

Daresbury Primary School

Governors' Impact Statement 2020-2021

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; 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 2020-21. 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 four meetings in 2020-21, 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:

- Six 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 principal recommendations back to the Full Governing Body. As in previous years, these were the main committees appointed for 2020-21:

- Teaching & Learning Committee, member of Safeguarding Committee.
- Finance, Personnel & Premises Committee.
- Safeguarding 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
- ICT Governor
- Literacy Governor
- Anti Bullying Champion
- Looked After /Post Looked After Children
- Child Protection/Safeguarding
- SEND Governor
- Science Governor
- Pupil Premium Governor
- Early Years Governor

The work undertaken by the main committees in the course of 2019-20 is described in more detail below.

The impact of the Governing Body 2019-20

- Providing support to the school during the COVID-19 pandemic;
- School website compliance;
- Ensuring that all of the Safeguarding measures are in place;
- Ensuring that children are making the appropriate level of progress and that measures are in place to support SEND and disadvantaged children to make the best possible progress;
- Ensuring the school's finances are best used given the challenging annual budget;
- KS2 SATs administration monitoring; (this was unable to take place in 2020 due to COVID_19)
- Reviewing the available training resources for Governors and in particular to new Governors, thereby providing them with the appropriate level of induction;
- Supporting the school with regards to its ICT equipment issues;
- Supporting the school with its planned introduction of Barefoot ICT scheme and Numicon mathematics scheme;
- Supporting of the school following its revised class structure for 2020/2021 and also ensuring that the school meets its statutory requirements with regards to mixed-year classes;
- Supporting the school with regards to its new behaviour scheme of being: 'Kind', 'Safe' and 'Ready'.
- Supporting the school in ensuring the additional classroom was ready for 2020/21
- Monitoring of Pupil Premium and Sports Premium plans and spending at the school

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, a special committee of the Full Governing Body 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.

Along with the Trust CEO, the Executive Committee 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 Development Plan (SDP):

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 Development Plan (SDP). The SDP sets aims for the forthcoming year. The SDP is of particular importance in establishing the highest standards possible in educational attainment for children throughout the school.

As in previous years, the SDP for 2019-20 was based on priorities identified from data and school self-evaluation priorities. The SDP 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 SDP 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 Development Plan 2020-21

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 Development Plan for 2020-21, and it is helpful to set them out here:

Key Objective 1: Manage the transition from lockdown arrangements to full opening of school to ensure the quality of education remains good.

- Ensure Catch Up Premium funding is appropriately spent to support pupils
- Tailor our curriculum to focus on ‘missed’ learning and identified gaps, well being and re-establishing school routines and behavior/attitudes to learning

Key Objective 2: Ensure that the quality of education is good.

- Continue to engage with our MAT curriculum review and staff lead/participate in subject teams
- Develop school specific Knowledge Organisers for foundation subjects linked to our MAT curriculum
- Continue to support teachers to deliver high quality lessons through evaluation of practice, peer coaching and training
- Continue to focus on Reading development to allow children to make the best possible progress and develop a love of reading
- Provide additional training and support as necessary to ensure Phonics is consistently and confidently taught by staff
- Continue to develop use of Talk for Writing across the school
- Strengthen the teaching of Mathematics through coaching and training and revising some aspects of our work in Mental Maths and Times Tables

Key Objective 3: Improve Behaviour and Attitudes.

- Further improve our tracking of Attendance data making good use of a new Education Welfare Officer to reduce Persistent Absence and further improve attendance
- Further improve our use of behaviour tracking and reporting
- Ensure our new PSHE curriculum provides a structured approach for developing pupil’s understanding of offline and online risks

Key Objective 4: Further improve our Personal Development.

- Embed the new PSHE curriculum using our new scheme – Jigsaw
- Consult with parents regarding our Sex and Relationships Policy
- Use Assemblies to re-focus on our 3 Key words – KIND, SAFE, READY
- Introduce the MAT's 6 values into school life as part of our Autumn term PSHE and assembly programme
(Aspiration/Kindness/Respect/Resilience/Integrity/Collaboration)

Key Objective 5: To Further develop leadership and management.

- Continue to develop skills at all levels of staff and Governors and utilise our MAT leaders and external partners to evaluate this
- Training in Metacognition and subject leadership for all teachers
- Further training for midday staff in our Happy Lunchtimes programme
- Enhance Junior Leadership through establishing Geography Leaders and developing Eco Warrior Roles

Key Objective 6: Further improve our EYFS.

- Ensure smooth transition to school in light of lockdown impact
- Continue to develop skills based provision in order to support children's individual next steps
- Ensure the outdoor learning area activities reflect the indoor provision and provide challenge for all abilities especially regarding Reading and Phonics

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 Chairman 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.

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 such as the Party in the Playground summer event.

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 the year individual Governors have taken the opportunity to visit the school and observe school life informally in many different ways: 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.

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 2020-21 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.