

Bagthorpe Primary School

Governor Impact Statement 2023-24



Introduction

Our Governing Body is an active part of the school's leadership. We are all committed to making sure that the children's achievement and wellbeing is the best it can be, all built upon the foundation of our School Aims and Core Values.

For this to happen the children must be supported by a well-led, caring, enthusiastic, professionally competent and highly motivated staff, all working together within a safe, supportive, calm and purposeful environment. We know too that parents and carers must be satisfied about the overall leadership and management of the school and how this affects their child's safety, learning and enjoyment.

The main duties of the governing Body are:

- Ensuring **clarity of vision, ethos** and **strategic direction**;
- Holding the headteacher to account for the **educational performance of the school** and its pupils, and the **performance management of staff**;
- Overseeing the **financial performance** of the school and making sure its money is well spent.

To achieve this, we:

- ensure that we know the school well and that we are confident that all statutory and legal requirements are met. We will also make sure that issues within school are addressed in a timely and effective manner, and we contribute to a strategic plan, ensuring the school's continued long-term effectiveness.
- maintain a systematic programme of meetings, events and activities takes place throughout the year, including termly Full Governing Body Meetings, and committee meetings which focus on Pupils and Strategic Development (PSD) and Finance and General Purposes (FGP). Most of the governors' work takes place during these committees. In addition, we have termly standards and curriculum meetings, through which we monitor the impact of our provision, in the outcomes for children.
- continue to challenge and support school leaders in the development of the curriculum, as it undergoes improvement.
- continue to listen to children and parents as we lead the school into the next phase of its development, joining Transform Trust. Governors previously surveyed the children, parents and staff in relation to the things that they value about the school as well as their hopes and ambitions for the future.
- will adapt and adjust the way in which we operate during the transition from LA school, to Trust school. This will include the implementation of succession planning, during which we will liaise with Nottinghamshire County Council and Transform Trust.

1. Ensuring clarity of vision, ethos and strategic direction:

- Our School Aims and Core Values articulate what we promise our children for their years at Bagthorpe. They encapsulate our **vision and ethos** and are visible through all aspects of the school. Governors are proactive in affirming, promoting and adhering to the Core Values.
- The School Improvement Plan (SIP) is the key document through which we articulate our **strategic direction**. Governors work with the SLT in the writing and monitoring of the SIP, which outlines the priorities identified from data sources and school self-evaluation and sets out with clear objectives, tasks and milestones, how these will be addressed, as well as very specific success criteria to help

governors measure outcomes. The development plan is monitored and reviewed termly as part of the termly Head Teacher Report to Governors. Additionally, an evaluation overview is completed and presented to governors in preparation for the new priorities the following year. We also communicate these priorities to parents.

Next Steps

The priorities for this academic year are:

Priority 1: To implement an effective, ambitious and inclusive curriculum at Bagthorpe by:

- ◆ developing consistent approaches to [Inclusive Quality First Teaching](#) (IQFT) in all subjects.
- ◆ upskilling all teaching staff in the **delivery of highly effective lessons**, leading to long-term knowledge retention.
- ◆ establishing a rigorous, systematic approach to the teaching of **reading across the curriculum**.

Priority 2: To develop a holistic and inclusive approach to personal development, that raises aspirations and develops character, by:

- ◆ developing **children as leaders**, nurturing confidence, independence and resilience.
- ◆ improving **parental engagement**.
- ◆ implementing a systematic approach to **enrichment** to ensure inclusivity of and accessibility of all groups.

2. Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff:

- Robust, rigorous head teacher appraisal is carried out by trained Appraisal Governors advised by an Education Improvement Adviser; discussions are frank and very challenging, commensurate with the high ambition the governors have for the school. NB from Autumn 2023, this process will be supported by Transform Trust.
- Progress towards set targets is monitored, ensuring that if it looks unlikely for a target to be met, governors could challenge and support to ensure a swift rectification of any concerns.
- Robust, rigorous teacher appraisal is carried out by the head teacher but the governing body is also able to monitor staff performance throughout the year through the Termly Standards Report, which includes performance data for all children, including vulnerable groups as well as judgements about the quality of teaching, informed by work scrutiny, data analysis, lesson observation and pupil interviews.
- The visits governors make to school in their link role enable them to gain some first-hand experience of the monitoring undertaken in order to form evaluative judgements.
- The impact is that governors understand the areas of strength and weakness in teaching within the school. As a result, they challenge the head teacher as to how good practice is being shared and how weaknesses are being addressed.
- The Standards Report and Pupil Progress Meetings follow an annual schedule, aligned with assessment points, thereby giving governors an additional mechanism to hold the head teacher to account. This includes updates on key data and other information from subject leaders. This has proved to be both rigorous and efficient in sustaining a good pace of development.
- Over time, governors questioning has become more incisive, because they understand the challenges, trends and potential vulnerabilities in the school.
- The presentation of data and summary explanations has been modified on several occasions, in response to governors' requests. The impact of this is that the governing body are now confident in

their monitoring role and are able to hold the school to account for issues identified in the data and this has also enabled them to ask more specific, challenging questions. As a result, the governors know throughout the year how the school is progressing towards the school priorities and targets.

- Staff have been invited to governing body meetings to present information about areas of the curriculum which they lead, or projects in which they have been involved.

Next Steps

- Make the transition to the Transform Trust Termly Standards form and Meetings, and Pupil Progress Meetings.
- Move clerking of governors' meetings to Transform Trust in order to synchronise and embed systems, including monitoring school improvement priorities.
- Adapt Governor visits in response to curriculum development and emerging priorities.

3. Overseeing the financial performance of the school and making sure its money is well spent:

- The Personnel and Finance Committee considers financial issues and in conjunction with the work of the Pupils and Strategic Development Committee ensures that the money is well spent, by evaluating the impact of school spending on pupil outcomes.
- Governors know how the Pupil Premium Grant is spent and they ensure it is targeted at eligible children. Financial Benchmarking, Budget Monitoring and evaluations against the Schools Financial Values Standard (SFVS) means governors are confident that they know the financial situation of the school, where money is spent and they can assess value for money.
- All members of the governing body have received financial training. The impact of this is a good understanding of educational funding, clarity about their responsibilities with regard to financial management and an improved confidence to challenging school leaders on financial matters.

Next Steps

- Ensure that the budget is closely monitored, and that Governors are closely involved and well-informed in the transition from Local Authority to MAT finance systems and approaches.