



## **Governor Impact Statement 2015 / 2016**

### **Introduction**

Each year, the governors of Farncombe Infant School undertake a variety of activities in order to fulfil our statutory duties. These duties cover five key areas of responsibility:

1. Ensuring the clarity of vision, ethos and strategic direction of the school.
2. Holding the Head teacher to account for the educational performance of the school and its pupils, and the performance management of staff.
3. Overseeing the financial performance of the school and making sure its money is well spent.
4. Ensuring statutory duties are met and priorities approved.
5. Ensuring the governance of the school is effective.

This statement outlines how, by acting as a collaborative 'critical friend', governors have worked with teachers and other staff to positively impact pupil outcomes, behaviour and safety, and the leadership and management of the school across these five areas.

### **Report on the Impact of Governor Actions September 2015 – July 2016**

#### **1. Ensuring clarity of vision, ethos and strategic direction of the school**

##### School Development Plan

Governors contributed to the drafting of, and reviewed progress of, the School Development Plan (SDP), including the long-term aspirations, five-year priorities, and annual action areas. The aim of our review was to ensure that the SDP continued the work of previous years, focused resources on the right priorities, and set the right balance of aspirational and achievable goals for the school.

Impact of our review included ensuring that the SDP reflected priority areas identified through analysis of pupil progress and attainment, and our monitoring and discussions throughout the previous year.

##### Implementation of increase in pupil numbers

Following an increase in the school's Published Admission Number (PAN), agreed in November 2014, governors monitored the implementation of the increase in the number of children admitted to Reception, from 40 to 50, in 2015/16. In deciding upon this change, governors had been careful to assure themselves that all necessary preparations had been in place to help staff, pupils, and parents adjust to the new structure as smoothly as possible, and throughout 2015/16 we monitored progress, receiving reports from the head teacher and providing support where needed.

##### Academy Status

Governors continued to monitor academy-related developments across maintained schools generally and in the local area, in order to inform our views on whether conversion to academy status might be in the interests of our school.

#### **2. Holding the Head teacher to account for the educational performance of the school and its pupils, and the performance management of staff**

## Educational Performance Data Analysis and Oversight

In preparing for governor meetings and school visits governors review data and reports on different aspects of the school, including pupil progress and attainment. The Learning & Curriculum Committee considers pupil progress in detail, with attention to all ability groups and relevant variables, including Pupil Premium, gender, disadvantaged children, attainment level, and SEND. Where further evidence is required, this is requested from the head teacher, actions are recorded for each meeting and visit, and these are followed up at subsequent meetings.

Governor meetings and visits include:

- Full governing body meetings (attended by all governors);
- Governor committee meetings (every governor is a member of at least one of the Resources committee and Learning and Curriculum committee);
- Nominated governor visits (governors take on individual responsibility for curriculum subjects, such as Numeracy or Literacy, or specific areas of focus, such as Safeguarding or Special Educational Needs and Disability (SEND); and
- Regular visits to the school linked to other strategic priorities (such as Christian ethos, joiners and leavers, pupil premium).

Details of 2015/16 committee membership, nominated governors and visits are provided in the Appendix to this report. Information regarding governor meeting attendance is available separately on the school website.

At the time of our last Ofsted report, our effectiveness in this area was acknowledged:

***“Governors analyse information they receive about pupils’ achievement carefully and this means that they have a good grasp of how well pupils are doing and can ask probing questions in meetings.” (Ofsted report 2012)***

Examples of the impact of our constructive challenge and analysis include:

- Clearer target setting and reporting to enable us to better monitor progress and attainment.
- Review of the school’s approach to supporting each pupil to achieve their personal best under the new national curriculum. This oversight ensured there is good evidence that the approach is supporting progress and attainment in line with the school’s ethos and Ofsted requirements.
- Follow-up to governor visit reports.

## Staff Performance Management

The Head Teacher reports to the governing body and the Learning and Curriculum committee in particular, on the monitoring of teaching quality in the school. In addition to formal governor meetings the chair of governors meets regularly with the head teacher who keeps the chair informed of staff performance and management issues. The chair and head teacher meet annually to review the outcomes of school teaching staff appraisals. Three nominated governors complete the head teacher’s own annual Appraisal/Performance Management process with the support of an external consultant. The Resources Committee monitors staffing resources, with reports from the head teacher at every committee meeting.

## **3. Overseeing the financial performance of the school and making sure its money is well spent**

#### PAN Increase

Governors monitored the financial impacts of the increase in the school's PAN, including transitional funding covering the period until the new full total pupil number is reached after three years of admissions at the new higher PAN.

#### Budget Review

In conjunction with the school business manager, the Resources committee reviewed the school budget in detail, challenging assumptions, discussing contingencies and risks in the budget and reviewing the level of reserves. Budget approval was ratified by the full governing body. Governors initiated regular reviews of the rolling five-year financial trend and three-year financial forecasts to further improve financial overview and anticipate future funding issues.

#### Schools Financial Value Standard (SFVS)

Governors have worked with the head teacher and school business manager to gather the information required to complete the SFVS return. Completion of the SFVS is a responsibility of governors, providing evidence of governors' oversight of the effective management of the school's finances.

#### Pupil Premium

Through the head teacher's regular reports to the governing body and both committees, we review the use of Pupil Premium funds and the actions funded by the premium as well as evidence of the impact of those actions on pupil progress and attainment.

### **4. Ensuring statutory duties are met and priorities approved**

#### Health & Safety

The Resources committee conduct termly Health and Safety inspections, noting any actions required and following up on actions from previous inspections.

Fire drills are undertaken on a termly basis, with a lock-down ('return to class') drill annually, each overseen by a nominated governor.

#### Policy Review

To ensure that the school's policies are appropriate, up-to-date, and accurate, we have a rolling programme of policy reviews across the two governor committees. Review cycles have been simplified and policy review is a standing item on both committee agendas. This process ensures policies reflect the high standards of practice at the school, and help guide staff and parents when necessary.

### **5. Ensuring the governance of the school is effective**

#### Meeting Attendance

Five full governing body meetings were held during the year 2015 – 2016, the Resources Committee met four times and the Learning & Curriculum Committee met termly. Governor attendance has, as always, been at a very good level, with any absences fully explained, accepted and approved by the relevant body.

#### Governor Skills and Knowledge

To develop and maintain our skills and knowledge in the areas necessary to discharge our duties effectively, governors attended various local authority and diocesan governor training sessions, and school INSET days.

In addition to attending the above training, we reviewed how we disseminate key insights from each session to all governors.

The primary impact of these actions is to ensure that we have, collectively as governors, the right range of skills and knowledge to ask the right questions of the school leadership team, ensuring that the school is up-to-date with both new local and national expectations and ways of working.

Examples of this include:

- Changes in statutory requirements regarding safeguarding, and best practice, were shared and discussed by governors
- Changes to the OFSTED inspection framework and requirements are clearly understood by governors to enable them to more effectively support and hold the head teacher to account.
- RAISE online is understood by governors to enable them to understand and analyse data on the school's performance over time and hold the head teacher to account.

Parent and Pupil Feedback

Governors reviewed in detail the feedback provided by parents and carers in the questionnaires completed during the year, and by pupils starting at and leaving the school; we also reviewed feedback provided separately via Ofsted *Parentview*.

## **Conclusion**

As governors, we feel privileged to work on behalf of our school, which derives its continuing success from the hard work of staff, children and parents. We take our role as governors seriously and strive at all times to help ensure the educational start provided to the children of Farncombe Infant School is the very best it can be.

We believe effective governance continues to contribute to the ongoing improvement in the progress and attainment of pupils at our school across diverse cohorts and individual needs. As with all areas of leadership and management, we aim to maintain and develop this effectiveness year on year. For 2016-17, areas of focus include ongoing succession planning to maintain full membership of the governing body across all categories of governor.

## Appendix

### Governor committee membership and nominated roles, October 2015

<b>Full Governing Body</b> Greg Barnett [Chair] Steve Bott Corinne Cooper Marion Davies Annabel Deuchar Simone Hugo-Lake [Vice-Chair]		Lucy Lidstrom Emma Matthews James Rattue Kate Thomas Andrea Simonsson [HT] Stephanie Luff from March 2016
<b>Resources Committee</b> Steve Bott [Chair] Greg Barnett Corinne Cooper Lucy Lidstrom Emma Matthews James Rattue Andrea Simonsson [HT]	<b>Learning &amp; Curriculum Committee</b> Simone Hugo-Lake [Chair] Marion Davies Annabel Deuchar Emma Matthews Kate Thomas Greg Barnett Andrea Simonsson [HT]	
<b>Nominated Governors</b> <b>Literacy:</b> Annabel Deuchar <b>Numeracy:</b> Lucy Lidstrom <b>SEND:</b> Marion Davies <b>RE:</b> Corinne Cooper & Marion Davies <b>Science:</b> Emma Mathews <b>Safeguarding:</b> Marion Davies <b>Looked After Children:</b> Simone Hugo-Lake <b>Link/Training:</b> Annabel Deuchar	<b>Head Teacher Appraisal</b> Marion Davies Greg Barnett James Rattue	
<b>Pupil Discipline</b> [3 governors as available]	<b>Staff Dismissals</b> Emma Matthews Steve Bott	
<b>Governor in charge of liaison with LA in case of allegation against HT [child protection]</b> Greg Barnett	<b>Dismissal Appeals</b> Annabel Deuchar Lucy Lidstrom	
<b>Clerk to Governing Body</b> Nick Hetherington		