

LEA C OF E PRIMARY AND PRE
SCHOOL

GOVERNING BODY
IMPACT STATEMENT

GOVERNING BODY IMPACT STATEMENT 2017-2018

Created by Lea C of E Primary and Pre School Governing Body

This Governing Body Impact Statement summarises the work we have carried out this year and gives an indication of our plans and priorities for the future.

The statement includes:

- How we work as a governing body.
- What each committee has been doing this year.
- How we align against the vision and values of the school.
- How we work with Mrs Atkinson (Executive Head) and Mrs Vines (Head of School) towards the School Improvement Plan (SIP)
- Our plans to improve our effectiveness and impact as school governors.

SCHOOL VISION AND VALUES

Our Vision

"Our school will provide a happy, healthy, secure and stimulating learning environment where all are inspired to achieve their very best. Teaching and learning should be fun and nurture a life long journey of discovery. Our school will actively promote Christian values through our relationships with pupils, parents, colleagues and the wider community."

Our Aims

Pupils

- To provide a challenging, yet supportive environment to stimulate, maintain and develop a lively enquiring mind.
- To encourage all pupils to reach their true potential and eventually become independent learners who value learning with and from others, i.e. have a positive attitude to life-long learning.
- To develop in pupils a sense of moral values which can form a framework for a sense of their own worth, and relationships with others, so that students become responsible members of society.
- To develop in pupils a positive attitude and strong sense of respect towards themselves, others and the environment.
- To develop an understanding, empathy and tolerance of other faiths and cultures.

Curriculum

- To offer a broad based curriculum in order to facilitate the acquisition of knowledge, promote enjoyment in learning, and to provide knowledge/skills to equip students for work and leisure as active, confident and responsible members of a rapidly developing society.

Community

- To develop a school community which affords equal value to all its members, is seen to be just and encourages mutual respect, concern for others and truthfulness.
- To foster close relationships between the school, the pupils' homes and the local community.

SCHOOL ETHOS

Visitors to Lea C of E Primary and Pre School frequently remark on the happy, industrious and well-ordered family & community atmosphere. The size of the school means that every teacher knows every child. Not only does that ensure continuity of academic progression, but also security and a strong sense of School community and ownership by the children.

At Lea C of E Primary and Pre School we aim to encourage positive attitudes towards self-discipline and high standards of personal behaviour are expected at all times. A great deal of time, thought and effort are spent on establishing an atmosphere of mutual trust and respect between adults and pupils and families.

We aim to make the school a place where pupils will feel safe and secure in an environment where they can work and play, sharing and co-operating with others. Pupils are expected to show thoughtfulness and awareness of the needs and rights of others and to always make good choices. They are also encouraged to care for things they use and develop a responsible attitude towards their environment.

The children play a huge part in creating the school's ethos. They have many responsibilities such as being team and School captains.

ROLE OF THE GOVERNING BODY

The Governors of the school have a range of duties and powers determined by the Government. Working in partnership with the Executive Head and Head of School, the Governors meet as a full committee (Full Body) or in sub-committees to discuss key issues and make decisions. Sub-committees meet regularly and report back to the Full Body. These include Curriculum & Standards, Buildings & Finance, Staffing and Federation.

A key responsibility of the Governing Body is to be a '*critical friend*' by supporting and challenging the Executive Head and Head of School on policy and performance. The Chair of Governors has a key responsibility in ensuring that the relationship and communication with these Heads is professionally maintained so that there is the best possible synergy between the Senior Leadership of the School and its Governing Body.

The School Governors are legally responsible for promoting and overseeing high standards and levels of achievement by: managing the school budget; appointing staff; establishing and reviewing performance management of staff; and together with the Heads: reviewing and maintaining school policies; setting targets for pupil achievement and monitoring progress against the School Improvement Plan.

HOW THE GOVERNING BODY WORKS

Members of the Governing Body are unpaid volunteers who have varied backgrounds and educational experience. There are Staff Governors (providing staff viewpoints), Parent Governors (providing parent viewpoints) and Foundation Governors . All Governors at Lea C of E Primary and Pre School are committed to working together to ensure the children at Lea C of E Primary and Pre School receive as full, balanced and enriched education as practically possible.

Each Governor is assigned an area of responsibility by the Chair of Governors. Governors are then expected to co-ordinate with relevant / reciprocal staff member/s to review the relevant school policies and performance through classroom visits. These visits also enable Governors to get an insight into how children are engaging with the school policies and what that looks like from a classroom perspective. Governors then write a brief report for each visit and these are then shared with all Governors at Full Body meetings.

There are 3 Full Governor meetings per academic year. The Executive Head / Head of School also provides a detailed school report to the Full Body at each of these meetings that summarises: staff training and pupil performance as well as key incidents such as safeguarding issues, pupil referrals or pupil exclusions, which have occurred since the last such report / Full Body meeting.

CURRICULUM AND STANDARDS COMMITTEE

KEY RESPONSIBILITIES AND ACTIONS DISCHARGED DURING THE YEAR INCLUDE:

- SEND (Special Educational Needs & Disability). Ensuring the SEND register is up to date and that provision maps are in place.
- Reviewing SEND issues with SENco (Special Education Needs Coordinator) and ensuring correct procedures are being followed.
- Child Protection – checking policy and procedures are in place. Interviewing key staff members responsible and checking policy has been tested and fit for purpose
- Marking – to check that next steps in consistently used and also, that the success criteria is used consistently.
- Modelling – this needs to be a feature of each lesson

FROM THE SIP THE COMMITTEE LOOKS TO:

- Ensure teaching consistently challenges all pupils and achievement of all learners
- Raise the profile of EYFS, maths, reading, phonics and achievement of boys across the school, ensuring that assessments are accurate and progress is clearly measured.
- Ensure greater coverage of mastery tasks in maths books.

FINANCE AND BUILDINGS COMMITTEE

KEY RESPONSIBILITIES AND ACTIONS DISCHARGED DURING THE YEAR INCLUDE:

- Reviewing the progress of the refurbishment work on the school premises and subsequently assessing the impact following completion.
- Monitoring health and safety arrangements.
- Discharging its responsibilities identified in the school's development plan.
- Actively monitoring the financial position of the school, gaining assurance of healthy financial performance and a favourable financial outlook, drafting and reviewing the annual budget.

OUR PLAN TO IMPROVE EFFECTIVENESS AND IMPACT

- Challenge the school to maximise the achievement and attainment of all learners
- Implement a new federation leadership structure to drive the school improvement strategy
- Monitor the impact of the school staffing structure on teaching and learning
- Monitor the school curriculum to ensure pupil enhancement and national curriculum coverage
- Monitor the provision for extra curricular activities across the whole school.

IMPACT OF THE GOVERNING BODY

- School exceeds expectation in fulfilling all statutory requirements.
- Challenge the achievement and attainment of all pupils under new framework.
- Ensure the school budget and extended school budget are effectively managed, best value practice integrated to maximise impact of expenditure on pupil safeguarding, academic attainment and wellbeing.
- Proactive management of Headteacher Appraisal to secure impact of all staff Appraisal on pupil attainment and achievement.
- Audit and improve learning environment.
- Lead the successful soft federation with Gorsley Goffs Primary.

