

# Daresbury Primary School

## Governors' Impact Statement 2021-2022

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

The Governors have responsibility for the governance of the school. They are responsible for setting the overall objectives and ethos of the school, and they ensure that the school is properly managed in a manner which strives to achieve those objectives in conformity with that ethos. The Governors support the Principal in her management of the school and in establishing and maintaining high standards of learning and behaviour within the school.

The Governors monitor and evaluate a wide range of matters covering the whole of school life. These include the general and financial management of the school; the delivery of the curriculum taught in the school; the progress and attainment of pupils in key subjects measured against county and national standards; the provision of teaching to those pupils with special educational needs; compliance with all health and safety standards; supporting the school throughout the COVID-19 Pandemic; ensure the well-being of the school staff and pupils and the provision of child safeguarding and behaviour standards in the school.

The Governors 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 current best practice and experience.

The Governors are required to produce an Impact Statement each year to show how, for that year, they have exercised their role in school governance and the impact which they have had on school improvement. The Governors are also required to be transparent about their activities. The considerable amount of work which the Governors carry out, all on a voluntary basis, in the course of their leadership of the school, is largely unseen by parents and other stakeholders in the school community, and the Impact Statement is also intended to provide a clear insight into the work they have undertaken for the school's benefit.

This is the Governors' Impact Statement for the school year 2021-22. 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.

## The Full Governing Body and its committees

The Full Governing Body will hold three meetings in 2021-22, dealing with a wide range of issues concerning the governance and performance of the school. Minutes of those meetings are published on the school's website. The following matters are of particular importance for the purposes of this Impact Statement.

## The composition of the Governing Body

The school's Governing Body consists of eleven members appointed in the following categories:

- Seven Trust Governors
- Two Parent Governors
- Two Staff Governors

The Principal attends the Governing Body meetings, however, is not a Governor of the school.

## Governing Body Committees

The Full Governing Body appoints each year a number of 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:

- Teaching & Learning & Safeguarding Committee.
- Finance, Personnel & Premises Committee.
- Executive Committee.

All members of the Governing Body sit on one or more committees. In addition, certain Governors are appointed to act as a link with those teachers who have responsibility in the school for the Maths, English, Science and Arts curriculum subjects and also for Special Educational Needs, Early Years and able child programmes. A Governor is also appointed to take special responsibility for safeguarding provision for the children.

Members of the Governing Body also have the following roles:

- Arts Governor
- Maths Governor
- IT Governor
- Literacy Governor
- Anti Bullying Champion
- Looked After /Post Looked After Children Governor
- Child Protection/Safeguarding Governor
- SEND Governor
- Science Governor
- Pupil Premium Governor
- Early Years Governor

The work undertaken by the main committees in the course of 2020-21 is described in more detail below.

### The impact of the Governing Body 2020-21

- We ensure that the central single record measures are being followed;
- We follow the Code of Conduct and are respectful of confidentiality and acknowledge its importance;
- We have supported the school throughout the COVID-19 period;
- We have ensured the well-being of the school staff;
- We consume the independently produced documents regarding the teaching performances within the school and make judgments upon them. which indicate that the school teaching is at least good;
- We have strategically undertaken measures to assist the growth of the school; these are both in terms of the building application plans and also its pupil numbers;
- We support the School Improvement & Development Plan;
- At the moment, we are ensuring that the top-up funding is being used post COVID-19 lock-down to address any gaps that this may have been caused;
- We ensure that the Local Offer is updated annually;
- We ensure GDPR compliance within the school;
- We ensure that the school website is compliant with regards to the information that it must hold;
- We ensure that the curriculum is being delivered as prescribed, where the focus is upon the core subjects, but also carefully considers the foundation subjects;
- We support issues with the building and make strategic decisions to best rectify its issues.
- We review the school budget and finances to ensure that the school is efficiently run to the best of its ability;
- We constantly review policies and importantly keep up-to-date with the changes to the Keeping Children Safe In Education guidance as issued by the Government;
- We review performance data based upon year groups, EYFS, KS1 and KS2;

- We keep a check upon attendance figures and their specific child groupings;
- We ensure 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;
- We believe in equality as per The Equality Act 2010 and we positively ensure that the school has an inclusive environment for everyone to flourish within it;
- We undertake mandatory training to ensure that we as a Governing Board have the tools to support and challenge;
- Supporting the school with regards to its ICT equipment issues;
- Supporting of the school as regards class structure for 2021/2022 and also ensuring that the school meets its statutory requirements with regards to mixed-year classes;
- Supporting the school with regards to behaviour and the school's 3 key words – Kind, Safe & Ready
- Supporting the school in ensuring the additional new classroom will be ready for 2022/23.

### Principal's Performance Management and monitoring the standard of teaching and education practice in the school.

The Principal 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 Principal is performing these functions, and by this means to monitor the standard of teaching and education practice in the school.

In conjunction with the Trust CEO, the Chair of Governors has responsibility for assessing the Principal's performance against targets set the previous year, and the Executive Committee is advised of that assessment to enable it to take those matters into account in setting the level of the Principal's salary within the schools ISR pay range.

The Trust CEO and Chair of Governors carried out the Principal's Performance Management (PM) review (this is an annual exercise, which is visited six-monthly to establish progress made towards targets set). The PM process allows the Governors to look closely at the performance of the Principal, have discussions about areas of strength and development in that performance, and set new targets against which the Principal's performance will be evaluated.

The impact of this is that the Governors understand, through their assessment of the leadership and performance of the Principal, 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 (see below for more detail as to the ways in which the Governors keep themselves informed of these matters).

The Governors are by these means informed so as to enable them to challenge the Principal as to how good 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.

### The School Improvement Plan (SIP):

The Governors work co-operatively with the Principal and Senior Leadership Team (SLT) in identifying priorities for school improvement and in preparing, and then monitoring, the School Improvement Plan (SIP). The SIP sets aims for the forthcoming year. The SIP is of particular importance in establishing the highest standards possible in educational attainment for children throughout the school.

As in previous years, the SIP for 2020-21 was based on priorities identified from data and school self-evaluation priorities. The SIP is set out with clear aims, the key tasks which should be completed in order to achieve these aims, and the success criteria by which outcomes can be measured. The SIP is monitored and reviewed termly, with an evaluation overview being completed and presented to the Governors within the report which the Principal makes to each meeting of the Full Governing Body and Committees.

### The targets for the School Improvement Plan 2021-22

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 2021-22, and it is helpful to set them out here:

#### **Key Objective 1: Quality of Education**

- The curriculum is coherent, well sequenced and pupils develop detailed subject knowledge in all aspects.
- Staff are confident, knowledgeable and skilled to deliver the curriculum well using metacognition principles and in line with our teaching and learning policy.
- The impact of strong teaching is consistently monitored and evaluated by all staff and supported by a coaching approach to school development and improvement.
- Pupils make strong gains in their learning and where they are not there are systems in place to support.
- Pupils read widely and often with fluency and good comprehension, enjoy reading and make good progress from individual starting points.
- Pupils make gains in their attainment and progress from their individual starting points in English and Mathematics.
- Further develop reasoning skills in Maths to increase Mastery and impact on Greater Depth achievement.

- Increase the number of practical maths opportunities incorporated in Maths lessons.
- Ensure the teaching of Reading skills is focused on the essential next steps for all children.
- Ensure the teaching of Writing skills is focused on the essential next steps for all children.

### **Key Objective 2: Behaviour and Attitudes**

- Consistent application of the school rules in all age groups.
- Clear routines in all classes and across the school day as a whole.
- Regular reinforcement of Trust values through Assemblies and lessons.
- Continue the focus on developing pupils' own attitudes and their independent learning strategies.

### **Key Objective 3: Personal Development**

- Review current personal Development offer through curriculum (PSHE - Jigsaw).
- Review current offer of visits and residential opportunities.
- Review use of visitors used to enhance our curriculum offer.
- Review extra curricular offer.
- Establish an annual planner for all visits, visitors and additional opportunities for enhancement.

### **Key Objective 4: Leadership and Management**

- School leaders take into account stakeholder views on quality and performance regularly and on a continuous cycle.
- Funding, including pupil premium, catch up and PE, is used well to directly impact on pupil outcomes.
- Subject leaders are well trained, supported and coached to fulfil their role well.
- Review the senior leadership team structure.

### **Key Objective 5: Early Years Foundation Stage**

- Ensure smooth transition to new EYFS framework.
- Appropriate staffing in place for first half term to cover Maternity Leave.
- Baseline assessments conducted by Daresbury staff.
- Outdoor Provision CPD is being appropriately utilised.
- Staff have ongoing accountability for each individual child's progress in phonics.
- Pupils with SALT issues are identified and supported effectively.

## Networking

In addition to formal training, the Governors benefit from networking with other school governors. The Governors are associated with the Forum for School Governors for Halton Borough Council and where possible a Governor attends its meetings. The Chair of the Governors periodically and informally meets with his counterparts in the local “small schools cluster” (comprising the neighbouring village schools in our area).

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.

The Chair of Governors also meets regularly with the other Chairs of Governors from schools in our Trust and the CEO.

## Listening to the views of pupils, parents and staff

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.

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.

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 Principal, or, where appropriate, to the Chairman of the Governors, and where these concerns are of general interest they are reported to the Governing Body as a whole.

The Governing Body includes 2 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. As in previous years, the Governors asked all staff in the school to complete a questionnaire – this year the questionnaire was wide-ranging, giving staff the opportunity to give detailed feedback on such matters as the management of the school and workload – as in previous years, the outcome was very positive and helpful to the Governors, and a number of issues have been identified for specific follow-up.

Over the course of this last year, due to Covid Restrictions, individual Governors have not been as able to take the opportunity to visit the school 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.

### Parent / Guardian questionnaire

Governors annually seek the views of parents and guardians through an online survey. For 2021-22 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 with the Local Governing Board.

### Governor self-evaluation

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.

### Conclusion

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 2021-22 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, Mr Martin Pocock.