

Ivy Road Primary

GOVERNOR IMPACT STATEMENT



The three main functions of the Local Governing Board are:

1. Setting the school's vision, ethos and strategic direction
2. Holding the Headteacher to account for the educational performance of the school and its pupils
3. Overseeing the financial performance of the school and making sure its money is well spent.

Governors are mindful too of the requirements of our children's parents and carers and their need to be informed about the overall leadership and management of the school and how it affects safety, learning and the enjoyment of their children.

To achieve all these objectives Governors continually evaluate their own roles and monitor the schools performance through data and liaison with the staff and pupils. Relevant information is shared with all families and interested parties through the website and newsletters.

School Development Plan (SDP)

Governors regularly monitor the SEF (Self-evaluation form) and SDP. Through focused meetings Governors consult and contribute to both documents.

The SDP is a working document which outlines the areas for school development; what the school needs to do to improve further, the actions required to achieve planned improvement and an on-going evaluation of impact.

Areas of Development 2017-2018

Priority 1: Improve Leadership and Management

- Ensuring that checks on teaching, along with the monitoring and evaluation of actions to improve, are firmly focused on pupils' learning and progress
- Establishing a rigorous and effective system of checking the progress and outcomes that groups and individual pupils make to enable leaders and managers to more accurately check school performance
- Strengthening the capacity of subject and other leaders to check teaching and learning in their areas effectively
- Sharpening the checking and analytical skills of middle leaders so that they have an accurate view of the school
- Ensuring governors become more effective in holding leaders to account through relevant and timely training and coaching opportunities
- Ensuring that the impact of all improvement action that is taken is accurately measured and evaluated by leaders, staff, governors and HT.

Priority 2: Improve teaching

- **Making sure teachers consistently challenge the most-able pupils and provide learning opportunities which support those pupils who need additional help**
- Constantly using available progress information to shape and adapt activities to the right level for each pupil
- **Ensuring that teachers use effective strategies which encourage pupils to think deeply about their learning**
- Making sure effective questioning and thinking skills deepens learning (**Dan Haesler**)
- **Making sure that teachers use the correct technical language which will enable pupils to articulate and consolidate their learning.**

Priority 3 & 4: Improve provision in the EYFS

- **To ensure that leadership is focused on improvement activities which will enhance outcomes for all children, including disadvantaged children and boys**
- Constantly using available progress information to shape and adapt activities to the right level for each child, including disadvantaged children and boys.

Improve the quality of teaching for pupils across the EYFS pupils make more progress:

- **To make sure that the quality of teaching becomes consistently good through coaching and the sharing of good practice across the Nursery and Reception classes.**

To work as team to identify good practice and implement improvements so teaching is consistently good. EYFS Unit implemented to address any inconsistencies.

Priority 5: Improve SEN provision

- To review and improve the provision, progress and outcomes for pupils who have a special educational need or disability across the school.

Impact

- *The SDP is revisited and discussed at meetings of the FGB and Standards Committee.*
- *Governors have a good understanding of areas for development.*
- *Governors are able to monitor progress toward targets, evaluate impact and as a result of discussion and challenge the document it is revised and amended as necessary.*

Meetings

Full Governing Board

Six meetings of the FGB are held each academic year; two per term.

Meetings are focused on the business of monitoring and managing the day to day running of the school, school development and standards.

The Headteacher reports back to governors at every meeting (3 times a year written report) and is rigorously questioned and challenged as to the school's progress.

Governors receive presentations from curriculum leaders at Full Governing Body Meetings.

Governors report school visits to Full Governor meetings.

All Full Governor meetings are minuted by the clerk to the governors and all governors receive copies of minutes and actions.

Additional meetings of the FGB are held as necessary.

Committees

There are two governor sub committees; Resources and Standards.

The Committees meet each term and report to the FGB at the following full meeting.

The Resources and Standards Committees have elected Chairs and minute takers.

Resources;

The governors have worked to set and monitor the budget. The budget is monitored at every meeting.

Impact

- *The governors' role ensures that the budget is managed effectively and improvements are effective and continuous.*
- *Governors have reviewed the 3 year budget plan and pupil and sports premium funding.*
- *A health and safety premises inspection was carried out by the Health and Safety Governor and Site Caretaker. All areas of the school were looked at and items for improvement were identified, action to carry out the improvements has already been taken.*

The Head reports back to the committee on performance management of the staff. Advancement on the pay scale is discussed and explained and meetings are also used to identify any training or resources needed.

The performance reviews of the Headteacher are undertaken by the SDP, with governors in attendance; specific governors have been identified and trained to support the process.

Impact

- *The impact is that pay is linked to performance and the priorities for school improvement inform performance objectives for teachers.*
- *The committee has contributed to decisions about the effective deployment of staff and resources.*

Additional committee meetings are held as necessary.

Standards;

Members of the committee are regularly provided with data on pupil progress and attainment. This is used to review progress against agreed targets.

Data is made available to through reports with verbal and written presentations followed by question and answer sessions with the Headteacher. The school uses IT to monitor and track progress and attainment for all children and this is made available to governors broken down into many groups. E.G. Boys/girls, PP/ non PP, SEN/non SEN, etc. The governors are able to benchmark their data against similar schools, regional and schools nationally to ensure the school's standards and expectations are both ambitious and achievable.

Members of the committee have looked at the implementation and evaluation of Sports and Pupil Premium Finding.

Impact

- *Governors are able to effectively monitor the progress of all children and ensure appropriate provision.*
- *Governors have evaluated the provision for pupil premium and sports funding and prepared information for the school website.*

Members of the committee use a rolling program and the Department of Education and LA guidance to review all relevant policies. All governors are encouraged to visit the website regularly.

Impact

- *Policies and guidance are current and up to date.*
- *The school complies with Department of Education mandatory policy list.*
- *All required information is published on the school website.*

Governor Training

Governors have attended training this year in the following areas;

- Induction for new governors
- Headteacher Appraisal
- Role of the Safeguarding governor
- Child Protection
- Safer Recruitment
- Preparing the Governing Body for Ofsted new arrangements
- Local Authority governor briefing
- Understanding school data – Primary
- Assessment in Primary schools including Early Years
- School Finance Overview
- 2 Year Old Provision
- E-Visit
- GDPR Compliance
- Website Compliance

The Chair of Governors maintains current safeguarding training and safer recruitment training.

Impact

- *More effective questioning, challenge and support in meetings.*
- *Governors are kept abreast of their responsibilities with regard to the latest requirements and expectations.*
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Individual Governor Roles.

Governors are assigned their own areas of responsibility and monitor these closely by meeting staff and pupils where

appropriate and reporting back to the governing board.

Assigned roles are as follows;

Individuals and groups of governors undertake monitoring activities, they can be short, lasting only 1 hour, or as long as ½ or whole school day.

Impact

- *They have enabled governors to effectively challenge & question school leaders and contribute to the development of policy and practice e.g. more able children, desk arrangement etc.*
- *Governors have been able to make informed decisions about funding and resources.*

Monitoring activities this year have included;

- School Website - monitoring statutory content
- Governor visits to areas of responsibility (visits recorded and placed in file)

In addition, governors make more informal visits to school attending charity events, concerts, assemblies and Fairs. These visits have given governors valuable insights to the workings of the school as well as opportunities to meet with staff, pupils and parents.

Impact

- *Governors are known and part of the school community, they are recognised by staff, pupils and parents.*
- *Governors have to opportunity to hear parent and pupil voice.*
- *Governors have a good understanding of the community they serve and use this to inform decisions.*

Achievements for 2017 - 2018:

- Set up and continuing development of Nurture Club to help vulnerable children.
- 2 Year Old offer – to encourage parents to choose Ivy Road, offers point of difference to other Primary schools in surrounding.
- Increased numbers joining our Reception Class.
- Increased numbers joining Nursery.
- Additional road signage to school in catchment area and areas of new house building.
- Development of Out of School Club (starting September 2018) – to help working families and encourage parents to choose Ivy Road.
- Development of Cycle Hub with Local Authority planned for Summer 2018.