



Broadwaters Governing Body The Willow Primary School

Governors Annual Statement and Impact Report

Ofsted November 2012 – ‘The governors have an accurate view of the school’s strengths and areas for improvement and are working closely with the school to make it even better. They have succeeded in improving pupils’ progress in reading, writing and mathematics. The learning environment has also been improved significantly with the new building programme. The school is therefore well placed to improve further. The governors have a good knowledge of the quality of teaching in school and the steps being taken to improve this still further. Governors have a good understanding of how the pupil premium has enabled small-group work and one-to-one adult support to help pupils achieve well. They check that the funds have been used successfully. The health and safety of pupils, including checks on staff appointments, are good because staff and governors have received the appropriate training. Governors are keen to ensure all pupils are treated equally and that there is no discrimination. Governors also regularly attend training to improve their practice further.’

The main focus of Broadwaters Governing Body is ensuring that our pupils make good progress in their education and we appreciate that for this to happen the school must be well-led by a professionally competent leadership team with motivated staff who all work together within a safe, caring, supportive yet professionally challenging environment.

In this statement we aim to outline some of the impact we have on the school through our role of challenge and support.

School Improvement Plan (SIP)

Governors work co-operatively with the head teacher and senior management in identifying the strengths and areas for improvement for the school. This in turn is used to develop the School Improvement Plan. The SIP sets aims for 3 years and consists of 2 sections - one which sets the vision for major improvements over the 3 years and the second section responds to outcomes of our evaluation exercises. The current SIP is based on priorities identified from data, school self-evaluation and government priorities. The SIP is set out with clear targets and actions to be taken to address the targets. The SIP is monitored and reviewed each term with RAG ratings (where **Red** indicates that a target is likely to be missed and/or more work needs to be done; **Amber** shows where the School is on course to hit a target or complete a piece work on time; and **Green** indicates that the target has been hit or the piece of work has been completed) as planned - this is then challenged by the Teaching, Learning and Standards Committee.

Broadwaters Governing Body has 3 main committees: Teaching, Learning and Standards (TLS), Finance, Premises and Personnel (FPP) and Community Services (CS). These committees have appointed working groups and link governors. The working groups are tasked with specific activities such as monitoring progress in identifying and achieving cuts to premises costs. The role of a link governor is to provide a link between the governing body and an aspect of school life, to look at issues in more detail and to report back to all the other governors. The bulk of our work is done by the committees who then regularly report to the full GB.

Governor visits

The governors visit the school as part of their monitoring of the SIP and of specific issues and these are considered a valuable opportunity for governors to be able to work closely with staff members.

Examples of the impact of these visits include:

- Learning Walks by the Willow Curriculum Link Governor - these have covered EYFS and monitoring of teaching and learning especially in KS2. The Curriculum Link Governor is a retired headteacher (retired July 2014) and therefore very experienced in this area. He joined with an education consultant to do a mini-review in November 2015. He has also held challenge data meetings with the headteacher and deputy headteacher. The impact of this is that he not only has first hand knowledge of the working of the school but also can confidently report back to the rest of the governors about strengths and areas for improvement. He is highly competent in challenging the leadership team and has provided opportunities for the senior leadership team (SLT) to dig deeper into data and to ensure they are confident with areas for improvement and action they are taking.
- The FPP Committee members regularly challenge the business manager and headteacher about the budget and premises. This Committee has set up 4 working groups to ensure all areas are sufficiently covered. The impact of this has been that the budget has been scrutinised in depth with a challenge of reducing costs (in particular premises costs) in order to maximise the money spent on teaching and learning.
- The chair of governors is also the Safeguarding Link Governor. She regularly meets with the headteacher (who is the Designated Safeguarding Officer, DSO) and gets updates on safeguarding issues of the school. She has received recent safer recruitment training. As a foster carer, she is up to date with current safeguarding training and issues. The impact of this is that she is able to have confidence in the safeguarding procedures of the school. She monitors the school Single Central Record (anonymised), receives information about training and has taken part in the latest school safeguarding audit.
- The Chair of the Community Services Committee has made regular visits to the school and Children's Centre and has had discussions/challenging conversations with leaders. She has observed practice in action and has spoken with children, staff and parents. The impact of this is to increase confidence in her own knowledge and understanding of the working of the school and Children's Centre, as well as confirmation of information given during the meetings.

Data analysis

Governors have received training on RaiseOnline and are taken through both internal and external data reports by the SLT. There is a high level of competency in data analysis both in the school leadership team and on the governing body. Governors ensure that they ask the school about the comparative progress and attainment of different groups including those targeted by the pupil premium and the different ethnicity, gender, and ability groups. They ensure that pupil premium is used to have an impact on the outcome of disadvantaged pupils. One impact is that the pupil premium report to parents has been updated to include specific feedback on the outcome of different interventions with the costs associated with various interventions.

Policies

Governors review all relevant policies, usually by a delegated governor, on a programmed basis to ensure that they meet the statutory requirements and that all guidance is relevant and up to date.

Specific attention is paid to ensure that the school complies with the Department of Education mandatory policy list and the Local Authority recommended list.

Financial management

The governing body is competent in financial management.

The governors have worked with school staff to achieve The Schools Financial Value Standard accreditation.

The governors bring a wide range of expertise to the school and this helps to ensure that budgets are monitored effectively and improvements are effective and continuous. The impact of the governors' role in the School ensures that the budget is managed effectively and the School is moving forward.

Examples of the impact of governor expertise on the School is that we have reduced the amount spent on premises in order to increase the amount that can be spent on teaching and learning - this is a particular challenge to the leadership team directly from the GB.

Staff recruitment

The head teacher and chair of governors have both recently had updated training on "Safer Recruitment"

Governors are involved in the recruitment and selection of all teaching staff and use the appointment process to ensure that high quality staff who share the school's mission statement and aims are appointed.

Governors' meetings

There are four full governing body meetings and 6 meetings of each committee during the academic year, plus working group and Pay Committee meetings as required. Most meetings of the governing body take place in the evening because of governors' working patterns. Parents and carers are encouraged to attend to hear the discussions, provided they do not involve an individual pupil or member of staff. This is a good way for parents/carers thinking about becoming a governor to find out more. Meetings are planned well in advance and are well attended by governors. Once a year governors hold a "Governors' Day" which combines a daytime meeting with visits around the School. This enables governors to raise their profile and to see all aspects of school life, including meeting parents, carers and pupils.

Governor training

During the last twelve months governors have received training in a range of subjects including:

- Induction (- basic training for all new Governors)
- Auditing
- The new national curriculum
- Looked after Children
- Succession Planning
- Safeguarding
- Safer Recruitment
- Performance data
- Health & Safety

Impact statement – review

The governing body, the head teacher and senior leadership team, and indeed all members of staff, are constantly striving to improve and develop the school.

This has been successful in that at the end of Key Stage 2 expected progress in all subjects is in line with or better than national average. We are pleased that children are making at least the progress that is expected, with many children making more than expected progress in reading, writing and GPS (grammar, punctuation and spelling). Work still needs to be done to raise the number of pupils achieving better than expected progress in maths and this is a challenge the governing body has given to the school leadership team.

Performance Management

The governing body carries out the head teacher's appraisal annually with assistance from an independent educational advisor. The appraisal process allows us to look closely at the performance of the head teacher, have discussions about areas of strength and weakness in that performance and set new targets based on school priorities against which the head teacher's future performance will be evaluated.

The impact of this is that governors understand the areas of strength and weakness in teaching within the school. This enables them to challenge the head teacher on how good practice within school is being shared for whole school benefit and how weaknesses are being addressed. Using different sources of data enable us to verify information about the progress being made by pupils at the School and ensure that the conclusions drawn from various sources are valid and meaningful.

The Pay Committee receives a detailed report from the head teacher about the performance of all teachers in the school and scrutinizes and challenges the recommendation from the head teacher in terms of pay progression. The head teacher has to justify pay progression for each member of staff with tangible evidence. The impact of this is pay progression has remained in line with improvements in teaching and pupil progress.

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