

GOVERNOR IMPACT STATEMENT 2018-2019

INTRODUCTION

The role of the Governing Body is a key part of the leadership of Hallam Fields Junior School. The governors bring a wide variety of experience and expertise to the school, and this helps ensure that the school is moving forward and standards are constantly raised in a way that is in line with the overarching ethos and vision of the school, along with the statutory directives from the Department of Education.

To achieve their objectives governors too must continually evaluate the role they have played within the life of the school, and publish relevant information to all interested parties.

This statement and report are part of that evaluation process.

SCHOOL IMPROVEMENT PLAN

The governors work co-operatively with the Headteacher and senior management to write and monitor the SIP. The SIP sets aims for the forthcoming year. We have played an important role in the development of the SIP, and the monitoring of its progress throughout the academic year.

In the previous year (2017-2018) our focus was on the following areas:

KEY ISSUE 1 – **Progress of higher ability children** – To improve the percentage of pupils making accelerated progress at the higher level

KEY ISSUE 2 – **Grammar and spelling** – To improve the percentage of pupils meeting and exceeding national expectation in writing and in SPAG

KEY ISSUE 3 – **Emotional and mental well-being** – To improve behaviour and children's readiness to learn

KEY ISSUE 4 – **Disadvantaged Pupils and Boys' Underachievement** – To improve the percentage of disadvantaged pupils and boys making above expected progress in all subjects

KEY ISSUE 5 – **Maths** – To improve the percentage of pupils making accelerated progress in maths

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The current School Improvement Plan (2018-2019) is based on priorities identified from data, school self-evaluation and OFSTED priorities. The School Improvement Plan is set out with clear aims, the key tasks which will be completed in order to achieve these aims and the success criteria in order to measure outcomes. The School Improvement Plan is monitored and reviewed termly and presented to the full governing body alongside the Headteacher's report.

The current targets of the School Improvement Plan are:

KEY ISSUE 1 – Progress in maths – To improve the percentage of pupils achieving expected and exceeding in mathematics to at least national average by:

- Improving Times tables recall and profile
- To ensure a consistent approach to the teaching and learning of maths across the school
- Increase application and use of resources in problem solving and reasoning
- To improve fluency – to know key mathematical facts and methods and recall them efficiently

KEY ISSUE 2 – High ability – To improve the percentage of pupils making accelerated progress at the higher level by:

- Ensuring early identification of children high on entry or with potential
- Focused team teaching to identified children at higher level in maths
- Offer opportunities for further thinking and explanation in lessons
- Ensure focus during pupil progress meetings

KEY ISSUE 3 – Social, Emotional and mental well-being – To develop emotional well-being to engage with life and learning

- To review and improve staff workload
- To develop collaboration through further cluster work to establish work sharing
- To develop staff training through Mindfulness project and Thrive
- To further embed Thrive across the whole school and involve parents
- To develop further links with the community and celebrate theme and special days

KEY ISSUE 4 – Disadvantaged Pupils – To improve the percentage of disadvantaged pupils making above expected progress in all subjects by:

- Ensuring early identification of children high on entry or with potential
- Early identification of provision and the impact on progress
- Clear understanding of children's individual situations, needs and aspirations
- Focus group for daily support of identified children in maths
- Ensure above average attendance – attendance officer put strategies and weekly monitoring to challenge poor attendance

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CONSTITUTION

This year the Governing Body have converted from two committees, Teaching and Learning and Resource Management, to six full Governor meetings. These include key issues such as the School Improvement Plan, attendance, safeguarding audit, reviewing assessment data, pupil premium provision and outcomes, staffing etc. It was felt that this would ensure all governors were aware of all areas, offer more challenge through the expertise of all and be more efficient use of time to reduce the cross over between committees. This year has seen some changes to Governors. Judith Donovan's term of office ended and we thank her for over 25 years of service to the school. We said goodbye to Simon Frost, due to his work commitments, and we welcomed Dean Chapman as a community governor.

GOVERNOR VISITS

Governors attend monitoring visits at the school; the purpose of this is determined by areas of focus on the school summer review and school improvement plan. For example, learning walks to see how maths is taught in school using wave teaching and resources to support children's learning. The impact of this is that governors understand and gain knowledge in areas of strengths and weakness in teaching and practices within the school. This enables Governors to fully understand how good practice within school is being developed and shared to benefit areas of weaknesses or concern which have been identified. Feedback on all visits is given to the Full Governing Body meetings and this allows all governors to be kept informed about progress, and also to be aware of any concerns that need to be addressed. Governors use different sources of information from the school and around the county to try and get the full picture about how the school is doing, whether good, bad or in-between. School visits by Governors this year have included:

- Safeguarding meeting with Headteacher – to share and evaluate impact on children and review policies in place
- Health and safety – To assess safety of school building and identify areas for development when considering the budget
- PE to see how Sports Funding is spent
- Observation of after school cookery club to oversee extra-curricular opportunities
- SATs test observations to share how tests are kept and signed in and out and how children cope with the test conditions
- Literacy – reviewing progress and action plans in all areas including; reading, writing and Spelling Punctuation and Grammar
- Art – to measure impact of Artsmark Award and progress towards the next stage of this

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DATA ANALYSIS

Progress and attainment data for all children across the school, including vulnerable groups, has been analysed with Governors. Data focuses on reading, writing and maths and combined attainment. 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 and 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 know throughout the year how the school is progressing towards the school priorities and targets. At the end of the year Governors analysed the year 6 SATs data (against local and national data) and have used this to question the impact of interventions and team teaching and also to inform the School Improvement Plan for 2019-2020.

POLICIES

Governors review all relevant policies on a programmed basis to ensure that all guidance is current and up to date.

Specific attention is paid to ensure that the school complies with the Department of Education mandatory policy list and the Local Authority recommended list.

FINANCE

The impact of the governors' role in the school ensures that the budget is managed effectively and improvements are effective and continuous. The governors bring a wide variety of expertise to the school and this helps to ensure the school is moving forward. This year the Governing body has approved the budget for next year and are aware of the changes that will need to be made to prepare for a reduced budget in the coming years.

HEADTEACHER'S APPRAISAL

The Governing Body carries out the Head Teacher Appraisal annually. The Chair of the Committee has 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 Teachers performance will be evaluated.

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GOVERNOR ATTENDANCE

Governor attendance has been of a good level, with any absences having been fully explained and accepted and approved by the governing body.

There are no causes for concern at the level of commitment shown by any current member of the governing body.

This year's attendance is:

Adrian Ancliff To be added

Amanda Bayliss

Sarah Carr

Dean Chapman

Iain Daire

Judith Donovan

Andrea Flint

Sarah Long

Antony Smith

REVIEW

The governing body, Headteacher, Senior Leadership team and, indeed, all members of staff are constantly striving to improve and develop Hallam Fields Junior school.

There has been effective allocation of Pupil Premium funding to increase the number of pupils achieving exceeding, especially in maths, and use the Sports Funding creatively so as to further inspire and up skill teaching staff and pupils.

The development of Thrive at Hallam Fields, including beginning to run Family Thrive courses, has developed the school's ability to provide the emotional and social provision that the pupils and parents both need. This will also develop parent relationships with the school which is area the school always looks to improve.

FUTURE AND CONTINUOUS IMPROVEMENT

The governing body and senior leadership team are constantly striving to improve and develop the school to enable all children to thrive. We will continue to work together to develop resilient and confident children by supporting them with their emotional and social development as well as providing an engaging curriculum.