



# Gonerby Hill Foot Church of England Primary School

## GOVERNING BODY IMPACT STATEMENT 2015-16

*'The new leadership of the governing body has energised its activities. Members are well informed about all aspects of the school and are determined to help the school to improve further. They have a good understanding of the school's strengths and where it could do better, particularly in respect of the achievement of pupils and the quality of teaching. Governors bring a range of skills which they use to good effect in carrying out their roles properly. Where there are gaps in their knowledge they make sure that they receive appropriate training. In carrying out their responsibilities to hold the school to account for its overall performance they actively seek explanations for any inconsistencies in results. They make sure that teachers' performance in the classroom is managed well, and is making a positive difference to pupils' learning. They are keenly aware of the spending of pupil premium funding and the impact this is having on pupils' achievement.'* (Ofsted 2014)

*'Senior leaders are well-supported and challenged by highly committed foundation governors who secure the impact of the school's vision through effective monitoring and evaluation which has led to, for example, a high priority being given to ensuring that the school community is very inclusive so that faith and belief can be explored in depth and a high degree of respect for different faiths results.'* (SIAMS 2016)

### Purpose of GB

The role of the governing board is a strategic one with three key functions:

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

To fulfil these requirements the Governing Body:

- Meets in full 3 times a year
- In addition, there are 2 committees:
  - Finance, Premises and Personnel – meet 4 times/year including a specific budget setting meeting
  - Curriculum and Pupil Matters – meet 3 times/year
- Conducts a regular timetable of monitoring activities
- Attends school events, functions, celebrations etc

AREA OF RESPONSIBILITY	ONGOING ACTIVITIES	2015/16 ACTIVITIES & IMPACT
School improvement	<ul style="list-style-type: none"> <li>• Approval and monitoring of the School Improvement Plan put forward by the SLT</li> <li>• Receipt and challenge of HT's and other professional reports on standards</li> <li>• GB Self-assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Priorities that were agreed for improvement for this year were: <ul style="list-style-type: none"> <li>○ To further improve the quality of teaching so that more is outstanding and pupils make more rapid gains.</li> <li>○ To develop an outstanding, highly effective and cohesive school curriculum.</li> <li>○ To further develop middle and curriculum subject leaders.</li> <li>○ To further develop the Early Years provision so that more is outstanding.</li> <li>○ To further develop the strategic role of the governing body.</li> </ul> </li> <li>• Through the implementation of the SIP we have seen: <ul style="list-style-type: none"> <li>○ good outcomes from pupils' despite an upward move in the standards required by statutory testing,</li> <li>○ The development of Literacy and Numeracy by introducing such things as Big Write and Big Maths along with the development of other aspects of the curriculum by subject leaders</li> </ul> </li> <li>• In November 2015, some governors met with governors from another school in our SIG to provide challenge and peer review into our GBs. This was an interesting and helpful exercise which led to our GB being challenged to become more effective in: <ul style="list-style-type: none"> <li>○ Identifying skills needed through careful recording of skills and training and appointing appropriate people</li> <li>○ Developing an induction programme</li> <li>○ Developing ways to demonstrate impact</li> <li>○ Developing links with other schools</li> </ul> </li> </ul>
Governor Visits	<ul style="list-style-type: none"> <li>• Regular, timetabled programme of monitoring activities to enable Governors to see first-hand evidence of the impact of the SIP and any other area of specific interest in a particular year</li> </ul>	<ul style="list-style-type: none"> <li>• A full programme of activities was carried out covering all the major points of our SIP and statutory requirements. This enabled the GB to see and hear about the impact that such things as Big Write and Big Maths were having on the children and enabled governors to get to know the school better and therefore, to be able to challenge more effectively</li> </ul>
Data	<ul style="list-style-type: none"> <li>• Receipt and challenge of statutory and other data</li> </ul>	<ul style="list-style-type: none"> <li>• Some of our governors have attended training to help them understand published school performance data, such as RAISE and Fischer Family Trust. This ensures that we understand the data that has been presented to us and we regularly question and challenge the SLT to ensure that pupils are on track to achieve high standards and make good progress. Outcomes for pupils are continually improving and in 2016, outcomes for pupils were comparatively better than they had been in previous years and in comparison to other schools.</li> </ul>

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Policies	<ul style="list-style-type: none"> <li>Regular cycle of reviews of all policies</li> </ul>	<ul style="list-style-type: none"> <li>Through our monitoring, governors make sure that all statutory policies are in place, reviewed regularly and published on our website. Governors check the impact of policies through the challenge they provide at review times and through their monitoring activities. In the past year, governors have monitored the impact of behaviour and curriculum policies in particular.</li> </ul>
Finance including Pupil Premium and PE Premium	<ul style="list-style-type: none"> <li>Receipt and challenge of budget and quarterly budget monitoring reports for the main school budget and specific budgets for the use of PP &amp; PE Premium</li> </ul>	<ul style="list-style-type: none"> <li>4x FPP meetings where all financial data was received and challenged. This year was particularly challenging for all involved due to issues surround the LA provided finance system. Through careful management from staff and monitoring from Governors a difficult year was completed with finances in a healthy state!</li> <li>Set up a link governor to specifically monitor PP &amp; PE Premium. During monitoring the school could demonstrate its effective use of this extra money. This, combined with consistently challenging data regarding the progress of pupil premium children at all meetings shows that the GB is fulfilling its role in holding SL's to account in these important areas</li> <li>Governors challenge the headteacher regarding pupil progress for all pupils and the steps she intends to take to ensure all pupils make at least expected progress ensuring the best for pupils of all backgrounds. (from July 2016 FGB Meeting Minutes)</li> </ul>
Staff (including HT PM)	<ul style="list-style-type: none"> <li>Receipt and challenge of staffing updates</li> <li>Annual HTPM with 6 month review</li> <li>Participation in appointments of senior staff</li> </ul>	<ul style="list-style-type: none"> <li>The FPP committee has an overview of staff appraisal and check that there are high expectations and staff are well supported to achieve their targets and improve outcomes.</li> <li>The committee receive regular staffing updates and challenge the headteacher to ensure resources are best deployed to improve outcomes.</li> </ul> <p>The GB are supported by an external advisor to ensure rigorous performance management of the headteacher. This includes ensuring support is in place and a mid-year review.</p>
Meetings	<ul style="list-style-type: none"> <li>3x FGB</li> <li>4x FPP</li> <li>3x CPM</li> <li>2x HTPM</li> </ul>	<ul style="list-style-type: none"> <li>Attendance has been generally good with absences explained satisfactorily and accepted. A variety of governors from different backgrounds combine to provide effective challenge to SL's <ul style="list-style-type: none"> <li>Governors challenge pupil progress data and ask further questions in committees or the next full governing body meeting to check that the progress is being made. (from July 2016 FGB Meeting Minutes)</li> <li>Governors ask challenging questions regarding pupil progress meetings and what interventions are implemented as a result of pupils not making the expected progress. This is always followed up at future meetings. (from July 2016 FGB Meeting Minutes)</li> </ul> </li> <li>This year there was an additional meeting to thoroughly look at the issues</li> </ul>

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		<p>surrounding academisation and forming a local MAT with 5 other local CE schools. The decision was made to go ahead and subject to all required due diligence being satisfactory. There was a small committee who attended meetings with other schools to discuss the proposed forming of MAT. In light of the current educational climate the GB has been proactive in seeking the best direction for our school to enable it to continue to develop and thrive</p>
Training	<ul style="list-style-type: none"> <li>• All new governors given some induction training 'in house' and sent on Roles &amp; Responsibilities training</li> <li>• All governors attend training as required by specific current needs</li> </ul>	<p>Through training attended governors are better equipped to fulfil the role in general and specific areas in particular. Below is list of training completed during 2015/16</p> <ul style="list-style-type: none"> <li>• Development of Chair x1</li> <li>• HTPM x1</li> <li>• Effective monitoring of CW x1</li> <li>• Prevent Training – All Govs</li> <li>• Roles and Responsibilities x1</li> </ul>
SEND and Safeguarding	<ul style="list-style-type: none"> <li>• Link governor meets regularly with SEND Co-ordinator</li> <li>• Receipt and challenge of regular reports from HT</li> <li>• Annual monitoring of Safeguarding provision and procedures</li> </ul>	<ul style="list-style-type: none"> <li>• A meeting was completed at the end of term 6 in 2016 and another is to be planned for term 3 2017.</li> <li>• The HT provides SEND information via routine GB meetings and in particular CPM committee.</li> </ul>
Foundation	<ul style="list-style-type: none"> <li>• Co-operate with SLT to ensure Christian ethos is embedded in school</li> <li>• Monitoring through regular visits, including at Collective Worship.</li> <li>• Participation in school's celebrations of Christian Festivals</li> </ul>	<ul style="list-style-type: none"> <li>• Co-operation with and support of SIAMS lead to prepare school for expected SIAMS inspection including: <ul style="list-style-type: none"> <li>○ Monitoring and input into the Self Evaluation</li> <li>○ Participation in pre-inspection visit by advisor</li> <li>○ Meet with Inspector during visit</li> </ul> </li> <li>• Participation and monitoring of activities such as Collective Worship and Church Visits to celebrate Christian Festivals such as Harvest, Christmas and Easter which ensures foundation Governors are well placed to ensure the Christian ethos is embedded in all that the school does as was recognised in July by our SIAMS inspection remaining at Outstanding</li> </ul>
H&S	<ul style="list-style-type: none"> <li>• Health &amp; Safety checklist completed</li> <li>• Buildings / site walk</li> <li>• Matters raised at relevant committee</li> </ul>	<ul style="list-style-type: none"> <li>• Our H&amp;S link governor worked with our SBM to complete relevant H&amp;S checks, which was then present to the FPP committee</li> <li>• There is at least an annual buildings walk</li> <li>• Through these measures, as well as regular updates at meetings, governors are kept informed and can ensure that the school is meeting its statutory requirements</li> </ul>