

Bagthorpe Primary School

Governor Impact Statement 2021-22



Introduction:

- Our Governing Body is an integral part of the school's leadership and has played a very strong role in moving our school to its current position.
- The school's previous inspection report said: *"The governing body holds [the head teacher] and other leaders to account. Governors visit the school regularly and receive accurate information about many aspects of provision. They meet with the leaders of English, mathematics and science and receive detailed reports from them, which they use to ask searching questions about improvements you are making, and the impact of these on pupils' progress."*
- The report also highlighted that, *"... because they do not receive the same level of information across all subjects they do not have a comprehensive overview of the quality of the curriculum, the teaching or pupils' progress. This risks any weaknesses in subjects being missed and improvements delayed."*
- The Governing Body acknowledges these findings and continues to build its capacity to affect improvement, through undertaking its statutory responsibilities, consistently demonstrating a high ambition for the school and its sustained improvement.
- Governors' commitment is to see the School Aims and Core Values realised so that children's achievement and wellbeing prospers. The Governors know that in order 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.
- Governors understand the concerns and expectations of our children's parents and carers and that they must be satisfied about the overall leadership and management of the school and how it this affects their child's safety, learning and enjoyment.
- To achieve their objectives, the governors apply a self-reflective approach in evaluating their role in the school. This report and impact statement articulates this information for all interested parties.
- This document is organised under the core functions detailed in the Governor Handbook published by the Department of Education. These 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.**
- The entire work of the governing body is focused on meeting the requirements of these functions. As a result, the governing body:
 - knows the school well;
 - is confident that all statutory and legal requirements are met;
 - ensures that issues within school are addressed in a timely and effective manner;
 - contributes to a strategic plan ensuring the school's continues long-term effectiveness.

Ensuring clarity of vision, ethos and strategic direction:

- Our School Aims and Core Values are a clear articulation of what we promise our children for their years at Bagthorpe. These encapsulate our **vision and ethos** and are visible through all aspects of the school. They are intrinsic and the governors are proactive in affirming, promoting and adhering to these principles at all times.
- 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.
- These priorities are communicated to parents through the school website and through the school newsletter.
- This is a standing agenda item on all Full Governing Body meetings.

Next Steps:

- Continue to consider the future of the school in a changing educational climate, including our response to, and planned recovery from, the COVID-19 pandemic;
- Ensure the School Improvement Plan:
 - responds to updates on government initiatives
 - addresses further training in safeguarding issues;
 - reflects regular updates on the changes in education;

Priorities for School Improvement 2020/21

- The current priorities for improvement are:
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Priority 1: To **reconnect children** with the curriculum following a difficult year due to the pandemic.

Priority 2: To develop **coaching** priorities in school for the benefit of all staff.

Priority 3: To develop understanding of the EYFS across the school with a focus on **subject leader knowledge**.

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 the Chair and Chair of the Strategic Development sub-committee, advised by an Education Improvement Adviser; discussions are frank and very challenging, commensurate with the high ambition the governors have for the school.
- Both governors have undertaken Head Teacher Appraisal Training.
- 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 a schedule, set at the start of the year, which synchronises with data collection points and Review Meetings with the Education Improvement Adviser (EIA), commissioned by governors. By scheduling meetings this way, governors have developed an additional mechanism to hold the head teacher to account in respect of requiring a response to questions raised through the EIA review. This includes updates on key publishes (and internal) data as well as receiving Subject Leader Reports each term. 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.
- Governors receive detailed analysis of biennial, formal, whole-school tests for Years 3, 4 and 5, which has 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 Fisher 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 the Standards Committee.

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.
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- 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.