

The Bawburgh School Governor Impact Statement for 2017-18

Over the past year, the governors at The Bawburgh School have supported and challenged the School in various ways and have developed our own protocols, procedures and practices to further support the improvements in learning and teaching witnessed at the school over the past 12 months.

This includes a positive outcome from OFSTED, where the HMI stated that “the governors are reflective and committed to the development and well being of staff and pupils and willingly dedicate time to their role’.

As recognised by the HMI, the governing body commissioned an external review of their work, as part of a process of renewal and to ensure that they provide strong challenge to the head and school leaders.

Our Core Functions as a governing body continue to be:

1. Setting the strategic direction of the school
2. Holding the Head teacher to account for the educational performance of the children
3. Ensuring Financial resources are well managed
4. Ensuring all children and staff are Safeguarded at The Bawburgh School and that their wellbeing is our priority.

What we have done to support the core functions:

Since the last impact statement we have successfully recruited 5 new governors with the appropriate skills to complement our existing governors. This ensures we can now effectively fulfil the legal obligations of a governing board.

Continued to ensure that the governing body are sufficiently well trained, through LA training courses and online opportunities for those who cannot attend LA courses, this year training has been undertaken in the following areas:

- Holding school leaders to account - March 2018
- Monitoring in practice- March 2018
- Health and Safety for Governors - October 2018
- Governance Now – New Governors June and October 2018
- Safeguarding Children in Education – September 2017
- Headteacher Performance Management – November 2018

Governors now ask robust questions of the Head and staff and these are recorded and evidenced in our meetings. We have set ambitious, challenging and realistic targets for pupil attainment, progress and quality teaching targets.

The HMI in his report has asked us to work closely with the Head on the following 4 key issues:

- teachers in key stage 2 further develop their skills and knowledge so they are more adept in the teaching of mathematics and so enable pupils to make good or better progress
- there is a more consistent approach to the leadership, planning and implementation of

learning activities in subjects other than English and mathematics

- they review and make appropriate amendments to the way they communicate with parents about the good work taking place in school
- governors provide greater challenge to leaders to make sure that they continue to raise standards for pupils.

We have kept a tight control of the school budget, ensuring prudence without negative impact on resources for learning.

The Impact we have had:

An External Review of Governance Action plan was written following the outcomes of the report and after verification from the local authority will be live from the start of the new academic year.

The successful school improvement plan priorities were:

- To raise attainment in Maths at KS2
- To improve progress measures for Maths and Reading in KS2
- To improve the percentage of children achieving GDS in KS2
- To continue to develop assessment structures within the school
- To continue to ensure “Quality First” teaching at all times to raise attainment
- To continue to develop school curriculum map
- To improve attendance
- To increase parental engagement

Impact measures on all the above are evident from the minutes of all the appropriate committees that focus on standards, attainment and progress.

What are we Planning Next?

- Continue to support the Head and staff in the lead up and through the process of HMI inspection.
- Further develop and support our Head and teachers so that they continue to provide outstanding teaching to our pupils.
- Further support staff to ensure those pupils who are not yet fluent with earlier material consolidate their understanding, through additional practice and support, before they move on.
- Redesign our curriculum provision for all children
- Maintain consistency across the school following a number of changes over the last 2 years.
- Embark on our Visible Learning Journey
- Succession Planning within the teaching and support team.
- Risk assessment in relation to our core business e.g. Change of leadership team, change of governance, Increase/decrease in outcomes, parental choice, financial position of the budget.