



## **GOVERNING BODY IMPACT STATEMENT 2018/2019**

### **INTRODUCTION**

The Governing Body expects school to make a positive difference to the lives of pupils, their families, staff and the local community. By ensuring that governance processes are sound the governors are supporting the school to be the very best it can be. It is the Governing Body that defines the ethos, values and strategic direction of the school. Governors must monitor whether or not the school is on course to meet its goals and provide suitable challenge to ensure actions are taken to improve performance where necessary.

The Governing Body should be aware of its own performance and understand whether it is meeting its required functions. This annual impact statement describes how governors fulfilled their role in 2018/19 and also identifies the Governing Body areas for action in 2019/20.

### **CONTEXT**

Following the Ofsted Inspection in 2017/18 the school was assessed as requiring improvement. Despite this judgement school still achieved good and improved SATs results at KS1 and excellent improved results at KS2. Throughout 2018/19 school leaders have worked hard to address any areas of concern and have delivered a very challenging School Improvement Plan. The key priorities were to improve the effectiveness of leadership, the quality of teaching, and behaviour. There have been clear gains across all three areas which have been validated via external assessment. Despite continued challenges, including a large proportion of disadvantaged children within the school population, in 2019 KS1 children achieving GDS improved in every area, including RMW combined, compared to SAT results in 2018. KS2 children meeting the expected standard in writing was 5% below national attainment but in all other subjects, including RMW, results were either equivalent to national attainment or above.

School has taken full advantage of opportunity area support such as access to coaching with resulting benefits for staff and pupils. Valuable support has also been provided by the Exceed Partnership Multi Academy Trust which the school is scheduled to join in 2020.

The Governing Body has been mindful of the new Ofsted education framework (May 2019) and approved a School Improvement Plan for 2019/20 which clearly reflects key areas and expectations identified within the framework.

*Ofsted state that those with responsibility for governance:*

- *Understand their role and carry this out effectively. They ensure that the provider has a clear vision and strategy and that resources are managed well. They hold leaders to account for the quality of education or training.*
- *Ensure that the provider fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' Strategy and safeguarding, and promoting the welfare of learners*

As part of the approach to leadership development the Governing Body identified areas for change in regard to its own functioning and has taken positive action to make significant improvements. Actions included areas for improvement identified via an external governance review process. Detail of performance against the action plan is given as Appendix 1.



The Governing Body at Sheep Dip Lane Primary School remains committed to maintaining high standards and improving outcomes. The three core functions of the governing body being:

- To ensure clarity of vision, ethos and strategic direction
- To hold the executive leaders to account for the educational performance of its pupils and the performance management of staff
- To oversee the financial performance of the organisation and make sure money is well spent

### ***Ensuring clarity of vision, ethos and strategic direction***

In 2018/19 the governing body reviewed and redefined the school vision culminating in the production of the School Strategic Vision Document 2019 – 2022. The document sets out five clear targets such as the aspiration to gain an outstanding Ofsted rating within three years. The Governing Body will reflect on progress towards these targets at each of its meetings in 2019/20.

Governors have continued to challenge the school ethos, expectations and aspirations via full governor meetings, committee structures and other formal/informal contacts with school. As part of this work governors have ensured relevant school policies and plans have been developed, updated and approved.

The main work of the Governing Body is driven through the committee structure. In 2018/19 the Governing Body established a third committee – Safeguarding and Inclusion – to ensure adequate time and focus on all key areas. The three committees now in operation are:

- School Improvement Committee (SIC) to review/monitor the School Improvement Plan including performance against national standards and progression gains.
- Finance, Facilities and Human Resources Committee (FFHR) where formal budget, staffing and resource reporting occurs.
- Safeguarding and Inclusion Committee.

Critical to ensuring realisation of the school vision is having clearly defined annual school improvement priorities and a plan to enable delivery of these. The Governing Body has reviewed achievement against the 18/19 priorities and approved the priorities for 19/20 as specified below:

- To improve the quality of education for all pupils in literacy and across the curriculum
- To improve the effectiveness of all leadership and governance to ensure pupil outcomes improve in 2020
- To improve behaviour and attitudes to have a positive impact on self, others and the school culture
- To improve provision and opportunities for personal development of all pupils
- Early Years: To improve provision and teaching and learning of oracy to raise pupil outcomes in reading and writing in 2020

### **IMPACT**

- Strategic vision document produced
- Achievement against 2018/19 School Improvement Plan reviewed and 19/20 School Improvement Priorities approved
- Work on committees and other groups throughout the year, including interrogation of data, has ensured that progress against strategic goals has been monitored with curriculum and policies reviewed, updated and approved against national and local best practice.
- Continued oversight of progress towards Academy Conversion and membership of a Multi-Academy Trust following the decision taken in 17/18 to join an identified MAT



## ***Holding the executive leaders to account for the educational performance of its pupils and the performance management of staff***

The Headteacher is accountable for the day to day running of the school including the performance management of staff. Governors hold the Headteacher and senior leaders to account via the formal Governing Body and Committee structure. In 2018/19 there has been close scrutiny of the three school improvement priorities endorsed by the Governing Body:

- Quality of teaching. The Headteacher has provided regular reports to the School Improvement Committee and full Governing Body meetings against critical milestones which have included working towards 90% of teaching being evaluated as good and pupils at KS1 and KS2 achieving the set attainment and progress targets (inclusive of specific targets for pupil premium children). Governors have consistently challenged school leaders in regard to the type and rate of change the school has effected and the impact on pupils' education.
- Effectiveness of leadership, management and governance. In this case monitoring has focused on teaching and learning outcomes, robust performance management via the Pay Committee and the impact of subject leaders in regard to enabling improved pupil progress and outcomes. There has also been detailed examination of the effectiveness of governors in carrying out their monitoring and scrutiny role (including an external review of governance).
- Improve behaviour provision. Targets set at 90% of behaviour observed in classrooms to be judged at least good in regular drop ins and on teaching and learning review. Governors also monitored incidents, exclusions and pupil survey data in order to assess the effectiveness of the interventions being made by the school.

Governors have engaged with the school in a variety of ways and used a range of tools to form judgements on school performance. They have reviewed and sometimes undertaken data analysis to ensure they have a good understanding of what is being offered and how pupils and staff are responding. Availability of timely data analysis and information based on this (including comparative data against other schools/national levels of performance) has been crucial in order that governors could question the data interpretation and the school response to this. External validation has been sought where helpful to reinforce school self-assessment. Governors have also made personal observations by undertaking learning walks and other types of school visits. Visits/learning walks and other time spent in school provided governors with a chance to experience school life and culture first-hand and consider how well the school values were being reflected in the behaviour of both pupils and staff.

Areas strengthened in 18/19 were:

- Identification of specific governors to take a lead on aspects related to the school improvement priorities. This in turn enabled greater and more effective engagement with staff, particularly subject leaders.
- Ensuring and supporting the more extensive and effective use of pupil and parent surveys. In 2018/19 Governors were personally involved in survey design, distribution and analysis as well as approving recommendations for action.

Other means by which Governing Body influence has been exercised in 18/19 has included: involvement in head teacher performance management review; recruitment; reviewing/approving school policy; and, oversight of action in regard to external reports. Governors have also continued to access relevant training and development in order to ensure that they perform their own role as effectively as possible.

## **IMPACT**

- Greater focus for individual governors by links to school improvement priorities which has led to more effective engagement with staff.
- Governors have maintained an overview of performance against school improvement priorities, progression against these and required timely intervention if expected achievements were not being made.
- Training and development has enabled governors to acquire the skills to better hold leaders to account and understand/ challenge information presented to them.



## ***Overseeing the financial performance of the organisation and making sure money is well spent***

As part of its strategic role the Governing Body must set the financial priorities for the school and ensure that the budget is managed effectively. Formal budget and resource monitoring is delivered via the Finance, Facilities and Human Resources Committee (FFHR). In 2018/19 the terms of reference for the FFHR were reviewed and revised and the Vice Chair of Governors assumed the role of Committee Chairperson. The committee role has been to ensure that the 18/19 budget was aligned to the school's key priorities and that the school used all its resources as effectively and efficiently as possible. During the year the committee received regular budget and resource reports from the School Business Manager.

Throughout 18/19 there has been a continuing need for effective action to enable expenditure to remain in budget. The FFHR has had to approve a number of very challenging measures to address the budget deficit without detrimental impact on pupil learning opportunities. This has included revisions to the school timetable which were introduced as sensitively as possible following a parental consultation exercise. The FFHR also had to undertake careful longer-term financial planning to ensure school financial projections met the requirements for school to complete academy conversion and become a member of the Exceed Partnership Multi Academy Trust in 2020.

Governors have recognised the continuing challenges impacting on pupil attainment and progress where there is staffing inconsistency or underperformance. There has been close monitoring of teacher performance information and the impact of any staff improvement plans. Governors have continued to work closely with the Headteacher and Senior Leadership Team to identify long-term solutions to developing and maintaining an excellent workforce. As in previous years the Governing Body has supported interventions to address concerns within the context of financial probity but always with a view to enabling better teaching and improving learning outcomes.

One specific area strengthened in 2018/19 was identification of a lead governor for pupil premium which enabled more critical review of the way the pupil premium grant was used. Governors also maintained oversight of the use of other grants such as the Sports Premium. Related to the FFHR governors have served on bodies such as the Pay Committee and the Pay Appeals Panel. Governors have also reviewed and approved relevant Financial and Human Resource related policies and monitored compliance with required financial directives. The Committee chairperson has also undertaken some audit activity including review of the Single Central Record.

### **IMPACT**

Assurance that:

- the school leadership has efficiently managed the budget and effectively utilised resources to the benefit of pupil learning and in line with identified school improvement priorities.
- that required directives/policy have been appropriately implemented to the necessary standard and timescales.

### **2019/20 PRIORITIES**

The Governing Body has determined an action plan and a governing body training and development plan for 2019/20 which are given as Appendices 2 and 3 to this report.

### **CONCLUSIONS**

The Impact Statement should help inform parents and others in the school community of the Governing Body role and actions taken in 2018/19. If anyone has questions arising from this Statement they are invited to raise them with the Co-Chairs of the Governing Board.



## APPENDIX 1: GOVERNING BODY ACTION PLAN 2018/19

Action Point	Key Actions Implemented
Leadership	<ul style="list-style-type: none"> <li>Leadership development made part of regular School Improvement Committee (SIC) discussion/challenge.</li> <li>School Improvement Plan (SIP) leadership actions monitored closely via SIC including external review report scrutiny</li> <li>Subject Leaders challenged via subject lead reviews with governors</li> </ul>
Attainment	<ul style="list-style-type: none"> <li>SIC scrutiny and review of pupil progress and achievement data</li> <li>Effectiveness of interventions and any change from planned/predicted progress toward attainment at national level challenged so SIC members could be satisfied that appropriate intervention measures were being implemented in a timely and effective way</li> </ul>
Behavioural Policy	<ul style="list-style-type: none"> <li>Policy reviewed/updated</li> <li>Behaviour was agreed focus for final StEP review (governor involvement in StEP review process)</li> <li>Governors involved in class observations re: behaviour and expectations. Leaders challenged via governor questions including focus on the impact of Thrive</li> </ul>
Bespoke Code of Conduct	Produced, shared with all governors and signed off by full Governing Body
Governor Monitoring Integral to School Improvement Plan	Link governor visits aligned to school priority areas – including meeting with relevant leaders, learning walks and work scrutiny
Financial Challenges	Membership of Finance, Facilities and Human Resources Committee (FFHR) strengthened, new chair of committee, clear concise School Business Manager (SBM) reports to FFHR, delivery/deviation from financial plan clearly articulated by SBM at each meeting with opportunities for FFHR membership to question, review and approve interventions
Teaching Support Assistants	<ul style="list-style-type: none"> <li>Externally supported review completed.</li> <li>TSA provision and impact scheduled SIC agenda item.</li> </ul>
Communication (Governors)	<ul style="list-style-type: none"> <li>Governor email established.</li> <li>Link Governor meetings timetabled.</li> <li>Governor section on website reviewed and updated including governor pen portraits.</li> <li>Visit book established to effectively record all governor school visits.</li> <li>Link governor reports completed and shared.</li> <li>Training feedback reports from governors completed and shared.</li> </ul>
School Improvement Committee	<ul style="list-style-type: none"> <li>Membership of SIC strengthened.</li> <li>Improved minutes to ensure stronger challenges from governors recorded.</li> <li>More structured agenda introduced focused on the three SIP priorities with regular standing items.</li> <li>Any deviation from planned/predicted progress against the SIP challenged/reviewed so SIC members could be satisfied that appropriate intervention measures were being implemented in a timely and effective way.</li> </ul>
Pupil Premium	<ul style="list-style-type: none"> <li>Lead governor for Pupil Premium identified and able to access appropriate training.</li> <li>Challenge and review meetings held with staff leads for Pupil Premium re: PP plan development, implementation and impact.</li> <li>PP reporting to both FFHR and SIC.</li> <li>Improved reporting of PP children attainment and progress in comparison with PP and non-PP children nationally and in school.</li> </ul>
Parent & Pupil Voice	<ul style="list-style-type: none"> <li>Governors had greater engagement with design, delivery and analysis of parent and pupil surveys.</li> <li>Improved reporting of survey findings at both committee and full governing body meetings.</li> <li>Message facility established in order that parents and pupils can leave a message for the Co-Chairs of Governors if they have any confidential matters they wish to raise</li> </ul>
Governor Competencies	<ul style="list-style-type: none"> <li>Governor skill self-assessments completed and analysed.</li> <li>Governing Body development session delivered by Vice Chair on the Competency framework</li> <li>Identification of skill sets which would strengthen the governing body if able to recruit new governors.</li> </ul>
Governing Body Development	Training and development areas identified and governors signposted to and accessed relevant training. This has included: governing body development sessions led by Chair/Vice Chair (e.g. Governing Body Competency Framework); access to 'Buy Doncaster' training; access to Exceed MAT training; NGA Board Development support (e.g. facilitated session on board decision making and impact); NGA Chair Development Programme (for both Chair and Vice Chair)
Committee Structures and Terms of Reference	Reviewed/revised and new Committee (Safeguarding and Inclusion) established
Coaching/mentoring new governors	<ul style="list-style-type: none"> <li>Adoption of LA Governors Handbook to underpin induction process with new governors.</li> <li>Chair has established brief meeting with all non-staff governors prior to the full governing body meeting to review agenda and discuss potential questions to be raised – particularly to help less experienced governors.</li> </ul>
Raise profile of governance amongst pupils, parents and staff	<ul style="list-style-type: none"> <li>Governor photos displayed alongside staff photos.</li> <li>Pen portraits on website.</li> <li>Governor engagement with pupil and parent surveys.</li> <li>Link governors meeting with staff/Governors meeting with subject leads.</li> <li>Governors more visible in school.</li> </ul>
Explore ways of learning from best practice	<ul style="list-style-type: none"> <li>Networking with other schools via NGA Chair Development Programme (opportunity to visit other schools and observe other governing body meetings)</li> <li>Networking with other school governing bodies via relationship with Exceed MAT</li> <li>Opportunities to hear from national leads via LA organised training such as 'Future Directions'</li> </ul>



## APPENDIX 2: GOVERNING BODY ACTION PLAN 2019/20

ACTION POINT	SIP PRIORITY	CORE FUNCTION	PRODUCT/OUTCOME
Regular review of school strategic vision targets and school progress towards these		Clarity of Vision	Review at each full governor meeting
Rigorous review and assessment of progress against SIP priorities	1,2,3,4,5	Holding Leaders to Account	Scrutiny and challenge of regular reports from HT at SIC and full governor meetings
Review, revise and support link governor roles	1,2,3,4,5	Holding Leaders to Account	<ul style="list-style-type: none"> <li>Link Governor Guidance Document – Oct 2019</li> <li>Link Governor Report Template – Oct 2019</li> </ul>
Implement Link Governor Roles	1,2,3,4,5	Holding Leaders to Account	<ul style="list-style-type: none"> <li>Initial meetings with staff leads completed term 1</li> <li>Observation/visits/other identified activities undertaken terms 1, 2 and 3</li> <li>Final meeting with staff leads completed term 3</li> <li>Link Governor reports completed and shared term 3</li> </ul>
<ul style="list-style-type: none"> <li>Ensure special needs of all children and young people in school are met</li> <li>Promote the welfare of children and have effective child protection policies that meet local and national guidance</li> </ul>		Holding Leaders to Account	Appropriate and effective monitoring/scrutiny via Safeguarding Committee, Safeguarding Lead Governor and SEND Lead Governor
Ensure school maintains all required statutory policies		Holding Leaders to Account Overseeing Financial Performance	Relevant Committee Policy sign off at required times (as advised by SBM)
Preparation for transition from Governing Board to Local Governing Body within a MAT			<ul style="list-style-type: none"> <li>Initial question/answer meeting between co-chairs and Exceed: Nov 2020</li> <li>Update/inform/prepare all governors: Nov/Dec 2020</li> <li>Implement any required committee changes with revised terms of reference: Feb 2020</li> <li>Ongoing review of the relationship between the LGB and the Trust Board with any issues/concerns identified and addressed</li> </ul>
Ensure LGB arrangements in place for agreed financial and HR monitoring in line with devolved responsibilities from Trust		Overseeing Financial Performance	<ul style="list-style-type: none"> <li>Clarify requirements – Nov 2019</li> <li>Review/produce revised FHHR terms of reference and functioning in preparation for transition – Jan 2020</li> <li>Implement changes – Feb 2020</li> </ul>
After transition to MAT complete - update governor skill audit			Skill audit report with any training and development requirements identified to enable effective working as a LGB – March 2020
Governing Body and individual governor training and development			<ul style="list-style-type: none"> <li>Co-Chairs to identify and facilitate governing body training and development</li> <li>Individual governors to maintain awareness of personal training needs and seek to address these</li> </ul>



### **APPENDIX 3: GOVERNING BODY TRAINING AND DEVELOPMENT PLAN 2019/20**

AREA OF LEARNING	Method of Delivery
1. New Link Governor Framework, roles and responsibilities	Workshop – Oct 2019
2. Code of Conduct	Workshop – Nov 2019
3. New Ofsted Framework	Workshop – Nov 2019
4. Governors preparation for an Ofsted Inspection	
5. School Curriculum – intent, delivery and impact	
6. Scheme of Delegation and Revised Roles/Responsibilities as a Local Governing Body within the MAT	
7. Promoting Oracy and Phonetics	
8. Safeguarding and Prevent	Annual Training all governors
9. Disadvantaged Pupils/Pupil Premium	