



Summerlea School Governors Impact Statement 2018 - 2019

Whole School Aim

'Growing thoughtful learners and independent thinkers'

Governors' Role

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 Summerlea School is committed to both maintaining and exceeding these high standards.

This impact statement is one way in which the Governing Body articulates its role in school leadership, the impact it has had on school improvement and being transparent about its activities. As Governors we are accountable for the performance of our school; we are measured by three core strategic functions:

- Ensuring clarity of vision, ethos, and strategic direction
- Holding the Head Teacher to account for the educational performance of the school and its pupils
- Overseeing the financial performance of the school and making sure the money is spent well

Training

All members of Governing Body have and continue to have significant training. The impact of this is that the Governing Body is kept abreast of its responsibilities regarding the latest requirements and expectations. Learning and actions from training is shared at Full Governing Body meetings.

Impact of Full Governing Body Meetings

Summerlea school governors operate a circle model of governance, governing body meetings take place monthly with all governors involved. In addition there is a Resources Committee that meets once a term focusing on finance, health and safety and premises. In addition, all Governors are linked to specific areas of school improvement or general school business such as safeguarding, SEN&D, Pupil Premium and specific School Improvement Plan priorities. Governors all conduct monitoring visits linked to their areas of responsibility and feed -back through governors monitoring reports to the full governing body (FGB). For example, meeting with middle or subject leaders, attending Pupil Progress meetings, reviewing behaviour, talking to pupils, conducting learning walks or reviewing progress in books.

The impact of this is that all governors are fully involved in all aspects of school governance; all governors have access to information and reporting at the same time which also avoids repetition.

Head Teachers Appraisal

The Governing Body carries out the Head Teacher Appraisal annually. Several Governors have undertaken Head Teacher's Appraisal Training, and with expert assistance from an independent educational advisor through the Local Authority, the appraisal is carried out. The appraisal process allows us to look closely at the performance of the Head Teacher, have discussions about areas of strengths and where necessary, areas for development. New targets are then set against criteria which the Head Teacher's performance will be evaluated.

Further Impact across the School

As Governors we celebrate the fantastic work around the school and provide challenge and support in areas that can improve and monitor progress in all areas.

1. Ofsted – Governors contributed to preparations and met with the inspector on the day to answer questions and talk in general about the school. Following the report, governor meetings are focused on areas requiring improvement and ensuring the SLT are driving improvements.
2. Recruitment – Governors have completed “Safer Recruitment Training” ensuring the Governing Body has the skills necessary to recruit the right staff for children at Summerlea.
3. Link Governors have responsibility for specific areas of interest within the school. Each Link Governor has conducted a review including meeting with Middle leaders reviewing Action Plans and conducting Learning Walks. Areas include Safeguarding, Special Educational Needs and Disability, Looked After children, Pupil Premium and Health and Safety, Reading, Writing and Maths
4. Progress and Attainment – data for all children across the school, including vulnerable groups, has been analysed. Data focuses on reading, writing and maths. Analysis is completed at varying levels, including year groups, classes, pupil premium, high ability and boys/girls. The impact of this is that governors are aware of how children are performing; where there are issues, challenging questions can be asked to ensure that any identified problems are addressed in a timely manner. This ensures that the Governing Body knows throughout the year how the school is progressing towards the school priorities and targets.

Governors Priorities for 2018-2019

- 1. To continue to develop and strengthen the governing body in the area of strategic leadership of the school**
 - Governors will be clear about the schools areas for improvement, including monitoring of teaching standards
 - Governors will understand fully the presented data and be clear when they can detect progress for particular pupil groups
 - Governors will be able to articulate their impact on the progress of the school to all stakeholders and Ofsted
 - Governors will monitor closely the data relating to improvements in reading writing and maths across the school
 - Governors will be aware of pupil progress as a measure of success, from each pupil’s own starting point.
- 2. Governing Body Effectiveness**
 - Informed practice is used to improve governor effectiveness
 - Terms of reference are clear and useful,
 - There is a mentoring and coaching programme signposted to those governors wishing to take on leadership roles
 - The GB has a clear method of communication with the school community and outside world.
 - The GB is fully committed to forging new working relationships in order to develop a fully functioning federation of schools
 - The GB can publish annually an impact statement demonstrating its effectiveness in supporting and challenging the SLT to improve
- 3. To have a curriculum offer that meets the needs and interests of all learners.**
 - All governors have taken part in safeguarding training
 - All governors have read the KCSIE, related updates and have read the latest 2018 version of KCSIE
 - Parents, pupils and staff voices are heard and acted on by formulating actions in liaison with SLT.
 - We understand the strategic nature of our role when consulting, listening to or responding to pupils, parents and staff.
 - Staff wellbeing and morale is supported by planning and holding team building events
 - FOSS feel supported by members of the governing body and FGB take part in events to support as often as possible
 - All policies relating to pupil welfare, including Safeguarding and Anti-Bullying and Behavior are continually updated and developed according to need
 - Governors are able to articulate, clearly, the steps taken to promote staff well-being.

4. To ensure our financial management systems are robust so we can ensure best value for money

- GB feel fully able to sign off a budget for 2019-20 with confidence that the school will remain in the black.
- Governors are able to monitor evidence of use of extra pupil funding with outcomes and progress evidenced and reported on.

Members of the Governing Body 2018 - 2019

Chair of Governors (Bev Crowter)

Vice Chair (Kim Horner)

Head Teacher (Helen Morris)

Parent Governors (Kim Horner & Caroline Murley)

Co-opted Governors (Bev Crowter, Becca Jupp, Liz Henderson, Marilyn Osborne & Dave Burrows)

LA Governor (Sue Meekings)

Staff Governor (Britt Turvey)

Associates (Karla Strong (DHT) Jo Maxted (SBM))