

Ash Lea School

Governing Body Impact Statement 2017-2018

Introduction

The governing body (GB) are the strategic leaders of the school and aim to ensure every child gets the best possible education and is supported to achieve their full potential.

We constantly strive to raise standards, in accordance with Ash Lea school's ethos and vision statement which is **WORKING TOGETHER TO BE THE BEST WE CAN BE** and we ensure we implement the statutory directives we receive from the Department of Education.

This statement summarises our role in the development of the school and its pupils over the last academic year and evidences the impact of our Governing Body.

General Role of the Governing Body

Our aims are to

1. Ensure clarity of vision, ethos and strategic direction of the school.
2. To hold the head teacher and senior management to account for the educational performance of the school and its pupils and the performance management of staff.
3. To ensure that leaders swiftly set out their plans to improve the quality of the school's self - evaluation and analysis so that progress can be precisely measured, monitored and reported.
4. Overseeing the financial performance of the school making sure its money is well spent.
5. Ensure compliance with statutory duties

Constitution

The constitution of Ash Lea school Governing Body is currently made up of

- 1 x staff governor
- 2 x parent governor (and currently 1x parent governor vacancy)
- 5 x co-opted governors
- 1 x LA governor
- 4 x associate governors

Governor Training and Induction.

There is a new governor induction pack and a buddy mentoring scheme for all new governors.

This enables them to receive all the information they require, gain an understanding of their roles and to fully participate as quickly as possible.

There are many training opportunities, including ones specific to SEN schools, provided by the Local Authority. Ash Lea school provide staff/governor training days also.

Specific Governor Roles and Responsibilities

Each governor has a link to one specific class in the school and also has an area of specific responsibility to which they have been allocated in taking into account their areas of expertise and interest.

Governor Roles:

Safeguarding (to include Looked After Children (LAC) and additional incomes Pupil Premium, Sports funding and year 7 catch up)) – Dr. Alex Macdonald

GDPR – Rachel Tyler

Health and Safety– Steve Gardner

Impact of environment and curriculum – Linda Lyn-Cook

Finance – Dr. Bob Nowicki

Governor training and induction – Sandra Gell

Careers and work experience – Jeremy Pickering

Leadership and Management – Dr. Alex Macdonald and Rachel Tyler

Personal development, behaviour and safety- Marie Nicholson and Jeremy Pickering

Teaching, learning and assessment – Jacqui Parry-Evans and Linda Lyn-Cook

Outcomes for pupils (Data, Standards, include English and Maths) – Ben Whitmarsh / Jacqui Parry-Evans (until vacant position filled)

Pupil Premium / Sports funding / year 7 catch up funding

Following my detailed review of spending of Pupil Premium, Primary PE and Sports Premium and Year 7 Catch up with Sandra Gell I am satisfied that the money is being appropriately targeted. Those in receipt of pupil premium are assessed using the IEP review process and then needs identified. Funds are allocated accordingly.

“Achievement for All” was provided for all pupils. The aim was to effectively measure and analyse pupil progress ensuring that the teaching systems have an impact on learning which is measured and captured. The impact is measured in the RAG ratings (red, amber, green) and there appears to be no difference in progress between students in receipt of pupil premium and those not in receipt. This is hard data to confirm evidence of impact.

The sports premium appears to have been spent very wisely with the provision of a specialist sports coach for 2 PE sessions a week and the employment of a sports apprentice 4 days a week. The impact is clear. Pupils have experienced a range of sports and activities that they would not otherwise have had the opportunity to experience.

The year 7 catch up funding appears also to have been wisely spent improving the reading for one pupil. Enhancing occupational therapy sensory assessments for several pupils led to improved emotional regulation and fewer instances of challenging behaviours in these pupils. Another pupil was enabled to have communication aids which significantly improved their engagement

Actions:

Ongoing actions are to monitor the spending of these 3 funding streams and report back to governors on a regular basis.

Dr. A Macdonald

Impact of the governing body on:

LAC or CLA

LAC is a termly agenda item at meetings of the governing body. As the Designated Teacher for LAC is also the staff governor, governors are able to ask questions of her regarding LAC. Governors are aware of their role in relation to LAC as this was highlighted in the summer term meeting and shared with all governors on Governor Hub. Governors know that LAC is a vulnerable group and, as such, progress needs to be monitored separately and compared to the rest of the school population. The Governing Body has recently established Alex Macdonald as the designated governor for LAC.

Pupil Premium

Governors are regularly updated on how the school spends its Pupil Premium and what the impact of the spending is through the termly governing board meetings.

Governors have written to the LA to gain clarity on the funding of Pupil Premium (PP) for some LAC who are currently not receiving PP. This remains a grey area but demonstrates that the GB are proactive in ensuring that they understand the funding.

Questions for the governing board

- How do we measure our impact in the process?
- How does the GB hold the school to account for the progress of LAC/pupils in receipt of PP

Next steps

- AM to meet with SG termly for update on LAC/PP
- GB to formulate questions to measure impact – proforma to be written for all governors leading an area of the school
- AM to provide reports for GB meetings on LAC

Sandra Gell

Leadership and Management

Safeguarding

Two Governors have undertaken the annual safeguarding audit (NCC) to ensure that the safeguarding procedures are being implemented in accordance with the policy. This involved talking to office staff and senior leaders. As part of the audit an in-depth look at the SCR was undertaken. Some minor information was missing and the office staff was asked to complete it. Later the office staff e-mailed to confirm that the updates were made. There has been particular focus on safer recruitment (MN completed safer recruitment and visited school to check that the school was compliant) and compliance.

Rachel Tyler completed PREVENT training with two members of SLT. This was a very positive course and the governor was able to question the SLT about what this meant in school.

All governors read the relevant safeguarding policies and reviews are minuted.

Impact = as a result of the safeguarding audit, anomalies were identified in the single central register which were immediately investigated and corrected.

Head teacher appraisal

Two governors have had termly meetings to discuss, plan and evaluate the head teacher's appraisal, developing targets and objectives and monitoring progress against these. Governors have undertaken a review of the Head Teacher's appraisal targets and the setting of new targets. This was done in conjunction with an external consultant Pat Bullen. At the meeting the head teacher provides evidence towards the targets and the governors are able to question and make suggestions.

Impact = balances and checks are in place to monitor the HT's performance and to ensure the targets reflect the needs of the SIP and school.

Review of Governance

Following attendance at the School Improvement Planning day at the beginning of the 2017 academic year it was agreed that there should be a review of the governance. This took place in November 2017 and was commissioned by the GB so as to ensure that effective and efficient practices provide support to the school staff and pupils and underpin the schools vision and ultimately lead to an Ofsted judgement of outstanding. A number of governors attended the initial review and the subsequent feedback session on how the GB measures its impact. The GB is committed to self- evaluation to ensure it is able to offer strategic leadership. Further work continues to be done regarding the review findings.

Staffing Matters

The GB have been involved in a number of staffing related matters, including the following:-

- a review of the staff structure, in particular in relation to the employment of a site manager
- attending staff absence hearings and appeals
- attending school to talk to pupils and staff about the newly developed vision and ethos of the school
- involvement in recruitment and in particular the safer recruitment of staff as part of the interview panel
- attending a whole school staff meeting about the health and well-being of the staff

Impact = ensuring the school has the appropriate staff for appropriate positions, safer recruitment of staff, ensuring the health and safety of staff, addressing the issues of absence and ensuring fair and proper procedures.

Redevelopment of Cotgrave Site

Member of the GB attended at the Cotgrave site whilst building works were ongoing and made suggestions about certain design aspects which required review.

Impact =As a direct result of this intervention, alterations were made to the building which greatly enhance the aesthetics of the building and provide a more beneficial environment for the staff and pupils.

Review of Policies

The Gb continues to monitor policies throughout the year including safeguarding policies and procedures, complaints, finance, behaviour this last year.

The impact is all policies are kept up to date and we ensure compliance with statutory duties.

Rachel Tyler

Vision and Ethos

Jacqui Parry-Evans worked alongside SLT to review and revise the school's vision and values. Several meetings took place to develop new Vision and Ethos and Jacqui sent out questionnaires to governors to gain their views. Jacqui reviewed the parent questionnaires and supported the writing to some draft vision statements to share with all stakeholders.

Jacqui has undertaken two learning walks over the last 12 months to look at the impact of the school code and to look at how the school vision is 'felt' in school. Reports were written and discussed at governor body meetings.

Personal development, behaviour and safety;

One of the four whole school priorities for 2017/2018 was:

Further develop staff confidence and understanding of pupils needs which impact upon pupils' emotional health and well-being and behaviour.

When the new 'Behaviour Watch', was implemented, a governor attended a meeting and came away with a better understanding of what drives behaviours and understanding to take appropriate action and Ash Lea's effective recording.

Red- indicates a serious incident

Amber – An incident that may have caused injury to staff/students

Green -An incident managed successfully -may have needed use of safe space or other strategies.

Following that meeting a letter was sent from Governors regarding a pupil whose needs could unfortunately be no longer be met by Ash Lea, because of physical concern.

The pupil was moved to an alternative provision shortly afterwards evidencing the impact of governors' involvement.

Two governors met with a senior leader to review personal development and welfare of pupils and the significant amount of work currently being carried out in line with SIP priorities

Questions for the Governing Body

1. What are the continued benefits of having implemented the Behaviour Watch scheme? Have we achieved our overall aim of fewer red incidents and the majority being Amber or Green? Have the school's instigated support systems for pupils' emotional regulation resulted in a reduction in behaviour incidents? The impact of behaviour triggers being included on pupils IEP
2. Can we evidence the reduction in behavioural incidents to the new improved environment, staff use of safe spaces and new awareness due to staff training on pupils' mental health issues.
3. How is the schools work in preparing pupils for life after school progressing in accordance with the 'Preparing for Adulthood 'document' ?
4. Are 'Pupils Forums' enabling pupils to be participants in their own teaching and contribute their own ideas now happening on a termly basis?

Marie Nicholson

Teaching, learning and assessment

Learning walks have been carried out to look at how pupils are using the new building and its impact on their learning.

Teaching and Learning

Had several meetings with Sandra Gell and Dawn Wigley whilst designing and developing the new Ash Lea curriculum was on going. Looking at the needs of our pupils, the different types of learners

and developing a whole school curriculum to enable all students to learn effectively and reach their full potential.

Also we looked at the ways we could measure achievement to generate meaningful data, and how the curriculum could be implemented and evaluated in a uniform way across the whole school

Jacqui-Parry Evans

Outcomes for pupils

A data report is produced on an annual basis and presented to governors. Later in the year Feb / March an interim is also presented to governors. The governors have the opportunity to question Sandra Gell at the meeting to ensure that they fully understand what the data is saying and to look at why some pupils have not made the required progress.

Ben Whitmarsh met with Sandra Gell and the Education improvement Adviser (EIA) Pat Bullen; at the meeting Ben was able to look at data, evidence (on Evidence for Learning on iPad) and scrutinise IEPs. Both the EIA and governor spent 3 hours with Sandra and a report was written by EIA and shared at FGB meetings

Finance

What governors already do

- Attend pre budget meeting for year ahead
- Review Services to school and question other options
- Review current year budget in Autumn term and reforecast
- Review end of year budget
- Question deficit/surplus balances
- Request, review and agree quotations for spending above £1000
- Understand how our funding is formulated and other funding streams
 - Place funding, HLN, PP, Capital income, sport premium etc
- Impact of pupil numbers on budget
- Knowledge of School Fund balances and agreed spending
- Attend School finance specific training
- Agree finance policy annually and discuss changes
- Ratify annual accounts for School Fund
- Review and agree SFVS (Schools Financial Value Standards)

Next Steps

- Arrange finance link governor to meet prior to Full Governors to review paperwork with SF
- Minute School Fund Trustee meetings separate to School Budget meeting
- Read finance document prior to the meeting and prepare questions

Completed by Sadie Fletcher

School Improvement Focus

Governors to annually have a representative to review SMT's School Improvement Plan and Self-Evaluation Form.

Governors to have SIP and SEF as an ongoing termly item on Full Governors Board Meeting.

With the scheduled Ofsted inspection this academic year, the focus will need to be on what was highlighted both as a strength and an area for development from the 2018 Ofsted inspection.

Governors to ensure that they are appropriately aligned to SIP focus areas.

Governors to assess the impact they have had when the school reviews it's SIP.

Next steps / follow up / questions for Governors to ask

How is our school currently performing?

What are the key areas of improvement needed in the school?

How have SMT identified those areas they have put into the SIP?

How has the school implemented SIP focus areas?

Is there a clear vision from SMT on how to achieve SIP focus areas?

How can the governing body ensure a coherent plan / same vision for the school?

Completed by Ben Whitmarsh

Statutory Duties

- **Safeguarding**

Named governor: Dr. Alex Macdonald (and Rachel Tyler) annual safeguarding audit including looking at SCR. All governors DBS checked. Most governors undertaken safeguarding training, all governors completed PREVENT training. Two governors undertaken safer recruitment training. Governors review all relevant safeguarding policies
Next steps: all governors to have completed online safeguarding course Annual audit to be completed by 20th December 2018, all governors to read the new KCSE sept. 198 document.

- **Health and Safety**

Named governor: Steve Governor attends school at least once a term as part of the H&S committee. At these meeting Steve ensures that the school is compliant with the entire statutory checks e.g. PAT testing, fire appliance testing etc. Steve also ensure all staff training is current as well as undergoing H&S IOSHH training himself. The impact of Steve doing is the training ensures that he has a complete understanding of what needs to be done. Steve also comes in at least once a term (most of the time unannounced) to check records and to do an inspection walk. Steve follows this up with a report to HT

Next Steps: Steve to write report and feedback directly to governors / to use new H&S inspection template.

- **GDPR**

All governors are aware of the recent changes in the GDPR regulations. Policies have been presented to the governors and they have read all them all. All governors have completed the basic online GDPR training course. Two governors attended GDPR governors training and feed back to the FGB meeting.

Next steps: more governors to attend GDPR training

Looking Forwards

The Governing body is currently reviewing the roles and responsibilities of each individual governor so they can quickly develop a secure understanding of their particular role and responsibility in order to hold the school leadership team to account as effectively as possible.

Following a review of governance that the GB commissioned in November 2017 'strengths of the GB' were identified along with some 'areas for development'

We continue to put the recommendations into action.

These include:

Ensuring all members of the GB work effectively with leaders to share the same vision, ethos and strategic direction of the school and to understand how the implementation of the vision correlates with the SEF and the SIP.

Using the new governors' annual planner that has been developed to ensure a structured system is in place to review the statutory policies and use the governor monitoring/visits plan correlating to the SIP which will measure impact.

Consulting with all members of the GB and writing this Governors Impact Report .

