



St Ethelbert's RC Primary School

School Mission Statement:

*Love learning as friends; Care for our community as neighbours;
Share our faith in Jesus as disciples*

Governors' Statement and Impact Report 2018/2019

Introduction

The role of the Governing Board is a key part of the leadership of our school, albeit one that is often not fully understood by stakeholders in the community.

The government has high expectations of governing bodies. They are the strategic leaders of our schools and have a vital role to play in making sure every child gets the best possible education.

Our Purpose

The Governing board has a strong focus on three core strategic functions:

- Ensuring clarity of vision, ethos and strategic direction
- Holding the Head teacher 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 budget is managed effectively.

The governing board at our school comprises of 11 governors, who invest a huge amount of good will and hard work; volunteering their time to support and actively challenge the schools strategic direction, for the sole purpose of improving the education of every child in our school. In addition, the Headteacher is also a governor by virtue of her role.

We are here to oversee that the school is providing the best for your child, asking pertinent and key questions and making decisions, with the intention of helping the pupils of St Ethelbert's to strive for and achieve the highest standards. It is essential in order to achieve such outcomes, that there is an ongoing training and development programme in place for all our teachers and members of the governing board.

Our scope

The governors bring a wide variety of knowledge, experience and expertise to the school.

In order to achieve the outcomes within the School Development Plan, we are involved in regular committees, meetings and reviews, and these consist in part:

- RAG (Raising Achievement Group)
- Curriculum , Pupil Welfare & Community Committee
- Management and Finance Committee

- Full Governing Board Meetings
- Head Teacher's Appraisal

Furthermore, other activities which governors are involved in include:

- Pupil Premium Grants (raising awareness amongst families who may be entitled to free school meals and sign up for this incentive). Monitoring how the grant is assigned and managed.
- Learning Walks – These are a means of observing how the children learn, view the learning environment and verify that the school development plan is applied and followed through with consistency.
- Pupil interviews – Feedback on how the children view their school environment, class learning and opportunities presented to them.
- Attendance at school assemblies, school trips and special events.
- Safeguarding and standards – ensuring that policies are in place and adhered to.
- SEND – Ensuring that key interventions are identified and a personal plan is put into place. Ensuring that the teachers in our school get the right support from professionals in and outside the school domain.
- Pupil behaviour, exclusions, hearings and appeals

School Development Plan

We have worked collaboratively with the Headteacher and senior leaders to contribute to and monitor the progress of the SDP throughout the academic year. Our focus has been:

- Ensuring that teaching throughout the school is good or outstanding so that the achievement and attainment of all pupils is good or better.
- Ensuring that the quality of leadership is good or outstanding and has a positive impact on the achievement of pupils

Data and Analysis

Pupil Progress Meetings, where the progress of every child is discussed in detail by the class teacher and senior leaders, take place each term. Pupil performance is analysed and subsequently reported at the Raising Achievement Group Committee.

At this termly meeting, governors will question and challenge senior leaders regarding the attainment and progress of each cohort and vulnerable groups such as the disadvantaged and EAL pupils. A written data summary is provided by the headteacher.

Each term, at the Management & Finance Committee meeting, governors carry out a benchmarking exercise, where they are able to compare St. Ethelbert's with similar schools. Through analysis of the data, governors are able to assess how the school fares against them in terms of academic performance and budget controls.

Measures of Impact from the Governing Board – 2018/2019

In this section we aim to outline some of the impact we have achieved this academic period, through our role of evaluation, challenge and support.

Outcome of Ofsted Inspection

The outcome of this inspection determined the school to be GOOD. Ofsted identified the following strengths in the standard of governance:

“Governors are forward-thinking and effective in the support that they provide. They make a positive contribution to school improvement.”

“Governors of St Ethelbert's RC Primary School are ambitious and determined in their drive to further improve this good school. They have carefully evaluated their own skills and use these well in their differing

roles. This has been effective in ensuring that they provide leaders with challenge and support around the areas that need improvement.”

“Governors know the school well because they are regular visitors. Governors look at pupils’ work with leaders and visit classrooms. They talk to pupils about their learning in subjects such as reading, writing and mathematics which have been part of the school’s improvement planning. As a result, governors have a clear understanding of the impact of leaders’ efforts to develop the curriculum further.”

“Governors receive a range of training and use it effectively. This enables individual governors to take on specific areas of responsibility and provide support and challenge, for example in areas such as safeguarding, pupil premium spending and provision for pupils with SEND.”

External review

In September 2018, we asked for an external review of governance to be undertaken by the Local Authority to see if we could be doing anything better. The review identified many strengths, knowledge and experience across all members of the board. One recommendation from the review was to create a skills matrix to highlight levels of competence and areas for development, either through future training or through recruitment of new board members with the requisite skills. The matrix is a flexible and fluid tool and forms part of identifying our own development and learning needs on an ongoing basis. We have also devised a Governor Action Plan which is linked to our School Development Plan. We will have an annual meeting to update this as necessary.

Impact – Governors now have a system which provides details of individual and team competence; identifies both personal and team training needs and promotes the schools mission that we learn together as friends.

Visits to school

A number of monitoring activities are carried out each term to measure the progress towards SDP objectives and how effectively finances are being managed. The scheduled learning walks, the interviews conducted and attendance on school trips/assemblies and special events, ensure governors have all information to hand to enable us to make sound evaluations. We are given the opportunity to see the day to day running of the school and to see the strategies in action. Un-biased assessment and sound judgements have been made regarding how monies are spent on trips, the value of equipment bought and the return on investment of a service provided by outside resources. We can then provide valuable feedback on the impact of such interventions to cross check against the SDP at the relevant meetings.

Impact – The profile of governors within school has risen. We are able to see key strategies in place, resulting in being able to report back findings to all board members which added to the evaluation of school development plan and budget planning.

Parental surveys

Twice a year we approach parents and carers to provide feedback via a survey.

Impact - This demonstrates we care about our community and stakeholders and take on board feedback for improvement. It is important that all avenues of communication are explored. Feedback on our latest parental surveys resulted in the monthly newsletter being posted on Facebook rather than the normal paper distribution. It made information more accessible to our community members and reduced budget spend on stationery costs.

Increased PPG

Governors monitor the effectiveness of the Pupil Premium Grant spend and have worked hard to raise awareness of this entitlement amongst parents and carers. They have been given more information through a variety of communications. We have put in place an annual entry within the school’s diary for the continuation of timely communications to our parents and carers.

Impact – Parents and carers have been given more information on PPG. We monitor the progress of eligible pupils, ensuring that the grant is being used in the best way for the benefit of the

children. Since our parents/carers are more aware, the budget has increased from its original starting point, with more families applying for the funding.

Raising Standards of Teaching

At the full governing board meeting and RAG committee we review anonymised evidence pertaining to the quality of teaching within the school; this includes feedback from classroom observations carried out by senior leaders; reports on the progress of specific groups of children and scrutiny of books. As a result, governors have been able to track progress towards our target of 100% of teaching being good or outstanding. Observations of classroom practice have highlighted a consistency of approaches and very effective deployment of teaching assistants.

Impact – Leaders have commissioned external support where teaching is not good or outstanding to help raise standards. Key principles and practices have been observed during learning walks and book scrutiny. Teaching Assistants have been deployed more strategically across EYFS and KS1. Additional resources have been purchased to support the embedding of basic skills, particularly in maths.

Learning Walk Report Template

We have devised a learning walk template which now has more meaningful links with the school development plan, allowing governors to have a tight focus on key priorities.

Impact – Learning walk reports are owned and written by the governors who undertake them; they provide useful information which has been captured and observed. Findings and observations are discussed and/or referred to at staff / governor meetings and form a supplementary piece of evidence to the overall evaluation and review of the school's outcomes.

Training

Various training has been undertaken by a variety of governors. All governors have completed Safeguarding and Safer Recruitment training and ASP (Analyse School Performance) training. All our new governors attend the Introduction to School Governance training. In addition, some governors have attended Maths, English and Reading classes which are aimed at parents/carers to help them to understand how to support their children in these subjects.

Impact – Governors have further developed their skills through training to enable them to carry out their strategic role. Governors were able to see at first hand an increase in parental engagement and that the importance of learning is embraced by more than just our children.

Governor Priorities for 2019/2020

The governing body and senior leadership team are constantly striving to improve and develop the school. Governor priorities for the 2019/2020 academic year will be as follows:

- Ensuring continued improvement in pupil progress and attainment for all pupils, particularly the most vulnerable and disadvantaged
- Ensuring that 100% of teaching is good or outstanding through professional development and accountability
- Safeguarding our pupils
- Working to GDPR legislation
- Training and implementation of Governor roles
- Shaping the school's future through careful financial management
- Developing subject leadership, providing training, mentoring and shadowing opportunities.