

Governors Annual Statement-Impact Report 2017-18

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 RAPs are updated on a regular basis by all members of the teaching staff and overseen by the Governing Body.

Governor Meeting Attendance

The Roles and Responsibilities document outlines the role each governor has in ensuring the smooth organisation of both the Governing Body and the school. 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 (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 2017-18

Priorities/Issue	Action	Impact
<p>Ensure clear expectations apparent in Year 2 and Year 6 with the teaching and assessment of writing, are developed in all year groups.</p>	<p>Subject Leads develop 'frameworks' for each Year group and disseminate these to staff</p>	<p>Governors have supported middle and senior leaders with focussing upon the raising of expectations across the school, using Years 2 and 6 as models.</p> <p>It recognises that more work needs to occur in order for the school to raise further attainment in reading and maths.</p> <p>Reflecting upon the use of both formative and summative data, the Governing Body has further work to do in ensuring that teachers within year groups where tests are not statutory, have a clear understanding of the expectations that are explicit in the frameworks for Years 2 and 6.</p> <p>Middle Leaders for English and Maths will need to be more proactive in involving Governors with monitoring further diagnostic testing in the next academic year.</p>
	<p>Ensure marking is precise and relates back to Toolkits</p>	
	<p>Timetable is adapted to focus on aspects of GSP (Q-How deep is the understanding of SPAG skills - identify/use/apply)</p>	
	<p>Review of texts across the school, focussing on what aspects of toolkits are being planned for. Texts to engage boys and reluctant readers</p>	
	<p>Moderation of writing across school with a focus on boys/SEN/PP Coupled with outcomes form Pupil Progress Meetings</p>	
	<p>Toolkits previously rolled out in Autumn 2 clearly reflecting change in emphasis on must/should/could for each year group</p>	
	<p>Year 2 and Year 6 Moderation to feed into judgements about % on track for SATs 2018 Creation of a baseline for extra interventions if necessary</p>	
	<p>Moderation of Target Tracker (TT) judgements as part of Staff meeting</p>	
	<p>Update of Milestone Document</p>	

<p>Teaching of phonics and reading is consistent across the school and where gaps are identified or where children are not reaching the expected standard, appropriate and timely interventions are a priority within the curriculum</p>	<p>Class teachers to have clear plan to address Year 3 children who failed Phonics Screening test in Year 1 and Year 2. LMcN targeted groups timetabled</p>	<p>Through the effective deployment of staff in the Early Years, Year 1 and Year 2, Governors have ensured that standards in phonics and reading have remained high.</p> <p>From summative tests Governors have identified that Key Stage 2 attainment in reading does not follow the pattern seen in Key Stage 1. They are working with Senior Leaders to explore the reasons behind this in order to implement changes to either the curriculum or support for children not reaching age related expectations.</p>
	<p>Year 1 teachers have identified children from Reception data who have not reached expectations and have mapped out interventions for Autumn Term</p>	
	<p>Re-deployment of TAs for 8.45-9.15 slot in order to create more Letter and Sounds Groups</p>	
	<p>Baseline Phonics screening assessment for Year 1 and Year 2 children who failed Year 1 test in 2017</p>	
	<p>Review Reception expectations</p>	
	<p>Audit of current provision. Ready to start Phase 5 by end of year</p>	
	<p>Action plan for Phonics in Reception/Yr 1 shared with Early Years Team and SLT</p>	
	<p>Guided Reading-Evaluate, prior to focus in Autumn 2/Spring 1</p>	
	<p>Baseline clearly shared with all relevant staff</p>	
	<p>Phonics Plan-implementation of staff training for all TAs. Refresher for some, but new for others</p>	
<p>English Monitoring to build upon Learning Walk by SB and GT</p>		

<p>The Health and Well-Being of all children and adults is an integral part of the curriculum and extended opportunities are planned for specific year groups in order to meet the needs of individuals and groups.</p>	<p>School to commission GHLL lead to map out PSHE curriculum, week by week for each year group.</p>	<p>The Governors are confident that the school provides a broad PSHCE curriculum as they have seen how the school has engaged with the Gloucestershire Healthy Living and Learning Team in order to completely rewrite the school curriculum. There is greater clarity in the teaching of this area of the curriculum and this is now an integral part of the school's approach to Safeguarding generally. The Healthy Body, Healthy Mind week was extremely successful as evidenced by the feedback collected from parents. The Governors are now working with the Pastoral Lead to build upon the success of the event this year and are looking to extend it to provide even more support to pupils as well as parents in the coming year.</p> <p>The Governors have received reports from the Pastoral Lead regarding staff well-being and have supported efforts to ensure work-life balance for staff.</p> <p>The Sports Premium impact report is completed by a member of the Health and Well-Being team and a member of the GB and actions have already been identified for the coming year.</p>
	<p>Year 4 to undertake NSPCC unit of work (PANTS)</p>	
	<p>Allocation of time for AF and TG to meet and go through Sports Premium Plan and reallocate funds as necessary (incl Daily Mile route)</p>	
	<p>Healthy Body, Healthy Mind Week for Parents planned by NEST</p>	
	<p>Staff Meeting for staff to look at GHLL Planning tool and create new overview for 2017-18</p>	
	<p>Classes to Display Ladder of Consequences as a prompt for teachers and a reminder for children</p>	
	<p>Results from OPS, CVI and Weight and Height Check, collated and this RAP updated with key actions (AF)</p>	
	<p>Sports Premium Report written and published</p>	
	<p>Pupil Conferencing of children identified with behavioural issues or anxiety problems (LMc as part of NEST)</p>	
<p>From Year Group Overviews, PSHE Lead to identify activities/events for calendar</p>		

<p>Standards in Science are improved further with an emphasis on key scientific skills.</p>	<p>Ensure that scientific enquiry is taught alongside subject knowledge.</p> <p>Use of resources – promoting outside space as well as equipment and materials we already have in school.</p> <p>Staff Meeting-Using the natural environment led by LH</p> <p>Review of assessment across the school and assessment opportunities in scientific enquiry.</p> <p>Moderation of scientific enquiry across the school with an emphasis on comparisons between genders.</p> <p>Enhancement and engagement promoted throughout the school.</p>	<p>Governors have been made aware of developments in Science throughout the year, with summative results shared at Teaching and Learning.</p> <p>Standards in Years 6 and 2 are high, with further work needed to ensure greater attainment in other year groups.</p> <p>The natural environment is used more effectively as the Governors have invested in the school site, engaging with parents to create a more effective outdoor classroom.</p> <p>Annual STEM week engages all school stakeholders and school uses the Science Festival to support to promote science. Both activities are supported by the governing body by the allocation of funds.</p>
<p>Professional Development in Maths is enhanced with further collaboration through the GLOW Maths Hub.</p>	<p>CMC to Shanghai for 2 weeks, followed by written report to SLT and GB</p> <p>INSET session-CMC to outline focus and structure</p> <p>Learning Walk (CMC and GT) looking at structure of lessons to enable deep learning</p> <p>Action Plan for Staff CPD shared with school community-mapped out by CMC (Maths), RE (T and L) and RH (CPD)</p> <p>Initial Feedback to Staff by CMC-Emerging issues from visit to Shanghai and next steps for us.</p> <p>Teachers from Shanghai to visit for two weeks</p>	<p>Maths remains an area of focus for the Governing Body as end of year data from several year groups does not demonstrate the levels of attainment that were envisaged at the beginning of the year. The GB will need to explore further with the SLT why this has been the case and be pro-active in ensuring a robust response to these findings is shared with them and impacts positively on standards in the coming terms.</p> <p>The Governing Body was fully supportive of the exchange visits with Shanghai, but seeks further clarification of its long term impact.</p>

	Maths Moderation exercise as part of staff meeting/Staff Training	
Tracking and Assessment procedures, both formative and summative, are improved further in order to meet the changing needs of children.	INSIGHT trial set up with Year 2 and Year 5 in order to evaluate appropriateness of system compared to existing TT system.	<p>The Governors are very effective in ensuring that they are involved in termly Pupil Progress Meetings and are presented with relevant data through the Teaching and Learning Committee that the Deputy Headteacher sits on. They recognise that further work needs to be done on developing systems that allow them to challenge more effectively. This will form part of their action plan for, 2018-19. A consistency in reporting has been agreed by senior Leaders and the Governing Body which will support their work further.</p> <p>The introduction of standardised tests for Years 1, 3,4 and 5 has raised some key issues for leaders across the school and Governors will continue to receive reports from middle and senior leaders regarding progress against priorities identified from both these summative tests and on-going formative assessment</p>
	Comparison of data entry and output for both TT and INSIGHT (Team Leads)	
	Audit of summative assessment methods used in school and their effectiveness (SB)	
	Timetables/Expectations for collation of summative assessment shared with staff	
	Cleeve Cluster Moderation of Year 6 Writing (RE and JC)	
	Moderation of TT Judgements as year groups (Staff Meeting), following completion of all TT assessments. <i>Reading, Writing, Maths and Science</i>	
	Pupil Progress Meetings with Governors	
	Outcomes from PP meetings to be shared by each Team Leader with rest of staff (Staff Meeting)	
RAPS to be reviewed by each year group and new actions planned for new RAP (Sum 1-2) RAP to be looked at as part of PP Meeting		
RE to consider possible actions stemming from PP meetings		

Appendix A

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.
- Completed a Pre-School Building Project and opened Little Chestnuts
- 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 (See SEF and School Development Plan for further details)

- Reconfiguration of Governing Body roles and responsibilities
- Increased presence amongst Parents
- Reading
- Maths
- Outdoor Learning
- Curriculum development (incl new RE Curriculum)



Woodmancote School
Belong - Aspire - Achieve

	Linda Armitage	Sheila Johnson	Andrew Hiscock	Rosemary Hoyland	Sue Crwys-Williams	Terry Davis	Clare Spiller	Shane Griffin	Fiona Crouch
Safeguarding children – school based course	1/11/16	1/11/16	1/11/16			1/11/16	1/11/16		
Safer Recruitment	24/1/14		22/1/18			17/10/16	24/1/14	22/1/18	
Performance Related Pay	12/2/14	12/2/14	12/2/14						
Raise (Data)	27/2/14 14/12/16	27/2/14 14/12/16	14/12/16			14/12/16	14/12/16		
Role of the Chair	21/2/13		28/11/17						
Induction for New Governors			12/2/14			25/2/14	28/11/12		
Monitoring & Challenge	31/1/18	31/1/18	31/1/18	31/1/18	31/1/18	31/1/18	Nov 2013 31/1/18	31/1/18	31/1/18
Being the Best you can be	7/11/15								
The Practicalities of Achieving Outstanding Governance	29/6/16								
Improving the SMSC development of pupils			14/1/15						
GDPR	3/7/2018	3/7/2018	3/7/2018	3/7/2018	3/7/2018	3/7/2018	3/7/2018	3/7/2018	3/7/2018
School Effectiveness	18/4/18	18/4/18	18/4/18	18/4/18	18/4/18	18/4/18	18/4/18	18/4/18	18/4/18