



Governor Impact Statement 2016/17

Introduction

At Ashton Keynes Church of England Primary School we have a team of Governors who work closely with the Head Teacher in order to deliver our unified shared vision **Shine Bright, Reach for the Stars**. We have a culture of high expectations, recognising how well we are achieving and then reaching higher, for more. Hand in hand with this desire for excellence, we also want to see our staff excel. We see our children as individuals and we challenge – both financially and educationally - in order to provide the best for all our pupils as a whole and provide the best outcome for each individual.

Role of the Governing Body

The role of the Governing Body is to provide confident, strategic leadership and to create robust accountability, oversight and assurance for educational and financial performance. The Governing Body at Ashton Keynes Church of England Primary School is committed to both maintaining and exceeding these high standards.

Every Governing Body has three core functions:

- ✦ Ensuring clarity of vision, ethos and strategic direction;
- ✦ Holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff; and
- ✦ Overseeing the financial performance of the organisation and making sure money is well spent.

Vision, Ethos and Strategic Direction

Our Mission Statement was developed with all stakeholders, **Shine Bright, Reach for The Stars** and goes a long way in demonstrating our vision for the future!

Our vision is:

To enable all children to reach their full potential. To provide academic excellence and skills for life which prepare children for modern Britain. We will instil a love of learning in a happy, stimulating environment which inspires challenge, and independence; where children feel secure to take risks and learn from their rich experiences. Their journey through school will be underpinned by Christian values whilst being inclusive of all. Our school will be a place that the whole community is proud of.

We aim to:

- ✦ provide high quality education to ensure high standards of achievement for every child.
- ✦ to create independent, successful learners, confident individuals and responsible, aspirational citizens.

- ✚ encourage children to be resilient, creative, and resourceful so they can adapt in our ever-changing world.
- ✚ provide a happy, caring, and welcoming school rooted firmly in Christian values.
- ✚ provide a life-long love of learning.

The way we achieve this is to have an active role working with the head teacher. For example Governors took part in the creating and monitoring the School Improvement Plan (SIP).

By analysing our data outcomes and progress, looking at the aims of the 2015-16 School Improvement Plan and noting that these were successfully achieved, Governors contributed to the creation of a new SIP with a further 8 key areas to focus on. Governors are delighted with the school's achievements but are not content to stall, we must keep reaching for the stars. The impact of this should be a school which grows continuously in making progress for all pupils.

Another example of Governors desire to see the school reach its full potential and was the acknowledgement and recognition by Governors of the need for a Deputy Head Teacher to support our Head Teacher in her continuous work to *shine bright, reach for the stars* and with the agreement of the financial committee we recruited a Deputy who started at the beginning of September Term 2016.

Governors are keen to learn and challenge themselves so therefore attend **training** courses that specifically target **vision, ethos and strategy**. The impact of this is that Governors are knowledgeable, up to date in thinking and ensure the School Improvement plan is relevant and are able to challenge and support the head teacher.

The Governing Body also has a specific **Strategy Committee** which is made up of the chairs of subcommittees and head teacher, which meets on a regular basis to discuss strategy. The impact of these meetings allows greater depth of understanding of school strategy and allows Governors input, time to challenge and question.

Current School Improvement Plan 2016 2017 key areas are:

- ✚ To ensure specific groups of pupils make better than expected progress.
- ✚ To improve attendance and punctuality to meet 97% national target
- ✚ Maintain outstanding results in SIAMS 2017
- ✚ To ensure teaching and learning is outstanding across the school
- ✚ To improve spelling across the school including spelling within writing
- ✚ To improve writing outcomes across the whole school especially for vulnerable groups
- ✚ To develop maths mastery across the school
- ✚ To raise the profile of science across the school

Holding Executive Leaders to Account for the Educational Performance of the Organisation and its Pupils, and the performance management of Staff

The Governors have clarity of vision, ethos and strategic direction because we have information from the head teacher, skills from training and data resources, alongside our challenging questions and Governor visits.

There is an open-door policy at Ashton Keynes Primary School and our Head Teacher is readily available to talk to Governors and parents alike. Even so Governors must be clear that they are responsible for the educational performance of the school and its pupils along with the performance of staff. The tools that Governors use to do this are a combination of analysing data, monitoring, Governor visits, Link Governors, Governor of the Term Programme, committee meetings and training.

Gaining information to look at the educational performance of the school and its pupils, Governors use **data resources and monitoring**. Governors continually monitor the School Improvement Plan (SIP) which can be accessed as a live document at any time via the school aspect system. We receive comprehensive Head Teacher Reports relating to the SIP and monitor the progress towards achieving targets and goals.

All Governors have access to data reports – Raise online, Governor Data Dashboard, Perspective lite, with the additional support of the **Curriculum and Monitoring Committee** which have specific responsibility for educational performance. Governors can log onto target tracker to look at progress of pupils at any time and are trained to do this. We also receive regular data reports via the **Curriculum and Monitoring Committee** and alongside the Headteacher report for Full Governor Meetings.

The impact of having this data available is that Governors can question results given by the Head teacher and Governors can form their own independent, objective checks and balances to see whether the data raises any questions.

As part of holding leaders to account, all **Governors visit** the school regularly as part of the monitoring of both the School Improvement Plan and specific subjects. Feedback on all visits is given to the relevant subcommittee and then to the Full Governing Body meeting. Visit notes where questions are raised are sent to the HT and a response is written in blue. The impact of this allows all Governors to be kept informed about progress, and also to be aware of any concerns that need to be addressed in order that we can action upon them. Calling ourselves to account, all Governor visits are documented in a dedicated Governor signing in book and reports of each visit are held in school in a separate file. The level of impact from the Governors visit is measured via stars:

1 star for a question

2 stars for an action as a result of the visit

3 stars for a change to policy or procedure.

This star system is also used within Governor meeting minutes to show the level of star challenge and linking closely with the school's star challenge system and the Shine Bright, Reach for the stars ethos.

We have a **Link Governors** scheme where Governors are linked to all subjects taught within the school which allows close partnership with Governors and teaching staff as they demonstrate their skills, aims and ambitions of these subjects to us. With regular meetings, particularly regarding maths, literacy and writing the impact of a link Governor is in depth understanding of a subject, the reporting of it and plans for ongoing improvement.

Each term we have **Governor of the Term** linked closely to the School improvement plan where Governors conduct monitoring visits and scheduled meetings in school to gain in depth understanding of a particular area in focus. The visits are then documented on a Governor Monitoring Form which details the visit, allowing Governors to inform fellow Governors on what they have learned during the visit, express what have observed working well, whether anything needs clarification and any suggestions for improvement.

The impact of these visits give Governors a window on the school, greater clarity on teaching and learning, a chance to have one to one with subject leaders and chance to experience the school life and ethos first hand. It also gives Governors a visible presence in school where parents and carers can talk to them if needed. A summary report of the visits is published upon the school website and the newsletter details for parents who the Governor of the term is and what their focus will be. Feedback is given to committees and

Governors which helps to establish more reliably the school's strengths and weaknesses. An annual Spring term survey is sent out to parents and children to get their feedback on the school and will feed into the school improvement planning.

The Governors are formed into **committees** which meet regularly each of which has specific areas of responsibility such as staffing, policy, premises, monitoring, finance, curriculum etc. In the minutes of the meetings we can see where we have challenged the school and ourselves in striving for high standards for every individual. Minutes of all Committee Meetings are held in with the Clerk to the Governors. The chair of each committee keeps an impact summary star challenge form so that the impact of the Governors and their visits can be easily monitored.

All members of the Governing Body receive **training** and attend events run by external bodies; this allows us to keep up-to-date with our responsibilities with regard to the latest requirements and expectations, as well as local and national Best Practice. The impact of this training is that Governors have the skills to hold leaders to account or to better analyse data for example.

In addition, Governor training is available through The Modern Governor online training programme. Lists of training attended and scheduled are kept and maintained by the Clerk to the Governors.

Overseeing the Financial Performance of the Organisation and Making Sure Money is Well Spent

The impact of the role of Governors in school ensures that the budget is managed effectively and improvements are effective and continuous; strongly contributing to positive pupil outcomes.

The Finance Committee is a robust and questioning committee which ensures value for money whilst allowing the school to maintain its high standards and aim even higher. For example, it has been working with the Head Teacher's request for funding for early intervention with children so that any learning difficulties could be remedied in the short term and as early as possible.

The Finance Committee had questioned the cost of this quick intervention but agreed to go with the Head Teacher whilst monitoring the impact upon the pupil's progress. The impact of this was that by early intervention with individual children, the children's learning was quickly rectified. This had better results for the school academically and financially as most issues were resolved in early years or KS1 rather than further down the line where costs to the child and school would have been greater.

The Governors have also appointed a Governor who is the Pupil Premium Grant (PPG) Ambassador and Sports Premium Ambassador. The impact of this appointment is regular scheduled meetings with the Head Teacher and PPG Leader to cover areas such as spending, data analysis, measures and statutory requirements which ensures correct and appropriate spending of the grant.

In addition to the Finance Committee, the Staffing Committee work closely with the Head Teacher to find the best solutions to staffing which can also offer best value for money. The impact of this is a contribution to making sure money is well spent by looking at varied solutions for staffing issues.

This can be in terms contractual agreements with staff or training staff who can then use their new skills with our children rather than using bought in resources. Currently speech and language training and ELSA, mindfulness/massage/wellness are being utilised in this way.

In Summary

The Governing Body at Ashton Keynes Church of England Primary school has a close relationship with the Head Teacher. There is a constant feed of information from the Head Teacher to the Governors and that comes in the form of data, Head Teacher Reports and meetings.

As Governors who share the vision **Shine Bright, Reach for the Stars**, we are grateful to the Head Teacher for her open door policy and frequency and detail of reporting, however at all times Governors understand their responsibility to contribute to the confident and strategic leadership by robust questioning whilst understanding the impact of their contribution. Governors can ask challenging questions, hold leaders to account, they have access to data resources and have strategic vision. As a result Governors can make an impact, engineer change and understand what their impact has on the organisation.

As Governors we monitor our own impact, we do that by providing evidence, which can be found in minutes, reports and documented in Governor Impact Summary Forms. Separate to this report the school and Governing Body collate the Governor Impact Summary Forms which detail precisely how Governor's observations and questions can bring change.

This is a small example of how Governors can question and go on to make an impact:

- ✚ September 2016 Governor raised questions regarding the clarity of data to show progress more clearly. Action – new format to display data.
- ✚ October 2016 Governor requested regular meetings to monitor attendance. Action – attendance Governor appointed and regular meetings have been established at Governor with school check points.
- ✚ November 2016 Governor questioned collaborative input into SIAMs toolkit. Action – direct staff training on class worship and spirituality.

Governors realise that to provide confident, strategic leadership and to create robust accountability, oversight and assurance for educational and financial performance that they must examine themselves. To this end the Governing Body has since October 2016 established a programme of **Governor Self Evaluation and Reflection**, which takes the form of a regular series of meetings to explore and exchange ideas, reflect on where we are, how we can further grow and improve our performance and skills.

The Governing Body and Head Teacher have worked diligently to create a Primary School with high expectation and aspirations which has led to rapid improvement and high outcomes. Even so we aim to reach higher.

Ashton Keynes Church of England Primary School has a strong ethos and a vision shared by all – **Shine Bright, Reach for the Stars**.

The school is an environment where children achieve their outcomes, but importantly, it also has many opportunities for children to shine in a variety of different areas. Through our **Shine Curriculum** the school offers many opportunities including: Forest School experiences, sporting opportunities, has a school council, eco council and worship council. It has pupil enterprises, Christian Values in action, world weeks, sports weeks to celebrate diversity in sport and inclusion, plus a wide range of after school clubs including archery, cooking and French.

The Governing Body are proud of our school, its pupils, staff and leaders. We are committed to our school's high standards and continue to be ambitious for all children and young people. We are infused with a passion for education and a commitment to continuous school improvement that enables the best possible outcomes for all.