



St Philip Westbrook Church of England Aided Primary School

Governing Body Impact Statement 2017-2018

The role of the Governors and the purpose of the Governors' Impact Statement

The governing body is responsible for promoting high standards of achievement, driving improvements and ensuring that resources are used effectively to give every child the best possible education. Governing bodies have a strong focus upon ensuring clarity of vision, ethos and strategic direction. They also hold the Headteacher to account for the performance of the school, the pupils and the staff; in addition to overseeing the financial performance of the school ensuring that money is well spent.

Governors act as a critical friend whereby they recognise and celebrate achievements, know where the school is not achieving well and challenge this, support and encourage improvement strategies, develop a good relationship with the Headteacher and staff, and respect professional boundaries whilst expecting high standards.

St Philip's governing body is made up of the Headteacher, 9 Foundation governors, 1 Staff governor, 1 Local Authority governor, 2 Parent governors, and 2 Co-opted Governors. Meetings for the full governing body are held once per half term, sub-committees of Curriculum, Resources/Human Resources meet once per term and other panels, such as Admissions are convened as necessary. All members sit on one or more committees and certain roles and responsibilities are assigned to individual governors.

This Impact Statement shows how the governors have exercised their role in school leadership and the impact which they have had on school improvement. The Governors are required to be transparent about their activities. The considerable amount of work which the Governors carry out, all on a voluntary basis, in the course of their leadership of the school, is largely unseen by parents and other stakeholders in the school community, and the Impact Statement is also intended to provide a clear insight into the work they have undertaken for the school's benefit.

This is the Governors' Impact Statement for the school year 2017-18. It deals first with the formal side of the Governors' activities, undertaken through meetings of the Full Governing Body and of the various committees appointed by the Full Governing Body to deal with the detail of Governor business. It then sets out the way in which the Governors keep themselves informed of developments in the wider education field, of the views of the school community, and of the day-to-day activities in the school both in and outside the classroom.

"The governing body is passionate about its responsibilities and ensuring the pupils have the best possible start in life. They are supportive, challenge you appropriately and also make an important contribution towards the strong practice that is evident in the school." Ofsted March 2018

The major priority for Governors is to ensure that the pupils of St Philip (Westbrook) Primary School progress well in their education through effective learning and support. Pupils must be supported by a well led, enthusiastic, professionally competent and motivated staff all working together within a safe, supportive, and stimulating learning environment.

As governors, alongside the Headteacher, we are responsible for setting priorities for the school and for the effectiveness of the Governing Body itself through the School Improvement Plan (SIP), which is based on priorities identified from data, school self-evaluation and OFSTED priorities and sets out clear aims and key tasks. The SIP is evaluated and reviewed termly with an overview being completed and presented to the full governing body alongside the Headteacher's Report.

The current priorities of the School Improvement Plan and the actions the Governing Body (GB) have taken to support and drive these priorities are as follows. These governor actions are in addition to the work and dedication of the teaching staff and senior leadership team to ensure best outcomes for our pupils:

Priority 1 – To maintain the outstanding effectiveness of leadership and management.

- Governors have undertaken the Headteacher performance management and reviews which take place twice a year.
- The Chair of Governors (COG) has undertaken Headteacher performance management review training.
- The GB has supported the formation of the Inclusion Team to provide total coverage of all SEN, EAL, Pupil Premium and other groups. This has included upskilling of staff through University courses.
- The GB has supported the restructure of the School Leadership Team to now incorporate two Assistant Heads – one for infants, one for juniors.
- The GB has undertaken interviews and recruitment for staff appointments.
- The GB is issuing a staff survey imminently.
- Members of the GB have attended various training courses to empower and enable them to complete their duties fully.
- The GB has carried out an Equality Audit of the school and identified training needs where necessary.
- The GB has carried out a self-evaluation exercise and is looking at actions arising from that.
- The COG has carried out a 360 review of her role and assessed the feedback received.
- The GB has appointed governors who carry out regular reviews of the Pupil Premium funding and its effectiveness with the Inclusion Team.
- The GB has supported the provision of workbooks to reduce teacher workload and ensure the wellbeing of all staff allowing more time for quality first teaching.
- The GB have supported and monitored the introduction of Subject Champions, encouraged staff training and CPD and undertaken governor training where necessary.
- The GB has had a Skills Audit undertaken to identify any areas of weakness on the GB, which can be rectified by training or recruitment.

Priority 2 – Improve the quality of teaching, learning & assessment to the highest levels. Increase pupil outcomes so that pupils progress well from their different starting points and achieve or exceed standards expected for their age.

- The GB have provided challenge to the HT to ensure that the curriculum has been successfully developed with new curriculum maps and keen tracking.
- The GB have assessed and tracked pupil data regularly to observe progress for all pupil groups and cohorts.
- The GB have undertaken a grammar training overview to understand the priorities for the staff and ensured that staff have received appropriate training to deliver this aspect of the curriculum.
- The GB and Headteacher have overseen the installation of the new library to encourage a celebration of reading, including purpose built furniture and new books. The impact of the new library is being monitored by the GB utilising pupil and staff voice.
- The GB have continued to oversee the resourcing of the Singapore Maths programme, including all books, practical equipment and journals and monitored its impact through data, staff voice and pupil voice.
- The GB have continued to monitor the progress of disadvantaged groups and met regularly with the Inclusion Team to discuss strategies and impact.
- The GB has undertaken the English speaking assessments for Year 5 with Unit leaders.
- The GB has carried out learning walks and had discussion with the Subject Champion for sports to ensure that the PE curriculum meets the needs of the pupils and the Sports Premium funding is spent appropriately on sports coaching and CPD for staff. The impact of this is being monitored to understand the impact this has had for the pupils, using both learning walks and pupil voice.
- The GB has carried out learning walks to look at the breadth of curriculum from the newly developed curriculum maps and reported back to the GB. They have also monitored books for writing and maths across the school.
- The GB has attended the Ethos Group, School Council and celebration assemblies to ensure that British Values and Christian Values are being embedded within the curriculum.
- The GB has taken part in the redevelopment of the RE curriculum and collective worship programme.
- The GB have tracked all data on progress and provided challenge to the Headteacher if necessary.

Priority 3 – To maintain the ‘outstanding’ personal development, behaviour and welfare of children.

- The GB have carried out numerous learning walks and observed pupils' consistently high levels of behaviour and spoken with the pupils who have articulated their learning well.
- The GB have carried out regular spot checks on staff to ensure the Safeguarding policy is being upheld.
- The GB have carried out regular reviews of Health & Safety to ensure the children are in a clean, safe and tidy place of learning.
- The GB have attended Respect assemblies and other celebrations which promote diversity, tolerance and mutual respect.
- A member of the GB carries out regular reviews of behaviour logs to ensure that any trends are identified and that the Behaviour Policy is being implemented effectively.
- The GB is regularly updated via the Headteacher's Report on any behaviour issues and resolutions.
- The GB have reviewed the eSafety policy and observed children working on the IT curriculum.
- The GB has had annual safeguarding Training, with the HT – a member of the GB, undertaking Mental Health awareness training.
- Members of the GB are going to observe class debates in the next few weeks.
- Members of the GB have spoken to children about their roles during 'Careers day'.
- Members of the GB have attended assemblies during Anti Bullying week and the Heart Smart programme.
- The GB is regularly updated on the benefit of the TootToot programme that is now being used by pupils.
- The GB has carried out an equality audit and monitored resources and the school environment.
- Members of the GB have attended school to monitor theme days for other cultures e.g. Diwali.
- Members of the GB have attended to observe lessons promoting diversity and mutual respect such as traditional and Bollywood dancing, and disabled sports people visits to challenge stereotypes.
- The GB has ensured that all necessary filters are provided for all IT equipment to keep our pupils safe.
- The Resource Committee has met regularly to ensure that monies are being used for the best benefit for all pupils and that the school building is well maintained and safe. This has included the development of the playground, ball court and spiritual garden.

Priority 4 – To ensure that a greater number of children achieve or exceed the expected standard in Communication & Language and Literacy at the end of EYFS.

- The GB Curriculum Committee has met regularly to assess data for this group of pupils and to monitor progress.
- The GB have conducted learning walks to observe breadth of curriculum for this group, utilising the curriculum maps and ensure that is being delivered effectively for all pupils.
- The GB has overseen the resourcing of a large quantity of IT devices, such as tablets so ensure the IT curriculum is delivered effectively.
- Members of the GB have attended Curriculum Training to enable and empower them in their role.
- Members of the GB have attended information evenings for parents, e.g. reading.
- The GB has received training on tracking and data analysis.
- The GB has overseen provision for indoor and outdoor classrooms, and playground areas e.g. artificial grass and play markings.
- Members of the GB have observed phonics teaching and tracked the results.

2018 End of Year Data Outcomes –

Reception

Reception Good Level of Development (GLD)					
School 2016	National 2016	School 2017	National 2017	School 2018	National 2018
79%	69%	80%	69%	77%	71.5%

Year 1

Year 1 Phonics Screening					
School 2016	National 2016	School 2017	National 2017	School 2018	National 2018
86%	80%	92%	81%	88%	82.6%

Year 2

End of Key Stage 1 Expected Standard or Above						
School 2016	School 2016	National 2016	School 2017	National 2017	School 2018	National 2018
Reading	95%	74%	88%	76%	87%	75.5%
Writing	88%	65%	84%	68%	85%	70%
Mathematics	88%	72%	86%	75%	86%	76.1%
Reading, Writing & Maths Combined	82%	No data	79%	63.7%	82%	65.4%

Year 2

End of Key Stage 1 Higher Standard						
School 2016	School 2016	National 2016	School 2017	National 2017	School 2018	National 2018
Reading	35%	24%	38%	24%	37%	25.7%
Writing	23%	13%	23%	13%	19%	15.9%
Mathematics	35%	18%	33%	18%	31%	21.8%
Reading, Writing & Maths Combined	22%	No data	14%	No data	15%	11.7%

Year 6

End of Key Stage 2 Expected Standard or Above						
Subject	School 2016	National 2016	School 2017	National 2017	School 2018	National 2018
Reading	80%	66%	86%	71%	97%	75%
Writing	92%	74%	90%	76%	98%	78%
Mathematics	75%	70%	93%	75%	95%	76%
Grammar, Punctuation & Spelling	83%	72%	97%	77%	100%	78%
Reading, Writing & Maths Combined	63%	53%	83%	61%	93%	64%

Year 6

End of Key Stage 2 Higher Standard						
Subject	School 2016	National 2016	School 2017	National 2017	School 2018	National 2018
Reading	31%	19%	27%	25%	42%	27.9%
Writing	22%	15%	24%	18%	31%	19.7%
Mathematics	25%	17%	45%	23%	51%	23.3%
Grammar, Punctuation & Spelling	25%	22%	58%	31%	61%	34.1%

Reading, Writing & Maths Combined	15%	5%	15%	9%	22%	9.7%
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Year 6

End of Key Stage 2 Average Progress Scores						
Subject	School 2016	Progress Compared with National 2016	School 2017	Progress Compared with National 2017	School 2018	Progress Compared with National 2018
Reading	-0.5	average	-0.33	average	+0.86	awaiting
Writing	+0.2	average	-0.45	average	awaiting	awaiting
Mathematics	-1.1	average	+2.01	above average	+1.6	awaiting

Year 6

End of Key Stage 2 Average Scaled Scores						
Subject	School 2016	National 2016	School 2017	National 2017	School 2018	National 2018
Reading	105.3	103	106.5	104.1	109	105
Writing	Not used	Not used	Not used	Not used	Not used	Not used
Mathematics	104.6	103	108.1	104.2	109	104
Grammar, Punctuation & Spelling	105.9	104	111.3	106	112	106
Reading & Maths Combined	104.9	102.7	107.5	104.1	awaiting	awaiting

Policies

Governors review all relevant policies throughout the academic year to ensure that all guidance is current and up to date and also observes that the policies are implemented effectively throughout the school.

Financial Management

The Resources Committee meet regularly with the Headteacher, Budget Officer and School Business Manager. This monitoring group drives the financial management of the school and ensures that the school is fully compliant with financial expectations and duties. The impact of the Headteacher's and Governors' role in the school ensures that the budget is managed effectively and sustainably and that improvements are effective and continuous and contribute strongly to positive pupil outcomes.

Attendance of Governor Meetings

There are normally six formal meetings of the full Governing Body and attendance has, as always, been of a very good level, with absences having been fully explained and accepted and approved by the Governing Body.

Governor Training

Recent training has included:

- Governor induction
- Safer recruitment
- RAISEonline (Data analysis)
- Safeguarding
- Curriculum
- Effective Governing - Understanding Assessment and Data
- Effective Governing - The Boards Role in Financial Scrutiny
- Effective Governing – The Role of the Board for Improving Outcomes for Vulnerable Children
- Effective Governing – Being Inspection Ready
- Effective Governing – Leading the Team of Governors.

School Ethos & Vision Impact Statement - Review

The Governing Body, the senior leadership team and all members of staff are working to drive the school forward. This has been successful with continued improvement in achievement across the school. There has been effective allocation and imaginative use of Sports Premium funding so as to further inspire and up-skill teaching staff and pupils. Governors have ensured that Pupil Premium funding is deployed effectively, resulting in disadvantaged children making good progress.. Governors have listened to parents and have ensured that the school offers high-quality, timely information through its school website and class pages. As a Church of England foundation the school is required to comply with the terms of its foundation deed, and to ensure that it provides a broad education in the context of a school community which upholds Christian values. The school's Foundation Governors have principal responsibility for this area of school life, but they enjoy the support of all Governors, under the oversight of the School. Foundation governors have been involved in the development of the RE curriculum and collective worship, which has been updated to reflect our pupils today.

“A clear Christian Vision is at the heart of all that St Philip’s does. Behaviour is outstanding and the school attributes this to Christian Values which underpin their behaviour. The distinctiveness and effectiveness of St Philip’s as a Church of England school are outstanding”. SIAMS Report

Future and Continuous Improvement

The Governing Body and senior leadership team are constantly striving to improve and develop the school. As a result of our recent Ofsted inspection, a future area for improving and developing will include:

- Ensuring that all pupils who have the potential to attain as higher standards achieve all that they are capable of, particularly in reading and writing.

Pupil Voice, Staff Voice and Communication with Parents and Carers

It is the GB responsibility to have a clear understanding of what goes on in the school from day-to-day as part of their responsibility to monitor the school's performance and to govern the school for the best outcomes of the pupils. The Governors role is strategic and the day to day operation of the school is overseen by the Headteacher. The GB have taken the opportunity to listen to the views of pupils, parents and staff, both formally and informally in all that they do.

The Governing Body is blessed with parent Governors and other governors who are parents and grandparents at the school, who have contributed the benefit of their experience as school parents whilst acting, as all Governors must, in the interests of the school as a whole.

The Governing Body includes a Staff Governor, and this gives the Governing Body a most helpful insight, from a teacher's perspective into a wide range of issues and in particular in relation to curriculum matters.

Over the course of the academic year individual Governors have taken the opportunity to visit the school and observe school life informally in many different ways: by being better reading partners, by attending events such as plays, collective worship, sports days and other sporting events; joining in class and other outings and school trips. In this way the Governors have observed the range of activities which are carried out in the school and the breadth of the wider curriculum within the school.

Conclusion

The Chair of Governors hopes that by producing this document they have helped parents and other carers to be informed of the work of the Governing Body and its impact. The GB always keeps the pupils, their wellbeing and outcomes at the heart of all that it does. The Chair's personal thanks go to all members of the GB who commit much time and energy to the work of the GB, and support the diverse and busy role of Chair.

Kate Strickland-Wright
Chair of Governors