



Gonerby Hill Foot Church of England Primary School

GOVERNING BODY IMPACT STATEMENT 2016-17

'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	2016/17 ACTIVITIES & IMPACT
School improvement	<ul style="list-style-type: none"> • Approval and monitoring of the School Improvement Plan put forward by the SLT • Receipt and challenge of HT's and other professional reports on standards • GB Self-assessment 	<ul style="list-style-type: none"> • Priorities that were agreed for improvement for this year were: <ul style="list-style-type: none"> ○ Priority 1 – QTLA: To achieve a mastery teaching and learning approach through: (so pupils achieve more secure outcomes in their learning) <ul style="list-style-type: none"> ▪ Through monitoring as well as HT's reports we saw evidence that children and teachers had responded well to the mastery approach with comments from visitors to the school on how far ahead we are in this ○ Priority 2 - Outcomes: To improve pupils' reading (so that they more securely meet new expectations and achieve better mastery in their comprehension skills) <ul style="list-style-type: none"> ▪ Phonics and KS1 outcomes in reading were better than last year and while KS2 was down for those reaching expected standard, those reaching greater depth was higher ○ Priority 3 - PDBW: To help pupils become confident, self-assured learners with impeccable standards of behaviour <ul style="list-style-type: none"> ▪ GHF Brain was seen to have impact in all areas of the school. This was especially seen in the way most children approached tests ○ Priority 4 - EYFS - To ensure boys make high rates of progress in C&L and Literacy and narrow the gap in achievement <ul style="list-style-type: none"> ▪ Boys were seen to narrow the gap in EYFS ○ Priority 5 - L&M – To develop approaches for highly effective CPD, that encourages, challenges and supports teachers' improvement <ul style="list-style-type: none"> ▪ Teachers confidence has increased in using new equipment for CPD. Collaborative work with other schools provides peer to peer challenge and support • Governors ... attend various school activities and so have a very good overview of behaviour, both in school and on visits outside of school. They consistently challenge data regarding pupil progress, both at committee meetings and full governing body meetings. They hold the headteacher to account regarding strategies put in place and challenge when the cohort of children display the same issues as a previous one, to what is being done to ensure that pupil progress is the best for all. They question and challenge data regarding vulnerable groups. Governors hold the headteacher to account regarding giving value for money, as they are involved in the budget setting process. They challenge to ensure that money spent on resources for children are value for

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		<p>money and request the impact of these. Governors challenge all decisions to ensure that there is equality for all and they all have equality of opportunity. (Quote from Clerk, FGB Minutes Summer 2017)</p>
Governor Visits	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 on the children of such things as: <ul style="list-style-type: none"> Growth mindset Learning partners Pupil & PE Premium Development towards becoming a Big Write Partner school Reading strategies RE & Collective Worship Through these activities governors were enabled to get to know the school better and therefore, to be able to challenge more effectively
Data	<ul style="list-style-type: none"> Receipt and challenge of statutory and other data 	<ul style="list-style-type: none"> 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 generally continually improving, however our SATS results did show a dip in some areas. The HT had forewarned the GB of this. The cohort for Y6 had a number of SEN and PP children within the group who joined late in KS2 and there were some prior inaccuracies in data.
Policies	<ul style="list-style-type: none"> Regular cycle of reviews of all policies 	<ul style="list-style-type: none"> 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.
Finance including Pupil & PE Premium	<ul style="list-style-type: none"> Receipt and challenge of budget and quarterly budget monitoring reports for the main school budget and specific budgets for the use of PP & PE Premium 	<ul style="list-style-type: none"> 4x FPP meetings where all financial data was received and challenged. This year was particularly challenging for all involved due to continued issues surrounding the LA provided finance system. The decision was taken to become a Prime Account school and this change over was completed successfully in time for the new financial year in April 2017 <ul style="list-style-type: none"> With control of our finances this has provided a greater degree of confidence in the financial management of the school This will enable us to become used to managing our finances in the way we will when we make the move to become an academy and will enable us to support other schools within the Trust The decision was taken to approve an extension to the school to provide space

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		<p>for Pupils who need space for interventions, library area, HT office so space is there for larger meetings and staff toilets. This will lead to great space in the staff room.</p> <ul style="list-style-type: none"> ○ This work was mainly funded through a build-up of carry over funds set aside for this work through careful use of funds meaning that the amount required to be borrowed was small ○ Work was completed successfully over the summer and the beginning of the Autumn term and we look forward to the impact being seen in 2017/18 ● Our PE & PP link governor continues to develop in his monitoring role. 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 SLs to account in these important areas ● The committee challenge all financial decisions to ensure value for money. They ensure that all documentation is up to date and that Health and Safety issues are documented correctly. They challenge reports from outside providers to ensure that all recommendations and actions are complete and where they are not they question why. (Clerk quote from July 2017 Finance Meeting Minutes)
Staff (including HT PM)	<ul style="list-style-type: none"> ● Receipt and challenge of staffing updates ● Annual HTPM with 6 month review ● Participation in appointments of senior staff 	<ul style="list-style-type: none"> ● 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. ● The committee receive regular staffing updates and challenge the headteacher to ensure resources are best deployed to improve outcomes. ● The GB are supported by an external advisor to ensure rigorous performance management of the headteacher. This includes ensuring support is in place as needed and a mid-year review. ● A governor sat on the interview panel for new teachers during summer 2017 to start September 2017 ensuring all levels of school management were represented
Meetings	<ul style="list-style-type: none"> ● 3x FGB ● 4x FPP ● 3x CPM ● 2x HTPM 	<ul style="list-style-type: none"> ● 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"> ○ They challenge data regarding pupil progress and further question in committee meetings the impact of interventions they have been told are in place. They hold the headteacher to account regarding strategies put in place and challenge when the cohort of children display the same issues as a previous one, to what is being done to ensure that

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		<p>pupil progress is the best for all. (Clerks quote from Feb 2017 FGB Meeting Minutes)</p> <ul style="list-style-type: none"> • In addition to school meetings, the Chair has attended meetings with other schools that are looking at closer collaboration / academisation <ul style="list-style-type: none"> ○ This provides peer challenge / engagement ○ Stronger collaboration leading to stronger schools
Training	<ul style="list-style-type: none"> • All new governors given some induction training 'in house' and sent on Roles & Responsibilities training • All governors attend training as required by specific current needs 	<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 2016/17</p> <ul style="list-style-type: none"> • Performance appraisal of Chair x1 • HTPM x1 • Roles and Responsibilities x1 • Safeguarding conducted by HT, attended by 6 governors • Lincoln Diocese HT & Chair's Conference x1 • Lincoln Diocese Governors Conference x1 • School Financial Management training planned for late 2017 x1
SEND and Safeguarding	<ul style="list-style-type: none"> • Link governor meets regularly with SEND Co-ordinator • Receipt and challenge of regular reports from HT • Annual monitoring of Safeguarding provision and procedures 	<ul style="list-style-type: none"> • A meeting was completed at the end of term 3 in 2017 and another is to be planned for term 6 2018 along with additional informal catch up meetings with the SEND Co-ordinator throughout the year. <ul style="list-style-type: none"> ○ These meetings ensure a deeper understanding to the needs and requirements for this group and the ability to be able to monitor and challenge effectively • The HT provides SEND information via routine GB meetings and in particular CPM committee. • Safeguarding monitoring was completed in Term 6 ensuring that all requirements are in place and working well
Foundation	<ul style="list-style-type: none"> • Co-operate with SLT to ensure Christian ethos is embedded in school • Monitoring through regular visits, including at Collective Worship. • Participation in school's celebrations of Christian Festivals 	<ul style="list-style-type: none"> • 2 meetings with SIAM's /RE lead looking at <ul style="list-style-type: none"> ○ Progress in SIAMS requirements from last inspection ○ Implementation of new Christianity RE Curriculum and discussion regarding assessment <ul style="list-style-type: none"> ▪ Through discussions governors provoke ideas, cement actions and ensure ethos is being encouraged and imbedded • Regular attendance and participation at CW and other Festivals <ul style="list-style-type: none"> ○ Encourages whole community participation building support and links with the rest of the school community • Attended a seminar on the new Christianity curriculum <ul style="list-style-type: none"> ○ Further understanding enables effective support and monitoring
H&S	<ul style="list-style-type: none"> • Health & Safety checklist completed • Buildings / site walk 	<ul style="list-style-type: none"> • Our H&S link governor worked with our SBM to complete relevant H&S checks, which was then presented to the FPP committee • There is at least an annual buildings walk

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	<ul style="list-style-type: none"><li data-bbox="533 124 891 185">• Matters raised at relevant committee	<ul style="list-style-type: none"><li data-bbox="1081 124 2069 217">• 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