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# Leonard Stanley C. of E. (Aided) Primary School



*Loving and Learning for Life, as Jesus taught us.*

## **Governor Impact Statement 2018/19**

### **Introduction**

The Governors have produced an Impact Statement this year to show how, for last year – 2018/19, they have exercised their role in school governance and the impact they have had on the school improvement. The amount of work the Governors carry out, on a voluntary basis, is explained in this Impact Statement and intends to provide a clear insight into the work undertaken for the benefit of the school and all its stakeholders

The Governors assist the Headteacher and senior staff when setting the overall objectives and ethos of the school. They ensure that the school is properly managed in a manner appropriate to achieve those objectives in conformity with that ethos. The Governors support the Headteacher in establishing and maintaining high standards of learning and behaviour within the school.

The Governors monitor a wide range of matters, covering the whole of school life. These include: safeguarding, the general and financial management of the school, the curriculum taught, the progress and attainment of pupils against county and national standards, the provision of teaching, SEND responsibilities, the Christian distinctiveness of the school, health and safety, behaviour and attendance. We oversee a number of policies relating to the subjects listed and applied to all areas of school life. The policies are reviewed regularly by Governors and checked to ensure they comply with current best practice.

### **The Full Governing Body and its committees**

The full Governing Body held six meetings in 2018/19, and dealt with a range of matters. A full set of minutes were taken at each meeting.

The schools Governing Body consists of twelve members, appointed in the following categories:

6 Foundation Governors

2 Parent Governors

Headteacher

1 Local Authority Governor

1 Staff Governor

1 Ex Officio

We appointed 3 new governors in 2018/19, 2 parent governors and 1 staff governor and we are very grateful to the retiring governors for the contribution and commitment they gave.

A number of committees are appointed by the Governing Body to carry out detailed work and to bring back their recommendations to the Full Governing Body meetings. Full minutes are taken at each of the committee meetings and in 2018/19 we ran the following committees:

Ethos

Financial/Personnel/Premise and Health and Safety

Curriculum/ Achievement and Safeguarding.

All Governors sit on one or more committee. Alongside the committees mentioned, three working parties were set up in 2018/19:

Governance

Premises

Christian Distinctiveness

We have two governors dedicated to all matters concerning safeguarding. One Governor responsible for the Pupil Premium monies received and this is reported on the school website. The Governor named as the Health and Safety representative works closely with the Finance, Premises and Personnel committee and is part of the working party for premises. All foundation Governors have the responsibility of ensuring the Ethos of the school and the values it wishes to uphold are fully recognised in all aspects of school life.

## **Curriculum, Achievement and Safeguarding Committee**

### **Curriculum**

Leonard Stanley C of E Primary School endeavors to provide a broad and balanced curriculum. A strength of the school is that it seeks to give children a firm grounding in foundation subjects (science, history, geography and so forth) beyond the core curriculum subjects of reading, writing and maths. Children study these subjects through a series of "topics" as they progress through the school. This approach lends itself to innovative cross-curricular learning and allows the children to apply (and broaden) their reading, writing and maths skills as they work on topics and produce their Topic Books. Governors fully support this approach to learning, and in the course of the year reviewed Topic Books in Geography, History and Science to assess the scope of work and subjects covered by children in these studies and carried out pupil conferences to assess how the children regard their studies through topics.

Other Governor visits to the school included a pupil conference focusing on Writing Targets and Spellings with an English book audit to monitor differentiation of work and progress through the school. A Learning walk to monitor evidence of science around the school which included a science book audit and a Maths pupil conference to ascertain pupil's views on the changes to the way Maths is being taught in school. The school is also committed to outdoor learning and with improved resources becoming available this continues to be a priority for the Governors to monitor.

Each year the committee reviews the school's policies on matters falling within the committee's remit. In 2018-19 particular attention was given to the following policies; Child Protection, Anti Bullying and Hate, Attendance, Maths, Calculation, English, E-safety and Acceptable Use and Handwriting. In some cases, changes were made to these policies by the Governors to reflect best current practice and experience within the school.

Work has begun on further developing and enriching the curriculum throughout the school. It will be explained to, monitored and observed by the Governors.

## **Achievement**

The Headteacher and teaching staff use a range of standard assessment methods to measure the progress and attainment of each child in the school. At key points attainment levels are measured by external assessment (SATS). Progress and attainment data for all groups of children across the school is brought to the Curriculum, Achievement and Safeguarding Committee by the Headteacher for analysis. Data is focused on reading, writing and maths. It records the extent to which children are making expected progress, are progressing in their learning to a greater depth of knowledge, or are falling behind expectations. Analysis is carried out by looking at a variety of different groupings within the school, including year groups, classes, children categorised as disadvantaged, children qualifying for special education needs support, and boys/girls. The data analysed includes performance in national tests (including relative performance against national results) and data recorded internally within the school.

In consequence of this detailed review of progress and attainment, the Governors are aware in detail of how children (as grouped) are performing and where there are performance issues; they are equipped to ask challenging questions to ensure that any identified problems are addressed in a timely manner. This ensures that the Governing Body know throughout the year how the school is progressing towards the school's priorities and targets. It also assists the Governors in determining areas of particular focus in the School Development Plan.

The school had an Ofsted Inspection in December 2018 and were pleased to achieve a Good rating.

In 2018 pupils did not make as much progress as other pupils nationally by the end of key stage 1. Staff have analysed the reasons for this and taken decisive steps to address the challenges faced in previous years. As a result, pupils are now making good progress in key stage 1.

At the end of key stage 2 in 2018, pupils' progress in mathematics was not as good as in reading and writing. Staff have changed the curriculum so that there is a greater focus on reasoning in mathematics with additional support from teaching staff. As a consequence, current pupils' progress in mathematics is good.

## **Safeguarding**

The CAS committee monitor all safeguarding arrangements and ensure that they are fit for purpose. The School completes all checks to ensure that all employees, volunteers and visitors to the school are suitable to work with children. There are two nominated Safeguarding Governors who complete two monitoring visits a year, one of which is an unannounced visit. All Governors are expected to complete basic safeguarding training. This is logged and monitored by the Safeguarding Governors.

## **Ethos Committee**

Terms of Reference for the Ethos Committee state its purpose is to promote a Christian Ethos within the school. The committee is there to monitor the effectiveness of Collective Worship, and RE teaching and support and encourage the work that goes into it and to monitor the impact of Christian values within the curriculum and the wider life of the school. The committee also seeks to ensure that the pupils' spiritual, moral, social and cultural development is nurtured.

Evaluating and recording success and improvements in these areas is not always something that fits on a graph or tick box but the school uses best practice to record success and improvements and the committee monitors that. The impact of values that encourage children to show respect for others, give dignity to all

and an understanding of themselves loved by God, can be found in the attitudes and behaviour of the school family. The Ofsted report in December 2018 speaks of, 'Pupils welcoming to visitors,' 'the school is a caring environment,' the inspector found, 'an enjoyment and achievement for all pupils,' and that pupils were 'respectful and polite to one another.'

The Bishop's Visitor came for a day in June 2019, met committee members as part of her support work and information gathering and her report included the findings that the school's vision statement, Loving and learning for life as Jesus taught us, 'is well embedded.'

The chair of the committee has been in touch with school life through visiting Collective Worship, including Forest Church, doing Learning Walks and a Book Look, liaising with the RE Lead over aspects of the SIAMS schedule, meeting children on their visits to St. Swithun's, also attending a SIAMS day course with the Head Teacher.

### **Finance, Premises, Personnel Committee Including Health and Safety**

The Finance, Premises and Personnel Committee (FPP) oversees the financial management of the school. It reviews and monitors the use of premises, grounds and extended school facilities (including Health and Safety) and oversees all matters relating to the employment of staff.

One of the key responsibilities of governors is to monitor the use of resources within the school. This is delegated to the FPP. In the spring the governors agreed a budget based on the funding received from the Local Authority and allocated spend in line with the priorities in the School Development Plan. This budget was developed with the support of the Local Authority Area Accountant and with input from the Head teacher and School Office Manager. Once drafted, the FPP committee governors proposed the budget to the Full Governing Body (FGB) for approval at the FGB meeting in May.

At each FPP Committee meeting, governors reviewed expenditure against budget in order to ensure that the priorities are being focussed on and that financial sustainability can be maintained.

The FPP Committee also reviewed policies, processes and systems in line with the recommendations set out in the Schools Financial Value Standard (SFVS). The committee also planned and monitored capital investment in the infrastructure of the school, and approved both revenue and capital expenditure within its delegated authority.

### **Health and Safety**

The Health and Safety Governors (including the Head-teacher) have responsibility for all aspects of safety, well-being, and protection in relation to the school, its premises and equipment, children, staff and visitors. They work alongside the staff to ensure that the school provides a safe, healthy, and protected environment where children can "Love and Learn for Life, as Jesus Taught Us".

In the course of 2018-19 the Health and Safety Governors dealt with a number of specific issues, including the following matters:

The governors carried out an audit of child safeguarding procedures to ensure that staff and Governors have received appropriate and up-to-date safeguarding training and are informed of the latest requirements. The H&S governors also monitored whether all staff and Governors are familiar with key documents and policies in this area, in particular the key document "Keeping Children Safe in Education".

Risk assessments for a range of activities including off-site and educational visits were monitored and checked in accordance with GCC good practice and governors conducted spot checks around the site for secured external doors and other means of ingress. In tandem with this, H&S governors conducted premises safety walks and followed this up with any relevant actions. A review of lockdown procedures was done and the system worked effectively.

The H&S governors report back at FGB meetings via the HT Report on any serious and notifiable incidents.

The H&S governors continued to monitor a wide range of health and safety issues within the school, with regular checks including fire drills.

As to the premises, in the course of the year the H&S governors (working with FOLSS) ensured that the school pool operated in line with best practice guidance, records were kept, training was conducted and an emergency phone was installed.

Finally, the H&S governors reviewed the school's policies in the following relevant areas: child protection and safeguarding; behaviour and swimming.

### **Headteacher's Performance Management**

The Headteacher is responsible for the day-to-day leadership and management of the school. An essential part of the Governors' function is to assess how the Headteacher is performing these functions, and by this means to monitor the standard of teaching and education practice in the school. The impact of this is that the Governors understand, through their assessment of the leadership and performance of the Headteacher, the areas of strength and development needs within the school as a whole, including children's progress, curriculum coverage, and the learning environment.

### **Reviewing External Assessments**

The Governors and the Headteacher have the benefit of certain external assessments of the school's performance made by education specialists. These assessments provide an objective view of the school. In the course of the year there has been a Local Authority review, an OFSTED inspection and Governance review. The reports produced as a result of these assessments have been used to assess progress and to set the priorities for the year 2018/19 and 2019/2019.

Governors worked closely with the Headteacher and senior staff at a data analysis day and attended a meeting lead by the Deputyhead and the Teaching and Learning lead to inform us of the changes made in the presentation of data and how to interpret it.

### **The School Development Plan**

The Governors work co-operatively with the Headteacher and senior management in identifying, monitoring and assessing the impact of the priorities for school improvement.

The priorities for 2018/19

Priority One – Quality of teaching, learning and assessment.

Focus – Challenge and use of booster groups in core subjects.

Priority Two – Pupil outcomes

Focus – To improve pupil outcomes in all classes as part of raising attainment/progress at the end of Key Stage.

Priority Three – Leadership and Management.

Focus – Effective management secures improvement in pupil's progress

Particularly in English and Maths.

Please refer back to committee reports to see how the Governors have monitored the implementation these priorities and their impact.

## **Training**

Individual Governors have undertaken training in a number of areas during 2018/19.

Safeguarding – both basic and multi-agency.

New Governor training.

Exploring Christian Distinctiveness.

Safer recruitment.

Accountability.

FGM.

All new Governors have attended the induction training for school governors.

This training has assisted the Governing Body in keeping abreast of key developments and requirements in primary education. It also equips Governors to support, challenge and monitor all aspects of the school.

## **Governor self-evaluation**

In addition to undergoing training in order to better carry out their responsibilities, the Governors have undertaken a skills audit to identify any areas needing further training/development and to inform recruitment.

## **Conclusion**

The Governors hope that in producing this Impact Statement they have helpfully informed all who take an interest in the school, of the work the Governors have undertaken in the school year 2018-19 and of the resulting benefits to the school.