

## **Governors Annual Statement-Impact Report 2016-17**

### **Core Functions**

1. Setting Vision, ethos and strategic direction
2. Holding the Headteacher to account
3. Overseeing financial performance

### **School Development Plan and Self Evaluation**

The current School Development Plan (SDP) is based on a thorough evaluation of the strengths and weaknesses of the school. It has key priorities and these are addressed through on-going Raising Achievement Plans (RAPs). These Raising Achievement Plans are updated on a regular basis by all members of the teaching staff and overseen by the Governing Body.

### **Governor Meeting Attendance**

The Governing Body is currently operating with one Committee that meets once a month. Within this committee, each Governor has clearly defined roles (See Roles and Responsibility document). Attendance continues to be good, with any absences explained and accepted by the Governing Body. There are currently no causes for concern at the level of commitment shown by any member of the Governing Body.

### **Governor Visits**

The Governors visit the school as part of their monitoring of the School Development Plan (See Governor Visit forms). Named Governors are linked to particular aspects of the school's provision and year groups. They are also involved in:

- Pupil Progress Meetings each term
- Senior Leadership Team meetings
- Themed weeks
- Preparing reports for the whole Governing Body (SEN, Pupil Premium, Sports Premium)

### **Data Analysis**

Governors receive training on interpreting data (Raiseonline, Target Tracker, FFT) and are then actively involved in challenging Senior Leaders at SLT meetings, Governing Body meetings and at Pupil Progress Meetings. They compare the school's performance with that of local and national schools, identify trends and seek to evaluate the impact of any actions taken by the school.

Particular attention is given to those groups that are deemed 'vulnerable' and how the Pupil and Sports Premium is used.

## **Policies**

Governors review policies on a regular basis. Particular attention is paid to ensure that the school complies with the Department of Education's policy list and that of the Local Authority.

## **Financial Management**

The Governing Body has the necessary skills to ensure that the school manages its finances effectively (see SFVS return) and are advised by the School Business Manager.

## **Governor Training**

The school buys into Gloucestershire Governor Training package each year.

Please see Appendix A

## **Safeguarding**

The Governing Body has a dedicated Governor responsible for Safeguarding and a number of Governors have completed Safer Recruitment training to ensure the school recruits the most appropriate members of staff.

The Safeguarding Governor's photo is clearly displayed around the school and termly monitoring of the Single Central Register (SCR) is undertaken. The Safeguarding audit is completed in the Autumn Term and monitored half way through the academic year.

### Impact Summary for academic year 2016-17

Priorities/Issue	Action	Impact
<p>Improve outcomes for all pupils in Key Stage 1, specifically in relation to lower attainers and children in receipt of FSM.</p>	<p>Monitor Raising Achievement Plan 3 times a year Provide challenge at Pupil Progress meetings Have a clear understanding of the shared expectations for assessment, moderation and what the % target will be, based on prior attainment at both Early Years and end of Year 1 Ensure professional development opportunities are clearly identified and staff improve the quality of teaching through targeted support</p>	<ul style="list-style-type: none"> <li>• Key Stage 1 results show marked improvement from previous year with 86% achieving/exceeding expectations in reading, 76% in writing and 90% in maths. In addition, 43% working at Greater depth in reading and 21% in maths</li> <li>• 100% of Pupil Premium children finished the year (Year 2) at or above expectations for their age. PP attainment in Reading has improved across the school, as it has in Writing and Maths (with one exception)</li> <li>• SEN attainment in Maths has improved significantly across the school. This is also true of Reading and Writing.</li> <li>• GB fully prepared for results due to on-going attendance at Pupil Progress Meetings (PPM) throughout the year. Level of challenge at these meetings has ensured that staff attend fully prepared to explain data for all pupils.</li> <li>• Continuing Professional Development (CPD) led by a member of the Senior Leadership Team (SLT) has been clearly targeted on improving the quality of maths teaching. This has also been supported by the Governors supporting the school's involvement with the Maths Hub at Balcarras School. Having a member of staff leading Teaching Research Groups (TRGs) has impacted on the quality of maths teaching within school. The Governors are committed to this continuing in 2017-18, with the teacher visiting Shanghai and the school hosting two teachers from China.</li> </ul>
<p>Develop further an</p>	<p>Allocate sufficient resources for</p>	<ul style="list-style-type: none"> <li>• Four members of staff have now received Maths-No Problem</li> </ul>



<p>approach to the teaching of maths throughout the school that deepens understanding and promotes children's' ability to reason effectively.</p>	<p>the school to continue with research (Maths-No Problem) from Year 1 into Year 2 Timetable release time for members of staff to pursue Mastery status in maths. Empower staff to explore models of teaching to improve outcomes for children.</p>	<p>training, with the first cohort having had two years teaching with this approach having 90% working at or above expectations in maths.</p> <ul style="list-style-type: none"> <li>• Strong leadership within the maths team as identified in a recent Local Authority report, has resulted in the school improving maths attainment and progress across the school, using several Mastery approaches. Developing and refining a range of strategies has resulted in an increase in confidence amongst staff.</li> <li>• Involvement in the Maths Hub, GLOW has ensured that the school is able to provide support to other schools as well as to identified staff within the school.</li> <li>• The Shanghai exchange will raise further the profile of maths within the school and the local cluster of schools. This is being made possible because the GB has taken the strategic decision to support this venture financially.</li> </ul>
<p>Promote STEM throughout the school and increase the % of children achieving the expected standard in both KS1 and KS2, with focus on KS2.</p>	<p>Allocate sufficient resources for subject leaders to monitor and evaluate provision across the school Play an active role in specific opportunities for children (e.g. STEM week)</p>	<ul style="list-style-type: none"> <li>• % increases in number of children working at or exceeding expectations in Science in some year groups. (3/5)</li> <li>• Science Lead has successfully identified areas for improvement across the school and has actively sought, through STEM Week and Planetarium Visits, as well as attendance at Science Festival, opportunities for children to be excited and engaged with Science.</li> </ul>
<p>Ensure the curriculum</p>	<p>With support, use the pupil online survey to provide</p>	<ul style="list-style-type: none"> <li>• Limited impact in terms of success criteria. However, GB has been involved with many SMSC activities throughout the year. These</li> </ul>



<p>promotes the concept of Global Citizenship through a broad SMSC provision and meets the physical and emotional needs of children through an appropriate PSHE Curriculum.</p>	<p>challenge to middle and senior leaders Understand and evaluate the school's use of SMSC audit tool Financially support the development of the school grounds to promote meaningful play and pupil's well being</p>	<p>have included European Week of Languages, International Belong Week, May Day at Woodmancote and supporting the school's promotion of greater understanding through visits to the Gloucester Mosque, the Cheltenham Hindu temple and the Cheltenham Synagogue.</p> <ul style="list-style-type: none"> <li>• Development of the school grounds continues, with additional priorities identified by PSHE Lead for 2017-18. School has a greater awareness and focus on emotional well-being with a new NEST (Nurturing and Emotional Support Team) that will now include a Play therapist, as well as a SENCO, Pastoral Lead and PPG teacher.</li> </ul>
<p>Meet the growing demands of a growing pre-school and school aged population</p>	<p>Secure funding and project lead on the establishment of a governor led Pre School Setting Appoint relevant qualified staff Allocate resources to equip the setting with high quality equipment Commission the development of a brand and marketing material</p>	<ul style="list-style-type: none"> <li>• Successful in securing funding for a 30 place setting (Completion- November 2017).</li> <li>• Recruitment of highly experienced Lead for Early Years</li> <li>• Financial prudence allowing for resources to be allocated, ensuring high quality fittings and fixtures.</li> <li>• Brand developed in line with school's own branding and ethos.</li> </ul>

**In addition to the above, the Governing Body has:**



- Liaised with the Parish Council to tackle issues around parking
- Addressed key building related issues, such as windows, doors and woodwork in Key Stage 2, toilets in Key Stage 1 and Administration areas.
- Fulfilled its statutory duties in relation to Exclusions and Safeguarding.
- Had a physical presence around the school at key times, ensuring staff are well supported and challenged and parents are assured that there remains an open and honest dialogue between all stakeholders.

### **Emerging Priorities identified by the Governing Body**

- Writing across the school
- Pupil Premium attainment in identified year groups
- Health and Well-Being for pupils and staff
- Development of a Broad and Balanced Curriculum

Appendix A								
	Linda Armitage	Sheila Johnson	Andrew Hiscock	Mark Darwin	Gill Saunders	Terry Davis	Clare Spiller	Ben Scott
Safeguarding children – school based course	1/11/16	1/11/16	1/11/16		1/11/16	1/11/16	1/11/16	
Safer Recruitment	24/1/14			27/1/17		17/10/16	24/1/14	
Performance Related Pay	12/2/14	12/2/14	12/2/14		12/2/14			
Raise	27/2/14 14/12/16	27/2/14 14/12/16	14/12/16		14/12/16	14/12/16	14/12/16	
Role of the Chair	21/2/13							
Induction for New Governors			12/2/14		26/9/11	25/2/14	28/11/12	
Monitoring & Challenge					Nov 2013		Nov 2013	
Being the Best you can be	7/11/15				7/11/15			
The Practicalities of Achieving Outstanding Governance	29/6/16							
Improving the SMSC development of pupils			14/1/15		14/1/15			