



Riversdale Primary School

Governors' Impact Statement 2018-19

Governors' Role:

The role of the Governing Body is an intrinsic part of the leadership of the school which is often less visible to parents and other community stakeholders. This impact statement is one way in which the Governing Body documents their role in school leadership, the impact it has had on school improvement and is transparent about its activities.

As well as attending the committees which are described later in this statements Governors also have responsibilities such as being a lead for Safeguarding or Pupil Premium which require them to become a “subject matter expert” so they can offer assurance and advice to the school leadership and staff.

The structure of the Governing Body consists of 12 members.

In addition to the Full Governing Body we have 3 committees:

- Curriculum and standards
- Resources Committee)
- Pay Committee

All members of the Governing Body sit on either the curriculum and standards or the resources committee. At the time of writing there are two vacancies on the Governing Body and elections are in progress.

Headteacher's Appraisal:

The Governing Body carries out the Headteacher's annual appraisal with the help of expert assistance from an independent educational advisor. During the appraisal process governors look closely at the performance of the Headteacher, discuss areas of strength and areas for development in that performance and set new targets against which future performance will be evaluated. This gives the Governing Body the means to ensure that the school is being well led and managed. The experience of governorship gives a greater understanding of the areas of strength and weakness within the school which enables them to challenge the Headteacher on how good practice within school is being shared for whole school benefit and how weaknesses are being addressed. The different sources of data enable governors to cross check information and ensure that conclusions drawn from various sources are consistent.

Recruitment:

The Governing Body is involved in all areas of recruitment and this year has conducted interviews for teaching staff and the SEND lead. To assist in this role, Governors undertake safer recruitment training. Governors also supported strengthening the management capacity within the school with the establishment of phase leaders for both Key Stage 1 and Key Stage 2.

Governor Profile:

All governors have their names and photographs in school reception so they are more easily identifiable to parents and carers. Governors have attended parents' evenings and school events e.g. prize day, school performances, and the summer fete.

The governor section of the website has been revised and updated and continues to be improved into 2018/19. Governors have also taken an active role in the overall updating of content on the school website, which is an ongoing process. Governors continue to actively engage in the school and attended a specific "governor day" in 2018-19 which focused on:

- Pupil Premium
- Safeguarding
- School development plan
- Lesson observations.

In addition to these governors have separate visits to focus on pupil premium progress, safeguarding, the dining hall experience, British values, special educational needs, and school finance. Visits are informal "drop ins" can be more structured "Learning Walks". Governor visits are recorded and insights are captured.

School Vision and Values:

The Full Governing Body reviewed the recording of teaching British values and agreed the new booklets introduced in each class.

Community Aspirations:

Governors have supported the school in developing its position in the local community. Governors attend community events to help support the school as well as being active in promoting the school. Governors attend local forums such as the business forum and Coronation Gardens forum to make sure the school is well represented.

ASD (Autistic Spectrum Disorder) Base:

The governors approved the setting up of an ASD base within the school and have been part of the process from conception through to the building, implementation and now effectiveness.

Partnership & Collaboration:

In 2018-19 governors continued to play an active role in the partnership of 2 local schools and in the pupil referral unit. Governors participated in meetings with other local schools and received reports on the working partnerships. As part of collaborative working joint governor meetings are planned for the rest of 2018-19 to share expertise.

Impact of the Curriculum and Standards Committee:

Achievement of pupils' progress and attainment data for all children across the school, including vulnerable groups, is analysed by this committee. Data is focused on reading, writing and maths. Analysis is done across a wide range of categories, including year groups, classes, pupil premium, high ability and boys/girls. The result of this is to make governors aware of how children are performing, where there are issues and gives them the insight to ask challenging questions and ensure that any identified problems are addressed in a timely manner. This ensures that the Governing Board knows throughout the year how the school is progressing towards the school priorities and targets. Governors are familiar with Ofsted dashboards which enable them to benchmark the school's performance against other similar schools and nationally. They are also familiar with the ASP (Analyse School Performance) data for our school which again shows our performance in the national context. There are Governors with lead responsibilities for Maths and English, Pupil Premium, SEND, and Science.

Governors have taken an active role in visiting the school and in tracking the progress of pupils to seek evidence that appropriate intervention and support is being given where pupils are not on track to meet Age Related Expectation.

Governors are kept up to date with curriculum changes:

Safeguarding Governors ensure safeguarding responsibilities are met and that the welfare needs of the whole school community are addressed making Riversdale a safe and happy place in which to work and learn.

Governors agreed funding and recruitment of specific resources to support family and pupil wellbeing and safeguarding work with parents and carers. Governors place a high priority on safeguarding that it is on every committee meeting agenda.

Broad and Balanced Curriculum Provision:

Governors review the curriculum provided to ensure it is line with requirements and that our children are receiving a broad and balanced education within a financially considered strategy so resources are used in the most effective way.

Staffing Structures and Wellbeing:

Governors have supported the Headteacher and leadership team to make improvements to middle management within the school and office staff. Governors continue to view staff wellbeing as a key priority and to identify and enable ways staff can be supported with what are often heavy and demanding workloads.

Impact of Resources Committee:

This committee oversees the financial performance of the school and makes sure its money is well spent. It ensures our buildings and grounds are well maintained, fit for purpose and a pleasant place in which to work and learn. It considers financial issues, and ensures that the money is well spent by evaluating the impact of school spending on pupil outcomes. In particular this year, governors have a much clearer idea of how the pupil premium funding is spent and are able to ensure that it is targeted at eligible children in particular.

Governors ensure that appropriate financial processes are in place and that any issues raised by the auditors are dealt with appropriately. The risks and challenges to the school budget were examined in detail because of a forecast reduction in income for pupil premium as well as increased National Insurance and Pension contributions. The school's financial competencies were also examined using the "SFVS" (School Financial Value Standard) which is a standard series of questions seeking clarification about the use of resources in the school's budget.

Governors have taken a specific interest in how pupil premium funding and sports funding have been allocated and in ensuring this has been used in the most effective way. This committee is responsible for school "risk" and "health and safety" as part of its broad remit to ensure school resources are utilized in the most effective and safe way.

The committee has also considered improvements to the school buildings and grounds. Investments were made for repairs to the swimming pool and the chimney. The committee also agreed earlier opening times for the school's breakfast club in response to parental feedback and are pleased to confirm that other parents have since acknowledged the helpful contribution this makes to ensuring they can better balance school drop off and the start to the working day.

Impact of the Pay Committee:

This committee oversees the staff appraisal and performance management processes. It routinely meets in the autumn term and occasionally throughout the year as needed. It reviews the salaries of all staff.

Overview:

The Governors have an accurate view of the strengths and weaknesses of the school and work closely with the Headteacher and other leaders to ensure that the school continues to improve. They are aspirational for all those involved in the school and uncompromising in their drive to ensure that all pupils achieve well.

Governors understand the school's plans for improvement and their monitoring of these plans enables them to challenge school leaders and hold them to account for pupils' achievement. The governors also look at the results of surveys of pupils, staff and parents and seek to make changes to address any issues and concerns.

The Governing Body continues to focus on improvement and there is a governor section to the School development plan. These "targets" for Governors set out measures that the Governing Body will assess themselves against. The focus is on improving development, being self-sufficient in finding and analyzing data and in ensuring succession planning for the Governing Body.