Southridge First School

Governor's Impact Statement 2017 - 18

The role of the Governors and the purpose of the Governors' Impact Statement

The Governors have responsibility for the governance of the school. They are responsible for setting the overall objectives and ethos of the school, and they ensure that the school is properly managed in a manner which strives to achieve those objectives in conformity with that ethos. The Governors support the Headteacher in establishing and maintaining high standards of learning and behaviour within the school, monitoring and evaluating performance at all levels. The Governors are responsible for setting the wide range of policies applied to all areas of school life and for reviewing those policies on a regular basis to ensure that they comply with current best practice and experience.

The Governors are required to produce an Impact Statement each year to show how, for that year, they have exercised their role in school leadership and the impact which they have had on school improvement. The Governors are also required to be transparent about their activities. The considerable amount of work which the Governors carry out, all on a voluntary basis, in the course of their leadership of the school, is largely unseen by parents and other stakeholders in the school community, and the Impact Statement is also intended to provide a clear insight into the work they have undertaken for the school's benefit.

This is the Governors' Impact Statement for the school year 2017 -18. It deals first with the formal side of the Governors' activities, undertaken through meetings of the Full Governing Body and of the various committees appointed by the Full Governing Body to deal with the detail of Governor business. It then sets out the way in which the Governors keep themselves informed of developments in the wider education field, of the views of the school community, and of the day-to-day activities in the school both in and outside the classroom.

The Full Governing Body and its committees

The Full Governing Body held three meetings in 2017 -18, dealing with a wide range of issues concerning the governance and performance of the school. The following matters are of particular importance for the purposes of this Impact Statement.

<u>The composition of the Governing Body</u>

No changes to the composition were required in 2017-18. The school's Governing Body consists of eleven members appointed in the following categories:

- 3 Parent Governors
- Headteacher Governor
- 1 Local Authority Governor
- 5 Co-opted Governors
- Staff Governor

Plus –

- Observer (Deputy Head)
- 1 Associate Member

In the course of 2017-18 one new parent was elected and a further parent has been appointed an Associate Member of the Governing Body, entitled to attend and speak at Full Governing Body meetings. These appointments ensure that a different parent experience and perspective is available to the Governing Body.

The Governors have conducted a skills audit to inform future recruitment to the Governing Body.

Strategic Vision - The Governors have reviewed the school's vision statement, following input from the children and simplified it to reflect the school motto and core values.

The Headteacher is very grateful to all the Governors for their very substantial contributions and commitment to all aspects of the school's life.

IMPACT:
Southridge has a very strong school ethos based on our 5 core values, known by all the staff, children and governors.

<u>Working through committees</u>

The Full Governing Body appoints each year a number of committees which carry out detailed work and bring their principal recommendations back to the Full Governing Body. As in previous years, these were the main committees appointed for 2017-18:

- Staffing, Finance, Health & Safety Committee
- Curriculum Committee

All members of the Governing Body sit on one or more committees. In addition, certain Governors are appointed to act as a link with those teachers who have responsibility in the school for the Maths and English curriculum subjects and also for special educational needs and foundation subjects. A Governor is also appointed to take special responsibility for safeguarding provision for the children.

The work undertaken by the main committees in the course of 2017-18 is described in more detail below.

Headteacher's Performance Management and monitoring the standard of teaching and practice in the school

The Headteacher is responsible for the day-to-day leadership and management of the school. An essential part of the Governors' function is to assess how the Headteacher is performing these functions, and by this means to monitor the standard of teaching and practice in the school. A special committee of the Full Governing Body has responsibility for assessing the Headteacher's performance against targets set the previous year, and the committee which determines the pay of staff is advised of that assessment to enable it to take those matters into account in setting the level of the Headteacher's salary.

The Governing Body carried out the Headteacher's Performance Management (PM) review (this is an annual exercise, which is visited six-monthly to establish progress made towards targets set). Several Governors have undertaken Headteacher's PM training and, as in previous years, expert support was sought from a Local Authority educational advisor. The PM process allows the Governors to look closely at the performance of the Headteacher, have discussions about areas of strength and development in that performance, and set new targets against which the Headteacher's performance will be evaluated.

The impact of this is that the Governors understand, through their assessment of the leadership and performance of the Headteacher, the areas of strength and development needs within the school as a whole, including children's progress, curriculum coverage, and the learning environment. In addition, the different sources of data (what teachers say, what parents say, and what children say) available to the Governors enable them to develop an accurate picture of the school (see below for more detail as to the ways in which the Governors keep themselves informed of these matters). The Governors are by these means informed so as to enable them to challenge the Headteacher and therefore other relevant staff on how good practice within the school is being shared for the benefit of the whole school and how, in areas where there are development needs, those needs are being addressed.

Additional staff members

The Governing Body has oversight of the staffing of the school and is involved in all areas of staff recruitment. This year can be seen as a time of consolidation as far as staffing is concerned – new appointments have settled in well (NQT in Year 4), and all other staff have remained in post. Last year saw the expansion of the leadership Team to facilitate a distributed leadership model, with the appointment of a part –time Assistant Head. This year has also seen the benefits of the decision taken by the Governors last year to appoint 2 part-time staff for the school's administrative team – replacing the full time admin officer who did not return following maternity leave.

. Administration staff support teachers with a range of tasks including the organisation of school visits, photocopying tasks, writing letters to parents and ordering resources and are highly efficient.

Southridge has an effective leadership team as recently commended by our School Development Partner in his summer term visit 2018.

IMPACT:

- **Southridge has an effective leadership team as recently commended by our School Development Partner in his summer term visit 2018.**
- **The support given to staff in their 2nd/3rd/4th year of teaching is a strength.**
- **Monitoring of school priorities by the SLT is effective and staff are able to demonstrate the impact on pupil outcomes.**
- **A strong and effective team working in the administration of the school provides essential support for the Headteacher in managing the school, and freeing up teaching staff for their classroom responsibilities**

Reviewing external assessments

The Governors and the Headteacher have the benefit of certain external assessments of the school's performance made by education specialists engaged for the purpose by the Governors. These assessments provide an objective view of the school by individuals who can draw on wide experience of primary education, and the benefits to the school of their experience, assessment and advice will be readily apparent. In the course of the year the committee reviewed the report of the Primary School Improvement Partner following his school improvement visit, using the comments in that report to assess progress in the current School Improvement Plan and to shape the development of the School Improvement Plan for 2018-19.

IMPACT:

- **The School Development Partner has judged Southridge to remain outstanding.**

The Curriculum Committee

Achievement of pupils

Progress and attainment data for all children across the school is brought to this committee by the Headteacher and analysed by the committee. Data is focused on reading, writing and maths. Analysis is carried out by looking at a variety of different groupings within the school, including year groups, pupil premium etc. The data analysed includes performance in national tests (including relative performance against national results e.g. KS1 Sat's and Phonics) and data recorded internally within the school.

In consequence of this detailed review of progress and attainment, the Governors are aware in detail of how children are performing and where there are performance issues. This ensures that the Governing Body know throughout the year how the school is progressing towards the school's priorities and targets. It also assists the Governors in reviewing areas of particular focus in the School Development Plan (referred to below).

Governors are familiar with the Inspection Dashboard (now ISDR) data for the school which again shows the school's performance in the national context. The Governors remain very aware that, with a school such as ours with small numbers of pupils in vulnerable groups, care must be taken when analysing data by reference to percentages. They have carried out a number of data analysis exercises in FGB meetings.

Monitoring specialist areas

In addition to this work on children's performance, in the course of the year the committee also review the School Development Plan termly and organise governor visits.

Reviewing policies

Each year the committee reviews the school's policies on matters falling within the committee's remit e.g. subject policies, anti-bullying policy.

IMPACT:

- **Governors have a better understanding of data/pupil outcomes through the ISDR and are confident that Southridge remains a school with strong pupil outcomes.**
- **Governors are fully aware of the high achievement of Southridge pupils and the need to focus on progress.**
- **Governors have tracked the key priorities e.g. increase % girls exceeding in maths and boys exceeding in writing.**
- **Governors have monitored the achievement and progress of the very small numbers of pupil premium pupils in each year group.**
- **All policies are up to date.**

The Staffing, Finance, Health & Safety Committee

Overseeing the financial performance of the school and making sure its money is well spent

The Staffing, Finance, Health & Safety Committee consider financial issues and, ensure that the financial resources provided to the school are well spent by evaluating the impact of school spending on pupil outcomes. In allocating resources the committee has the policy of giving high priority to staffing, taking the view that maintaining a high staff to pupil ratio is a key requirement for a successful school.

The Staffing, Finance, Health & Safety Committee also focuses on the best application of specific grant income e.g. Pupil Premium Funding and Sports Premium Funding

In its work of managing the school's financial resources the committee benchmarks its "performance" against similar schools to ensure that it is broadly conforming to common standards. It also checks the school's financial procedures against county-wide schools financial value standards to ensure compliance with those standards (SFVS). This ensures that the school is applying best practice in these areas and acts as a safeguard against misappropriation or misuse of funds.

Premises and equipment

The SFPHS Committee also has responsibility for the school's premises and equipment. Although the school has all the benefits of its central, coastal location, its actual premises can be a restraint – space is our biggest barrier to learning and enhancing curriculum provision. Our Early Years classrooms are very small and there is no shared break out space. Therefore governors allocated additional funding to the Nursery and Reception Outdoor Areas for the last 2 years. The impact of this was a highly successful external moderation in Reception by Local Authority Advisors in 2018-19. The school had very little extra space therefore last year a spare room was partitioned giving us a meeting room and group room. Year 4 are taught in a mobile classroom, the governors recognise that this is far from ideal and that the mobile classroom requires maintenance. They have allocated additional funds for this in 2018-19.

The Finance, Staffing and Premises Committee is also mindful of the need to maintain the school's IT equipment at a high level, within the scope of the available financial resources. In the course of the year the Governors authorised the purchase of mini iPads for to enable classteachers to take the register on SIMS and for classroom use. The PTA also supported us in replacing all the whiteboards in schools with clevertouch screens.

The Finance, Staffing, Health and Safety Committee have also ensured that the school fully complies with all Local Authority Guidelines. In addition to this, they carry out regular checks on different aspects of Health and Safety, reporting findings to the Full Governing Body.

The Committee continues to monitor a wide range of health and safety issues within the school, with regular checks (such as fire drills), classroom visits, monitoring the safety of children at the end of the day who stay for after school clubs /wrap around care. As a result of this some internal fencing / internal gate was erected to ensure that the site is secure again within 10 minutes of the end of the school day to ensure that those children who stay on site are still safe. The Committee also allocated funding to replace the internal hall doors to eet fire regulations following the Fire Risk Assessment by the L.A.

The Committee has ensured that the school is compliant for the introduction of the GDPR in May 2018 – the Chair carried out a data protection audit with the Headteacher and the committee decided to purchase an Information Governance SLA via the Local Authority to ensure that all our policies and paperwork is up to date/amended in line with the new regulations.

IMPACT:

- **Governors have reviewed and approved the 3 year budget plan and detailed budget plan for 2018-19**
- **The school's budget is well managed and carful financial management has enabled school to invest in and improve outdoor learning in Early Years (leading to highly successful moderation in Early Years) and make improvements to the building.**
- **The Pupil Premium Funding is spent appropriately.**
- **The Sports Premium Funding is spent appropriately and has a positive impact on the health and fitness of pupils, enriches the P.E. curriculum with specialist coaches. It also increases the children's opportunities to participate in competitions and a wide range of after school clubs.**

- **The school site is now secure after 3.30pm when children take part in Extra-Curricular Clubs.**
- **School is ready for the GDPR.**
- **The dining hall is more spacious now new lunchtime tables have been purchased (with support from the PTA). Lunch tables are set up / put away more quickly allowing more time for P.E. in the hall.**
- **Our school is a safe place to be and children are safeguarded.**
- **A termly and annual Health and Safety Audit is carried out and an annual Health & Safety Report is presented to governors.**
- **An annual Safeguarding and Child Protection Report is presented to Governors.**

The School Development Plan (SDP):

The Governors work co-operatively with the Headteacher and senior management in identifying priorities for school improvement and in preparing, and then monitoring, the School Development Plan (SDP). The SDP sets aims for the forthcoming year. As the school navigates its way through many curriculum and assessment changes the SDP is of particular importance in helping us to maintain the highest standards possible in educational attainment for children throughout the school.

As in previous years, the SDP for 2017-18 was based on priorities identified from data and school self-evaluation priorities. The SDP is set out with clear aims, the key tasks which should be completed in order to achieve these aims, and the success criteria by which outcomes can be measured. The SDP is monitored and reviewed termly, with an evaluation overview being completed and presented to the Governors termly at the Full Governing Body.

<u>The Key Priorities of the School Development Plan 2017-18 were:</u>

Priority 1 To maintain the high academic standards and excellent pupil outcomes across the school.

Priority 2 To ensure the more able boys are challenged to reach exceeding in writing.

Priority 3 To ensure that the more able girls are challenged to reach exceeding in maths.

Co-operative working on preparation and implementation of the SDP follows considerable research, preparation and input from the school management team and all other members of staff. The SDP is monitored and reviewed termly, with an evaluation overview being completed and presented to the Full Governing Body in preparation for the new priorities for the following year. The Headteacher and Governors also have the benefit, in preparing the SDP and in reviewing performance against priorities, of the reports of our School Improvement Partner.

<u>The targets for the School Improvement Plan 2018-19</u>

In compliance with this procedure, in 2018-19 the Full Governing Body agreed the following as the targets for the School Improvement Plan for 2018-19:

Priority 1 To maintain the high pupil outcomes for children by

- ensuring Maths Mastery for all and maintain / increase the % of girls reaching exceeding in Maths
- developing Talk for Writing and increase the % of boys reaching exceeding in writing

Priority 2 Support the Year 2 cohort (a very young and immature cohort)

Priority 3 Challenge for Gifted and Talented in KS2

Priority 4 Develop coding and programming in computing

Priority 5 Support new Literacy Leads in monitoring English curriculum across the school.

<u>Governor visits to monitor the SDP</u>

Individual Governors visit the school as part of their monitoring of the SDP and of specific issues. These visits are considered a valuable opportunity for Governors to be able to work closely with staff members across the school. .

Examples of these visits include: Interviews with key staff on SEND and Pupil Premium. Subject visits – maths, reading and writing, R.E. History, discussions with children, review of children's books, safeguarding audits; "walkabouts" to review compliance with health and safety standards.

IMPACT:

- **Governors can see first-hand the developments taking place, enabling them to ask questions and understand the next steps in terms of school improvement.**
- **Governors can see evidence of standards in the children's work and are confident that these are being maintained.**
- **Governors have a good understanding of the areas for development.**
- **The governors are known to and part of the school community**

School Policies

The Governors review all relevant school policies on a programmed basis to ensure that all guidance is current and complies with best practice and is based on day-to-day experience within the school.

Specifically, the Governors ensure that the school has in place policies which are consistent with those policies which are required by the Department of Education and those which are recommended by North Tyneside Council.

IMPACT:

- **Policies and procedures are current and up to date.**
- **School Policy Log is up to date.**
- **GDPR all policies are in place by 25th May deadline.**
- **The school complies with the DfE mandatory policy list**
- **All the required information is on the school website.**

Training, networking and listening – keeping the Governors informed

The Governors are fully aware that, if they are to govern the school successfully in a rapidly changing education environment, they need to be informed of developments in the sphere of education, and they need to be aware of all that is happening in the school. They do this by undertaking training courses and by listening to the views of staff, pupils and parents.

Training

All members of the Governing Body receive training. In 2017-2018 the Full Governing Body had training on the special educational needs; health and safety, understanding data recording Key Stage achievement and progress; and understanding the basis of OFSTED inspections. All new Governors have attended the induction training for school governors provided by North Tyneside Council.

This training has assisted the Governing Body in keeping abreast of key developments and requirements in primary education. It also equips Governors to support and challenge the school in its provision of education to pupils and to monitor and support the administration of the school.

Listening to the views of pupils, parents and staff

The Governors are fully aware that they must have a good understanding of what goes on in the school from day-to-day as part of their responsibility to monitor the school's performance and to govern the school for the best advantage of the pupils. The Governors therefore in 2017-18 have taken the opportunity to listen to the views of pupils, parents and staff, both formally and informally.

The Governing Body has been fortunate to have parent Governors (plus one co-opted Governor and an Associate member who are also school parents) who have generously contributed the benefit of their experience as school parents whilst acting, as all Governors must, in the interests of the school as a whole.

In 2017-18 parents were asked to give their views on a range of matters, including suggestions for the School Development Plan and a consultation on the finishing times of the school day as well as the annual parent questionnaire and end of year report feedback.

It remains the case that parents are always encouraged to bring particular concerns to a class teacher or the Headteacher, or, where appropriate, to the Chairman of the Governors, and where these concerns are of general interest they are reported to the Governing Body as a whole.

The Governing Body includes a staff Governor, and this gives the Governing Body a most helpful insight, from a teacher's perspective into a wide range of issues and in particular in relation to curriculum matters, timings of the school day and staff workload.

Over the course of the year individual Governors have taken the opportunity to visit the school and observe school life informally in many different ways: by listening to children read; by attending events such as plays, concerts, assemblies, sports day and other sporting events. In this way the Governors have observed the range of activities which are carried out in the school and the breadth of the wider educational provision within the school.

The Friends of Southridge First School is a volunteer body of the school's supporters, principally run by parents. It is primarily, a social and fund-raising organisation. It provides another forum by which the Governors can be kept informed of the views of parents and other supporters of the school, and they have been invited to a Full Governing Body meeting so that the governors can thank them for their fundraising efforts.

Governor self-evaluation

In addition to undergoing training in order to better carry out their responsibilities, the Governors have in the course of the year engaged in a process of self-evaluation to test their performance against national standards and to seek to improve their effectiveness. The National Governors' Association produces a paper, "Twenty Key Questions every governing board should ask itself", designed to encourage school governors to challenge themselves as to their performance and effectiveness.

Conclusion

The Governors hope that in producing this Impact Statement they have helpfully informed stake-holders parents and others in the school community, or those who take an interest in the school, of the work the Governors have undertaken in the school year 2017-18 and of the resulting benefits to the school.

June 2018