing Body.

On behalf of the Governing Board

Kerry Scott
Chair of Governors

Jon Reades
Vice-Chair of Governors