

The Bawburgh School Governor Impact Statement for 2018-19

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.

In March 2019 the school had a 2 day inspection, where the school was graded good across the four categories, the HMI stated that “the governors have responded positively to the previous inspection report which identified the need for them to increase their challenge of leaders. They commissioned a review of governance and acted on its recommendations... Consequently, governors now provide the appropriate balance of challenge and support for 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:

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:

- Using Data – February 2019
- Governors: Getting ready for inspection – Feb 2019
- Governor and Trustee induction – Oct 2018
- SEND governors role – Oct 2018
- GDPR – Data Protection – May 2019
- Introduction to Schools finance – Dev 2018
- Safeguarding Children in Education – September 2019
- Monitoring in Practice – March 2019
- Pupil Premium – Jan 2019

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

Governors have created a rigorous monitoring schedule with clearly defined tasks and roles, meaning governors are in school half termly monitoring SIDP actions and statutory functions.

The HMI in her report has asked us to work closely with the Head on the following 2 key issues:

☑ Continue to improve the quality of teaching and learning to the same high standard as the best by:

- providing bespoke support and training for individual staff to develop their skills
- ensuring that all staff have the same high expectations of pupils as the most effective teachers
- ensuring that learning time is used effectively in all classes so that pupils do not become distracted or distract others.

☑ Further develop and refine the curriculum plans by ensuring that:

- tasks develop pupils' skills, knowledge and understanding progressively over time
- leaders for subjects other than English and mathematics develop assessment systems further and use these to check that pupils make consistently strong progress in the subject that they are responsible for.

We have kept a tight control of the school budget, ensuring prudence whilst minimising the negative impact on resources for learning.

The Impact we have had:

The Governors have continued to follow the External Review of Governance Action plan and this has been high priority and an agenda item for all FGB meetings to report on progress.

Curriculum and Standards - Impact Statement – September 2019

Leadership & Management

- Reviewed committee terms of reference
- RAG rating of SIDP, with clear identification of progress against actions.
- Discussion regarding pupil progress tracking. Questioning reports and agreeing future actions.
- Governor monitoring visits aligned to roles and responsibilities.
- Evidence of the impact of Pupil Premium spends.
- Discussion and approval of Y1 phonics, and end of KS1 and KS2 targets.
- Pupil progress and attainment and assessment data training session increased governors' knowledge of processes used and enabled them to ask pertinent questions to provide challenge and support.
- Review of the draft SIP/SEF and key priorities approved.
- Consideration and approval of the SAT's timetable.
- Approval of SEN information and local offer report.

Behaviour & Safety of Pupils

- Attendance processes discussed
- Improved attendance – evidence of impact of agreed strategies

Quality of Teaching and Learning

- Improvements in quality of teaching evidenced through Target setting and Outcomes (including Pupil Premium) and visit by E. Adcock.

Achievement of Pupils

- Evidenced through Data and Pupil Premium outcomes.
- Data - noted to be positive
- Improvements in quality of teaching
- Curriculum review (E. Adcock)

Resources Committee Meeting – Impact Statement 2019

Leadership & Management

- Confirmation of healthy budget
- Agreement to review Asset Management processes
- Agreement to add areas to monitoring timetable – committee related
- Approval of BR3
- SLA contract review and approval to purchase

Behaviour & Safety of Pupils

- Health & Safety checks completed – issues identified and addressed.
- Mandatory staff training
- Asbestos themed audit reviews
- Appointment of a GDPR governor

Quality of Teaching

- The appointment of a teacher
- Benchmarking data

Achievement of Pupils

- Benchmarking data (Resources spend – justification of governor decision to invest in Accelerated Reader. Reading 100% last year).
- Pupil premium and sports premium monitoring visits

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?

- 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 3 years.
- Continue our Visible Learning Journey
- Succession Planning within the governing body
- Development of premises plan
- 3 year plan for the school