

Governor Annual Statement-Impact Report 2018-19

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) 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. Needs are identified at regular points throughout the year and the Clerk liaises with the Governor who has responsibility for CPD to identify relevant courses and training generally.

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 2018-19

Priorities/Issue	Action	Impact
<p>Ensure aspirational targets are shared and understood and that consistency in the teaching of reading and writing brings about further improvements in the progress of all identified groups</p>	<ul style="list-style-type: none"> -Engaging texts, which include necessary skills to be planned for used in all year groups -All teachers to use new planning format -Hold staff meeting to share texts and discuss positives -All year groups to include structured innovation sessions (Identify, practise, apply) -Teachers to observe others teaching innovation stage -All teachers to adhere to the toolkits and specifically teach the skills within innovation sessions -All teachers to know the expectations and data history for their class and specific individuals (e.g. SEN, HPA, LPA, PPG) <hr/> <ul style="list-style-type: none"> -Relevant and appropriate interventions planned for the identified groups -Woodmancote Way guided reading document to be adhered to by all 	<p>With a review of the existing texts used for the teaching of English, staff have been more confident in ensuring that year groups specific skills have been an integral part of the Toolkits used.</p> <p>The Governing Body, through the Curriculum and Standards Committee and the Chair and Vice-Chairs attendance at SLT meetings on a regular termly basis, has meant that changes to provision or approach has been discussed and shared.</p> <p>Pupil Progress Meetings held each term have been reviewed by a member of the GB (Chair of Curriculum and Standards) and a comprehensive report was presented to the whole GB which set out recommendations and proved invaluable in driving the discussions further in terms of individuals and groups. Further developments to the meetings, in terms of attendance from English, Maths and Science Leads, along with the SENCo, will ensure that future discussions will be clearly targeted at closing the loop of monitoring, action and reflection.</p> <p>End of Year reports for each of the core subjects and SEND were received by the Chair and Vice-Chair at the end of year SLT</p>

	<p>Allocate member of staff with specific responsibility for moderating across Early Years and Year 1</p> <p>Timetable adjusted for member of staff to work within the classrooms (Rec and Year 1)</p> <p>Feedback to Early Years and Year 1 teachers' findings and map out an Action Plan next steps for these year groups. (GP to liaise with SB)</p> <hr/> <p>Staff Meeting to look at</p> <ul style="list-style-type: none"> • exemplification judgements (EY, KS1 and KS2) • Teacher's own judgements and evidence • Cross over from year groups • Identify actions from such judgements <hr/> <p>Analysis of data from Optional SATs, Pupil Progress Meetings and book looks to feed into English Report, highlighting successes from the academic year, but also setting out priorities for 2019-20</p> <hr/> <p>Review of Early Years Provision-External LA Advisor</p>	<p>meeting and these framed a priority for next year for Leadership, especially Middle Leadership.</p> <p>Results at both KS1 and KS2 were positive for both attainment and progress and Subject Leads will undertake a detailed analysis with Governors in the Autumn of 2019</p>
<p>The school continues to provide an enriching and engaging curriculum that promotes British Values and improves each child's ability to participate in the school community</p>	<p>Timetable for Enrichment Weeks agreed across the school. (STEM, Remembrance, Arts, Humanities-link to particular event)</p>	<p>The GB has received regular reports through Curriculum and Standards, as well as through the Finance Committee of how funding has impacted upon provision for enriching opportunities.</p> <p>Financial assistance for Enrichment weeks such as STEM, the school's involvement in an arts project at the University of</p>

	<p>Journaling for, PSHE, PE, Music and Computing. Each class to create either an electronic journal (via padlet) or paper copy that captures the work done in these subjects, through photographs, writing and pictures.</p> <p>Class DoJo-another form of capturing activities and sharing with parents.</p> <hr/> <p>Curriculum Maps updated and sent to Office for publication on website</p> <p>Planning format agreed upon to be used by all year groups</p> <p>Toolkits for History, Geography, DT and Art created and shared across all year groups</p> <hr/> <p>MW establish rota of events involving all staff</p> <p>Spring 2-Easter Bonnets</p> <p>Spring 2 Maths Challenge</p> <p>Summer 1-Sports Events</p> <p>Summer 2-Sports Day</p> <hr/> <p>Staff Meeting-led by AG/GT, outlining how each Year group can undertake ART within topics and scheme -Staff Meeting</p>	<p>Gloucestershire and development of the school environment, has contributed to the school participating in arrange of activities.</p> <p>A detailed Sports Premium Report for 2018-19 captured the school's commitment to participation in physical activities, with 84% of children having participated in an inter or intra activity over the academic year.</p> <p>Development of the Curriculum toolkits has continued, with the Curriculum and Standards Committee earmarked to look again at what has been achieved so far and having had a presentation for the DH at its July meeting.</p> <p>Further work on Relationships and Sex Education will need to be undertaken in 2019-20, as will ensuring all subjects are clear about INTENT and IMPLEMNETATION in light of the new OFSTED framework</p>
<p>Promote the work of the newly reformed NEST and ensure Health and Well-Being, Personal development, behaviour</p>	<p>In line with monitoring schedule and undertaken by different members of the Team</p>	<p>The GB has been committed to financially supporting the work of NEST, with monies allocated for staff training in Play Therapy, Trauma, Inclusion and ACES.</p>

<p>and welfare forms an integral part of the school's provision</p>	<ul style="list-style-type: none"> -Monitor aspects of the Online Pupil Survey (via GHLL) to ensure provision at Woodmancote addresses issues from survey -Review all curriculum maps across the school, evaluate their appropriateness and suggest additional aspects of PSHE that should be covered in light of findings from OPS. -Undertake Pupil, Parent and Staff conferencing in order to review the Behaviour and Anti-Bullying Policy -Observe in each cohort, behavior management strategies <hr/> <ul style="list-style-type: none"> . SSN Group subscription to be investigated. . Heavily subsidised CPD . Share at staff meeting <hr/> <ul style="list-style-type: none"> . Questionnaire to teachers. . Implement ideas from questionnaire results . Promotion of mile in all classes. <p>TG undertaking Teacher Research Project</p> <hr/> <p>Published certificates given out each week, with photo and names added to next newsletter (JW to take photo, GT to publish names in newsletter)</p> <p>Reward Display created in Hall (photographs of children, 'Good Behaviours', House Points)</p> <p>School to create positive messages for around school</p>	<p>The GB has taken a position that ensures that exclusions have been reduced, by adequate funding of additional provision and the establishing of a Nurture Space. This was also part funded by the Local Authority in recognition of the school's work with children who have been adopted or who are in care.</p> <p>A new Social and Emotional scheme has been adopted and staff training completed o provide for a September 2019 roll out.</p>
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<p>Development of the Governing Body and effective systems for it to undertake its statutory duties.</p>	<p>July 2018 Meeting clearly identified Roles and Responsibilities for the next academic year and common format for all meetings is adopted</p>	<p>The impact of the GB's focus on self-improvement has brought about the recruitment of several new members with very specific skill sets in terms of HR, Finance and Social Care.</p> <p>On-going termly SLT meetings, involving the Chair and Vice-Chair have ensured total transparency in terms of strategic and operational decisions and the GB continues to have an excellent relationship with all members of the school community due to its Governor Subject and Year groups allocation.</p> <p>Support for two members of staff to complete their Masters in Educational Leadership, along with Senior Leaders completing NPQH and NPQSL, with several members of staff conducting action research with the University of Gloucestershire, has meant the GB continues to look at different ways to develop both new and more established members of staff.</p>
	<p>Dates and Agendas are effectively circulated</p>	
	<p>Governor Board is bought and established within the school grounds, informing parents of who the Governors are and the functions of the GB</p>	
	<p>New Governors are inducted through a half day meeting with SLT, including how to conduct a Learning Walk, an introduction to data and the decision making process</p>	
	<p>Training is planned effectively with the Lead for school CPD (RH), with a mixture of in-house and external training</p>	
	<p>Governors engage with new guidance from the DfE and OFSTED, enabling them to provide appropriate challenge to SLT and middle leaders</p>	
	<p>Termly Pupil Progress Meetings make effective use of data formats agreed in 17-18 and allow for CQs to be put to both class teachers and SLT</p>	
	<p>Benchmarking forms the basis of decision making at Finance and Premises Committee meetings</p>	

Appendix A									
	Jason Till	Chris Dunn	Andrew Hiscock	Rosemary Hoyland	Sue Crwys-Williams	Sarah Badham	Clare Spiller	Shane Griffin	Fiona Crouch
Safeguarding children – school based course			1/11/16				1/11/16		
Safer Recruitment			22/1/18				24/1/14	22/1/18	
Performance Related Pay			12/2/14						
Raise (Data)			14/12/16				14/12/16		
Role of the Chair			28/11/17						
Induction for New Governors	07/05/19	08/06/19	12/2/14				28/11/12		
Monitoring & Challenge			31/1/18	31/1/18	31/1/18	31/01/18	Nov 2013 31/1/18	31/1/18	31/1/18
Improving the SMSC development of pupils			14/1/15						
GDPR			3/7/2018	3/7/2018	3/7/2018	03/07/18	3/7/2018	3/7/2018	3/7/2018
School Effectiveness			18/4/18	18/4/18	18/4/18	18/04/18	18/4/18	18/4/18	18/4/18
Safer Recruitment							13/04/19		24/09/18
Health and Well-Being of staff					?????				?????
Finance				15/11/18					
Governors & Curriculum						19/11/18		19/11/18	