



St Philip Westbrook Church of England Aided Primary School

Governing Body Impact Statement 2018-2019

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 2018-2019. 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.

- The GB have continued to support and monitor the use of Subject Champions, encouraged staff training and CPD and undertaken governor training where necessary.
- Governors have undertaken the Headteacher performance management and reviews which take place twice a year.
- The GB has used the results of the previous Skills Audit to identify any areas of weakness on the GB and to rectify by training and recruitment.
- The GB has continued to support the Inclusion Team to provide total coverage of all SEN, EAL, Pupil Premium and other groups.
- The GB has supported the training and development of all staff.
- The GB has undertaken interviews and recruitment for staff appointments.
- The GB has issued a staff survey and reviewed results.
- Members of the GB have attended various training courses to empower and enable them to complete their duties fully.
- The GB has utilised the results of their Equality Audit to inform their discussions.
- The GB has agreed to review the Vision for the school in the following academic year.
- The GB has carried out a full review of the Link Clun provision, spoken with staff, analysed survey results and helped to effect change.
- The COG has assessed the feedback received from her 360 review and applied it to her role.
- 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.

Priority 2 – Continue to ensure that all pupils who have the potential to attain at higher standards achieve all that they are capable of.

- Ofsted have identified an area of focus on middle ability children and through tracking the GB follow the progress and accelerated progress of this group and the methods of teaching to achieve this.
- The GB have provided challenge to the HT to ensure that the curriculum has been successfully developed with updates to the new curriculum maps, carrying out learning walks to observe a broad and balanced curriculum 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 Ofsted Framework 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 Head teacher have monitored the use of the new library 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 teachers about the learning in their rooms and how they use different parts of the curriculum.
- The GB has carried out learning walks to look at the breadth of curriculum from the redeveloped 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 monitored the impact and use of programmes such as Times Tables Rock Stars and Word of the Day.
- 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 ensure that the school’s Christian vision impacts in ways which enable the whole school community to flourish.

- The COG has attended Diocesan SIAMS training with the HT, DHT and other SLT members.
- The CoG has attended community events such as Time Out Tuesday to be available to the school community.
- The GB has been instrumental in supporting the school in their SIAMS documentation and attended the inspection which received an Excellent outcome.
- The GB have reviewed all school policies to ensure that they reflect the Christian vision of the school.
- The GB have reflected during their meetings on questions about the Christian Vision, their knowledge of it and how it impacts their work on the GB.
- The GB have attended collective worship, class assemblies, celebrations and other school events.
- The GB have taken part in a full review of the RE curriculum.
- The GB have taken part in a review and redesign of collective worship including new worship songs and verses.
- The GB have undertaken pupil voice meetings with all classes of the school to look at their RE work and to talk to them about Christianity and other faiths.
- The GB have attended special events such as Stephen Lawrence Day to see how our pupils are learning about justice and courageous advocacy,
- The GB has analysed the results of a pupil questionnaire.
- The GB has supported the use of the Diocesan recommended programme of Heartsmart and attended to observe the learning taking place.
- The GB have attended debates at all levels of the school.
- The GB have supported Open the Book and have continued to have links with the Church, Diocese and wider faith community.
- 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 welcoming, 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 have attended assemblies during Anti Bullying week and the Heart Smart programme.
- Members of the GB have attended school to monitor theme days for other faiths and cultures e.g. Diwali.
- 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 which was opened by the Bishop of Warrington.

Priority 4 – To diminish the difference in attainment between girls and boys in Literacy.

- Members of the GB have attended information evenings for parents, e.g. reading.
- Members of the GB have observed phonics teaching and tracked the results between the different groups.
- 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 applied its learning from the Equality Audit to see displays and presentation throughout the school for both boys and girls.
- The GB has overseen the resourcing of a large quantity of IT devices, such as tablets so ensure the IT curriculum is delivered effectively to all.
- Members of the GB have attended Curriculum Training to enable and empower them in their role.
- 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 following feedback from all pupils. This has included incorporating different types of sports and activities in the newly developed ball court.

**2018 - 19 Data Outcomes –
Reception**

Reception Good Level of Development (GLD)					
School 2017	National 2017	School 2018	National 2018	School 2019	National 2019
80%	69%	77%	72%	78%	72%

Year 1

Year 1 Phonics Screening					
School 2017	National 2017	School 2018	National 2018	School 2019	National 2019
92%	81%	91%	83%	92%	82%

Year 2

End of Key Stage 1 Expected Standard or Above						
Subject	School 2017	National 2017	School 2018	National 2018	School 2019	National 2019
Reading	88%	76%	87%	76%	85%	75%
Writing	84%	68%	85%	70%	85%	69%
Mathematics	86%	75%	86%	76%	82%	76%
Reading, Writing & Maths Combined	79%	64%	82%	65%	75%	65%

Year 2

End of Key Stage 1 Higher Standard						
Subject	School 2017	National 2017	School 2018	National 2018	School 2019	National 2019
Reading	38%	24%	37%	26%	35%	25%
Writing	23%	13%	19%	16%	18%	15%
Mathematics	33%	18%	31%	22%	29%	22%
Reading, Writing & Maths Combined	14%	No data	15%	12%	13%	11%

Year 6

End of Key Stage 2 Expected Standard or Above						
Subject	School 2017	National 2017	School 2018	National 2018	School 2019	National 2019
Reading	86%	71%	97%	75%	88%	73%
Writing	90%	76%	98%	78%	88%	78%
Mathematics	93%	75%	95%	76%	90%	79%
Grammar, Punctuation & Spelling	97%	77%	100%	78%	92%	78%
Reading, Writing & Maths Combined	83%	61%	93%	64%	81%	65%

Year 6

End of Key Stage 2 Higher Standard						
Subject	School 2017	National 2017	School 2018	National 2018	School 2019	National 2019
Reading	27%	25%	42%	28%	32%	27%
Writing	24%	18%	31%	20%	32%	20%
Mathematics	45%	23%	51%	23%	53%	27%
Grammar, Punctuation & Spelling	58%	31%	61%	34%	58%	36%
Reading, Writing & Maths Combined	15%	9%	22%	10%	22%	11%

Year 6

End of Key Stage 2 Average Progress Scores						
Subject	School 2017	Progress Compared with National 2017	School 2018	Progress Compared with National 2018	School 2019	National 2019
Reading	-0.33	average	+0.60	average	+0.4	average
Writing	-0.45	average	-0.11	average	+0.8	average
Mathematics	+2.01	above average	+1.76	above average	+3.6	well above average

Year 6

End of Key Stage 2 Average Scaled Scores						
Subject	School 2017	National 2017	School 2018	National 2018	School 2019	National 2019
Reading	106.5	104.1	109	105	107	104
Writing	Not used	Not used	Not used	Not used	Not used	Not used
Mathematics	108.1	104.2	109	104	109	105
Grammar, Punctuation & Spelling	111.3	106	112	106	110	106

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:
- Ofsted Framework review
- Governor induction
- Safer recruitment
- RAISEonline (Data analysis)
- Safeguarding
- Curriculum
- Effective Governor Visits to School
- The Strategic Role of the Governing Body
- The Governors Role in Monitoring, Supporting and Challenging
- What is Effective Governance?
- Leading the Team of Governors
- Being Inspection Ready

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:

- Review of the School Vision for the next 5 years.

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