

Governors' Impact Statement 2022-2023

1 The role of the Governors and the purpose of the Governors' Impact Statement

- 1.1 The Governors have responsibility for the governance of the School. We are responsible for setting the overall objectives and ethos of the School, and we ensure that the School is properly managed in a manner which strives to achieve those objectives in line with that ethos. We support the Headteacher, Mrs Lockett, together with her Senior Leadership Team, in her management of the School and in establishing and maintaining high standards of learning and behaviour within the School.
- 1.2 The Governors monitor and evaluate a wide range of matters covering the whole of School life. These include:
- 1.2.1 the general and financial management of the School;
 - 1.2.2 the delivery of the curriculum taught in the School;
 - 1.2.3 the progress and attainment of pupils in key subjects measured against regional and national standards;
 - 1.2.4 the provision of teaching to those pupils with special educational needs;
 - 1.2.5 compliance with all health and safety standards;
 - 1.2.6 supporting the School with catch-up in wake of the COVID-19 Pandemic;
 - 1.2.7 ensuring the well-being of the School staff and pupils; and
 - 1.2.8 the provision of child safeguarding and behaviour standards in the School.
- 1.3 We are responsible for setting the wide range of policies applied to all areas of School life and for reviewing those policies on a regular basis to ensure that they comply with legislation, current best practice and experience.
- 1.4 We have produced this Impact Statement for parents, carers and stakeholders of the School, to inform you of how we have exercised our role in School governance and to demonstrate the impact which we have. A considerable amount of work is offered by the Governors at the School, all on a voluntary basis, in the course of their leadership of the School, which is largely unseen by parents and other stakeholders in the School community. It remains our commitment to be transparent about our activities and we welcome feedback. This Impact Statement is therefore intended to provide a clear insight into the work we have undertaken for the School's benefit.
- 1.5 This is the Governors' Impact Statement for the School year 2022-23. The statement deals first with the formal side of the Governors' activities, undertaken through meetings of the Full Governing Body and of the various committees appointed by the Full Governing Body to deal with the detail of Governor business. It then sets out the way in which the Governors keep themselves informed of developments in the wider education field, of the views of the school community, and of the day-to-day activities in the School both in and outside the classroom.

2 The Full Governing Body and its committees

- 2.1 The Full Governing Body held four meetings in 2022-23, dealing with a wide range of issues concerning the governance and performance of the School. Minutes of those meetings are available upon request. The following matters are of particular importance for the purposes of this Impact Statement.

3 The composition of the Governing Body

- 3.1 The school's Governing Body shall be not less than three but (unless otherwise determined by ordinary resolution) shall not be subject to any maximum.
- (a) The Headteacher
 - (b) 7 Church Governors
 - (c) 2 Staff Governors
 - (d) 2 Parent Governors
 - (e) 1 Appointed Governor

4 Governing Body Committees

- 4.1 The Full Governing Body appoints each year a number of sub-committees which carry out detailed work and bring their principle recommendations back to the Full Governing Body. As in previous years, these were the main committees appointed for 2021-22:
- 4.1.1 Standards - to include outcomes, curriculum, safeguarding, SEN;
 - 4.1.2 Finance and Operations - to include responsibility for personnel, premises/site, procurement and Health and Safety;
 - 4.1.3 Admissions;
 - 4.1.4 Pay;
 - 4.1.5 Discipline and Appeals
- 4.2 All members of the Governing Body sit on one or more sub-committees.
- 4.3 All members of the Governing Body are also linked with a Year Group, and engage with them throughout that cohort's journey through the School, from Reception to Year 6.
- 4.4 In addition, all Governors are appointed to act as a link with those teachers who have responsibility in the school for key curriculum areas, as well as for Special Educational Needs, Early Years, and Wellbeing. Furthermore, a Governor is also appointed to take special responsibility for Safeguarding provision for the children. Specifically, members of the Governing Body have the following roles, including – English and reading, Maths, Science, Computing and e-safety, inclusion and pupil premium, RE and collective worship, PE, music and history.

5 The impact of the Governing Body 2022-23

- 5.1 Throughout the last academic year we have:
- 5.1.1 Ensured that the central single record measures are being followed to help keep children safe;

- 5.1.2 Followed the Code of Conduct;
- 5.1.3 Supported the School in the wake of the COVID-19 period, including with appropriate consideration of funding availability to support catch-up learning;
- 5.1.4 Ensured the well-being of the school staff, including work undertaken by the wellbeing team, staff 1:1 meetings and surveys.
- 5.1.5 Reviewed and challenged documents (from internal and external sources) regarding the teaching performances within the School, to ensure that we continue to offer children a broad and balanced curriculum and that judgments are robust where then indicate that the School teaching continues to reflect practice that is at least good.
- 5.1.6 Strategically undertaken measures to assist the financial viability of the school by reviewing financial management reports and benchmarking data.
- 5.1.7 Support the School Improvement Plan, including by engagement in subject deep dives.
- 5.1.8 Admissions – agreeing policy in line with the Diocese and Statutory Guidelines.
- 5.1.9 Ensured GDPR compliance within the school;
- 5.1.10 Ensured that the School website is compliant with regards to the information that it must hold;
- 5.1.11 Ensured that the curriculum is being delivered as prescribed, where the focus is upon the core subjects, but also carefully considers the foundation subjects;
- 5.1.12 Supported issues with the building(s) and make strategic decisions to best rectify its issues, including drainage, roof works and building maintenance.
- 5.1.13 Reviewed the School budget and finances to ensure that the school is efficiently run to the best of its ability;
- 5.1.14 Constantly reviewed policies and importantly keep up-to-date with the changes to the Keeping Children Safe In Education guidance as issued by the Government; Reviewed performance data based upon year groups, EYFS, KS1 and KS2;
- 5.1.15 Kept a check upon attendance figures and specific child groupings.
- 5.1.16 Ensured that the appropriate measures are in place for vulnerable children, disadvantaged children, pupil premium children and SEND children to ensure these children fulfil their maximum potential and every attempt is made to bridge the gaps;
- 5.1.17 Reflected best practice in equality as per The Equality Act 2010 and we positively ensured that the School has an inclusive environment for everyone to flourish within it;
- 5.1.18 Undertook mandatory training to ensure that we as a Governing Board have the tools to support and challenge;
- 5.1.19 Supported the School with regards to its ICT equipment and infrastructure.
- 5.1.20 Supported the School in meeting its statutory requirements;
- 5.1.21 Supported the School with regards to behaviour in embedding the School's Behaviour & Relationships Policy.

- 5.1.22 Supporting the School in ensuring the new playground and other significant buildings works/capital building projects will be ready for 2023/24.
- 5.1.23 SIAMS framework – keeping abreast of framework changes.
- 5.1.24 OFSTED framework – ensuring school continues to undertake self-evaluation.
- 5.1.25 Review provision of extra-curricular opportunities.

6 Headteacher's Performance Management and monitoring the standard of teaching and education practice in the school

- 6.1 The Headteacher is responsible for the day-to-day leadership and management of the school. An essential part of the Governors' function is to assess how the Headteacher is performing these functions, and by this means to monitor the standard of teaching and education practice in the School.
- 6.2 The Chair of Governors has responsibility for assessing the Headteacher's performance against targets set the previous year, and the Finance Committee is advised of that assessment to enable it to take those matters into account in setting the level of the Headteacher's salary within the School's pay range.
- 6.3 The Chair of Governors carried out the Headteacher's Performance Management (PM) review - this is an annual exercise, supported by an external party who visits twice a year to establish progress made towards targets set. The PM process allows the Governors to look closely at the performance of the Headteacher, have discussions about areas of strength and development in that performance, and set new targets against which the Headteacher's performance will be evaluated.
- 6.4 The impact of this is that the Governors understand, through their assessment of the leadership and performance of the Headteacher, the areas of strength and development needs within the School as a whole, including children's progress, curriculum coverage, and the learning environment. In addition, the different sources of data (what teachers say, what parents say, and what children say) available to the Governors enables them to develop an accurate picture of the School. The Governors are by these means informed so as to enable them to challenge the Headteacher as to how exemplary practice within the School is being shared for the benefit of the whole School and how, in areas where there are development needs, those needs are being addressed.

7 School Improvement Plan - targets

- 7.1 Work on improving the School is, of course, a continuing and evolving process, and the procedure outlined above for setting targets and monitoring and reviewing progress ensures that there is a "rolling programme" which looks ahead to the future. In the course of the year the Governors therefore agreed the targets for the School Improvement Plan for 2022-23:
 - 7.1.1 To use teacher knowledge and assessments effectively to implement individual and cohort specific programs for all children to achieve their full potential.
 - 7.1.2 Teachers have good knowledge across the curriculum and effectively champion professional development.
 - 7.1.3 Reading is prioritised.
 - 7.1.4 Continue to evolve a 'Deanery' Curriculum.

- 7.1.5 Review of whole behaviour principles and policies.
- 7.1.6 To deepen staff understanding of mental health and wellbeing in children and young people.
- 7.1.7 Build a team of expert teachers who have undertaken effective training to positively impact across school.
- 7.1.8 Empower subject leaders.
- 7.1.9 Ensure that Reading is prioritised across school.
- 7.1.10 Staff create an environment that supports the intent of an ambitious, coherently planned and sequenced curriculum. The resources are chosen to meet the children's needs and promote learning.
- 7.1.11 EYFS outdoor learning environment is effective in developing and enhancing children's learning across all curriculum area.
- 7.1.12 Assessment is effective.

8 Networking

- 8.1 In addition to formal training, the Governors benefit from networking with other School governors. The Governors are associated with The LTE (Learning Trust for Excellence) and where possible a Governor attends its meetings.
- 8.2 NGA subscription and CPD opportunities.
- 8.3 In this way the Governors are kept apprised of developments in wider education policy as well as learning from the experiences of other schools. This helps the Governors to assess the School's performance relative to other schools and also to plan ahead for the implementation of any policy changes.
- 8.4 Governors hold Governors Month annually, where we come into School to see day-to-day life, listening to the views of pupils and staff. We also speak with parents and stakeholders at Parental Consultation evenings.
- 8.5 The Governors are fully aware that they must have a good understanding of what goes on in the School from day-to-day as part of their responsibility to monitor the School's performance and to govern the School for the best advantage of the pupils. The Governors will take the opportunity to listen to the views of pupils, parents and staff, both formally and informally. Pupils appear to enjoy expressing and explaining their views and experiences, and Governors benefit greatly from hearing directly how things are viewed at classroom level and the insight it gives into the children's learning and school experience.
- 8.6 The Governing Body has been fortunate to have parent Governors who have generously contributed the benefit of their experience as school parents whilst acting, as all Governors must, in the interests of the school as a whole.
- 8.7 As in previous years, the views of parents were sought formally through a parents' questionnaire in order to give parents opportunities to express their views to the Governors. Following up from that, Governors have been available for informal conversations with parents at a variety of school events. It remains the case that parents are always encouraged to bring particular concerns to a class teacher or the Headteacher, or, where appropriate, to the Chair of the Governors, and where these concerns are of general interest they are reported to the Governing Body as a whole.

8.8 The Governing Body includes staff Governors, and this gives the Governing Body a most helpful insight, from a teacher's perspective, into a wide range of issues and in particular in relation to curriculum and staffing matters.

8.9 Governors also take the opportunity to visit the School throughout the year and observe school life informally in many different ways. This traditionally has involved the following activities: by listening to children read; by attending events such as plays, festival services in Church, sports day and other sporting events; and by joining in class and other outings and school trips. In this way the Governors have observed the range of activities which are carried out in the School and the breadth of the wider educational provision within the School.

9 Parent / Guardian questionnaire

9.1 Governors annually seek the views of parents and guardians through an online survey. For 2023-24 they wish to increase their visibility with this group and have planned to increase their attendance at school events in order to facilitate wider opportunities to engage with the parent body. They are also considering other ways to increase parental engagement.

10 Governor self-evaluation

10.1 In addition to undergoing training in order to better carry out their responsibilities, the Governors have in the course of the year engaged in a process of self-evaluation to test their performance against national standards and to seek to improve their effectiveness. The National Governors' Association produces a paper, "Twenty Key Questions every governing board should ask itself", designed to encourage school governors to challenge themselves as to their performance and effectiveness. The Governors examine their performance by reference to those twenty key questions, identifying areas requiring improvement and areas where they consider their performance is to, or above, standard.

11 Conclusion

11.1 The Governors hope that in producing this Impact Statement they have helpfully informed parents and others in the School community, or who take an interest in the School, of the work the Governors will undertake in the school year 2022-23 and of the resulting benefits to the School. If anyone has questions arising from this Statement, they are invited to raise them with the Chair of the Governors, vis the Clerk to Governors, C/o Deanery CE Primary School, 14 Fox Hollies Road, Walmley, Sutton Coldfield, B76 2RD or via enquiries@deanery.bham.sch.uk