

Bagthorpe Primary School

Governor Impact Statement 2022-23



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. We know, 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 it affects their child's safety, learning and enjoyment.
- The main duties of the governing body are:
 1. Ensuring clarity of vision, ethos and strategic direction;
 2. Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff;
 3. Overseeing the financial performance of the school and making sure its money is well spent.
- To do this, we make sure that we know the school well and that we are confident that all statutory and legal requirements are met. We also ensure 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.
- An ongoing 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.
- During the last year, much of our work has focussed on recovery, following the Covid-19 pandemic, bringing the children back into school and helping them to reconnect with their learning, including catch-up and tutoring. Governors have also challenged and supported school leaders in the development of the curriculum, which has needed further adaptation.
- Governors 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. This information was used to inform our discussions about the possibility of joining a Multi-Academy Trust.
- A governors' working party was established to research in great detail and depth the various multi-academy trusts operating in our locality. Governors then sought a meeting with Transform Trust and at the end of term agreed to move to formal consultation with parents and staff with a view to joining the 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, very clearly, 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 raise achievement in **English** by:

- Implementing, promoting and prioritising a **Reading for Pleasure** approach;
- Maintaining a systematic, whole-school focus on and support for the **lowest attaining 20%** of children, including those with SEND;
- Applying **Talk for Writing** methodology, so that children can use model texts as frameworks for their writing.

Priority 2: To provide all children with consistent, high-quality **mathematics** provision, in order embed number fluency and mathematical, conceptual understanding.

Priority 3: To further develop the **curriculum** and its leadership so that children access a broad, clearly sequenced curriculum, and so that leaders have a full, secure and accurate top-down view of their subject(s).

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.
- Progress towards set targets is monitored termly, 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 are also able to monitor staff performance throughout the year through the Standards Committee, 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 Committee follows 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.
- Governors are familiar with Ofsted and Fischer Family Trust (FFT) dashboards, enabling them to benchmark the school's performance against other similar schools and nationally. They are similarly conversant with The ISDR data.
- Governors formed a Pupil Premium Working Party to scrutinise the spending and impact of the grant and to research ways of measuring its effect. This work has since been brought within the Standards Committee, where specific updates on the performance of vulnerable groups is included.
- 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:

- Through the data presented, Governors are able to challenge the school on how it links with school improvement priorities;
- Ensure that school improvement priorities are monitored in the Standards Committee;
- Ensure that Governors hold Subject Leaders to account through curriculum meetings.

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, including the distribution of catch-up, recovery funding and school-led tutoring funding.

Future and continuous improvement

- To hold Governor Days in order to:
 - develop governors' awareness of policies and good practice in the areas of health and safety and safeguarding, through hands-on experience;
 - to self-evaluate and assess the quality of the school's provision in these areas;
 - to identify areas for possible future development (both short and long term).
- To run termly Governor Curriculum Days where subject leaders can provide Governors with an update about the subject's position by referring to the ongoing Monitoring Summary Report (MSR) and the accompanying action plan.
- To review training, to ensure that all Governors have access to safeguarding training which exceeds requirements.
- To ensure that the school fully meets its responsibility in its response to the COVID-19 pandemic, ensuring that:
 - the children, their families and members of staff are kept safe and that the optimum conditions for learning, at home and/or school, are achieved, given the wide range of possible scenarios that may disrupt school life.
 - the distribution of catch-up, recovery funding and school-led tutoring funding is targeted effectively to support and impact children.