



Governors Impact Statement 2017-2018

Updated 9 July 2018

Recent instigations from the governing body that have impacted upon school improvement

1. Chair and Vice Chair have attended Head Teacher Appraisal Training with the authority. Following on from that, Vice Chair has met with new appraiser. He has had 3 headships, has worked as a school improvement adviser and now has a school leadership company. He also has been an OFSTED inspector.
IMPACT: Rigorous appraisal targets to hold Head Teacher to account.
2. Letter from Chair of Governors to the Head Teacher of Killisick highlighting the effect of Killisick's OFSTED report on incoming numbers. Discussions with the Flying High Trust have been instigated about how we can further create links between the 2 schools.
IMPACT: As a result a new transition plan has been put in place and the Head Teacher of the Junior School has become more visible at parent events and will continue to be involved more in Autumn 2018. The Head Teacher at Pinewood was included in the interview panel of the new Head Teacher at Killisick to show strength of links between schools and to impact on the appointment of a head that will be well matched to meeting the needs of our children and the community.
3. Invitation for the Flying High Trust to come to Pinewood to discuss academisation. As a result of the meeting it has now been suggested by the governing body to visit other schools within the trust to discuss how the trust works in practice before making a decision on whether it would be advantageous for our children and stakeholders at Pinewood to join the trust. Governors to visit Trust school Autumn 2018.
IMPACT: Not yet measureable but shows the governing body to be forward thinking and keeping options open as well as asking valid questions of the trust.
4. Recommendation of joining a teaching alliance to ensure the school works with other schools and is outward thinking in approach (Spring 2017).
IMPACT: Quality CPD for staff, opportunity for head to work in a triad with other head teachers to further improve attainment and further CPD and networking into 2018.
5. Recommendation of a review of the rewards system for attendance. The revamped reward system rewards children well without penalising them if have a few days illness.
IMPACT: The impact on data is yet to be seen as only implemented this term but has been well received by the children and families. Our attendance system is now both rigorous and motivating. (Autumn 2017)
6. Recommendation of encouraging male role models in school to support SIP priority of emotional well-being, resilience and raising aspirations of our boys. Work on resilience of staff and pupils by Jackie (Well-being governor).
IMPACT: Children inspired by visits.
7. Recommendation of ensuring head teacher attends the 'Heads Count' conference in Spring 2018 to ensure well-being for the SLT during extremely busy times.
IMPACT: Positive effect on the health and well-being of the head-teacher and staff through a well-being session being held at school as a result of this training event.
8. The governors have asked the Head Teacher to develop links with another outstanding Infant school that still regards themselves as outstanding for quality assurance purposes and school development.
IMPACT: Joint visits between the 2 schools have led to improvements in the environment and tweaks to the curriculum. Moderation and work scrutinies between the 2 schools with

an independent education improvement adviser/OFSTED inspector have quality assured our practices and have quality assured our provision in Maths for children at all levels.

Holding the Head Teacher to account for the educational performance of the school and its pupils:

- Both appraisal governors have received Appraisal governor training Summer 2018.
- In both Autumn 2016/17 and 2017/18 the governing body set rigorous performance targets for the Head Teacher in the Head Teacher appraisal.
- In both Autumn 2016 and 2017 the governing body oversaw the setting of challenging targets for teachers in the appraisal system.
- The Head Teacher was encouraged to join a Teaching Alliance.
- Learning walks conducted with Head Teacher and a Head Teacher from another school and the governing body.
- Link governor for Assessment and Data met with the Head Teacher to ensure aspirational targets have been set and to review progress so far.
- Governors challenged Head Teacher with questions relating to data during Strategic and Pupils Committee meetings.
- Governors have been part of the monitoring process with a particular focus on disadvantaged pupils and also during a learning walk (see monitoring summary).

Ensuring clarity of vision, ethos and strategic direction:

- The governors invited a MAT into school to discuss options and benefit of joining the Flying High Academy.
- The governors wrote to the Junior school stating our concerns of the impact of reputation on our declining numbers and how we could work together to improve this. As a result the Head teacher from the Junior School has been more visible at Pinewood events and the transition programme has been strengthened.
- The governors have asked the Head Teacher to develop links with another outstanding Infant school that still regards themselves as outstanding for quality assurance purposes and school development.
- The governors supported the development of the School Improvement Plan. 2016/17 SIP was closely monitored (questions relating to its update can be seen in minutes from the committee meetings). This is true of this year's SIP.
- The governors supported the Head Teacher in writing the SIP and action points for governors and have rag rated the leadership criteria. Governors have discussed grading on the leadership on the SEF in particular and have actively discussed all the evidence supporting our judgements.
- 3 governors attended the vision and values inset day and all inputted into our school values.
- Governors carried out a self-review identifying future needs and actions in Autumn 2016 and revisited this Summer 2017 to show an increased confidence and future development needs. This has led to a clear vision of needs for 2018.
- Governors attended governor training OFSTED event led by governor services and in house meeting on the governor competency framework.
- Governors input into the termly newsletter sent out to parents.

Overseeing the financial performance of the school and making sure its money is well spent:

- Chair of the Finance Committee has met with Business manager regarding budget and 3 year focus. Governors from the Finance and Personnel committee with a successful financial background have met with the business manager to understand school management systems and to hold the school to account. Our finance and personnel committee have experienced committee members with strong financial backgrounds. The Chair of the Finance Committee meets frequently with the Business Manager over financial issues and the school budget.
- Governors use the guidance provided by the Local Authority to ensure items are discussed and decisions made at meetings throughout the year.
- Pupil Premium link governor has met with Head Teacher to scrutinise the Pupil Premium plan and spending and question the impact (see governor records). She has also had access to resources used in staff training and understands our pupil premium provision across school very well. She also holds SLT to account ensuring we further develop practises to meet the needs of our children.
- Special Educational Needs Link governor has met to understand and assess use of Special Educational Needs funding.

Other evidence of governing body impact on school improvement:

- Safeguarding governor has undergone safeguarding training and has audited single central record procedures.
- Well-being governor has delivered training on well-being for staff and has acted as a drop in support.
- Governors have attended Christmas play, parents evenings etc. to raise prominence in school and write a section in each newsletter.
- Regular meetings/conversations with the chair about staffing structure.
- A governor is always part of the interview processes ensuring appointments of experience to move the school forward. The Chair of Governors has completed her 'Safer Recruitment' and 'Safeguarding' training.
- The link GDPR Governor has received GDPR training and has met the Business Manager to quality assure our approach.