

# **Governors Annual Statement and Impact Report**

## **2014-2015**

### **Introduction**

The work of the Governing body this year has had a significant impact on improvements and development of the Academy.

Listed below are examples of activities, events, and systems that illustrate the impact of the governing body on Academy improvement.

### **School Improvement Plan (SIP)**

Governors work co-operatively with the head teacher and SLT in the writing and monitoring the School Improvement Plan. The Head Teacher provides an updated Plan at each Full Governing Body meeting and Governors are able to review and challenge the progress towards achieving improvement. Governors have recently undertaken a focussed review of the SIP and have been able to receive feedback and reassurance that impact and outcomes are being met and in some cases exceeded.

### **School Self Evaluation**

Co-operative working in the preparation and implementation of the school development plan follows considerable research, preparation and input from the SLT and members of staff. Self evaluation is monitored and reviewed termly, with an evaluation overview being completed and presented to governors in preparation for the new priorities the following year.

### **Governor visits**

Governors visit the Academy as part of their monitoring of the SIP and of specific issues as recently identified in our Governor Self assessment.

All Governors are linked to a year group and to a subject area(s) aligned to their individual professional skills or talents. Visits provide a valuable opportunity for Governors to be able to work closely with staff members and to

see for themselves progress of children. Governors attend the termly standards meetings where they can be informed of year group progress, hear best practice shared and through case studies understand and celebrate successes.

### **Data analysis**

Governors have received training in Monitoring and Evaluation, Closing the Gap, Pupil Premium and understanding the changes to Target Tracker. Data is made available to Governors half-termly. Particular scrutiny is placed on pupil progress across all ability groups (including vulnerable groups) and on the effective use of the Pupil Premium.

### **Policies**

Governors review all relevant policies on a programmed basis to ensure that all guidance is current and up to date. Specific attention is paid to ensure that the Academy complies with the Department of Education mandatory policy list.

### **Financial management**

As part of Governor Induction training, Academy financial management training is undertaken by all new Governors. In addition some governors have had further training. This area was identified as a 'skills gap' in the recent Governor Self Assessment process and with that in mind the Governing body has actively sought and found a new Governor with accountancy skills and experience from their work life. Governors have been reassured through their discussions with the School Business Manager, a recent DofE financial review of the academy and discussions with the independent auditor that the Academy is well managed financially.

The impact of the governors' challenge in this regard ensures that the budget is managed effectively and improvements are effective and continuous.

### **Governor expertise**

The governors bring a wide variety of skills and expertise to the Academy and this helps to ensure the Academy is moving forward. Examples of the impact of governor expertise on school improvement include involvement in transition Y6 to Y7, Classroom observations, involvement in peer mentor training and involvement in career opportunities in engineering for girls (MORE ??)

### **Staff recruitment –**

The head teacher, deputy and the Chair and Vice Chair of the Governors are trained in “Safer Recruitment”. Governors are involved in the recruitment and selection of all teaching staff and use the appointment process to ensure that high quality staff who share the Academy ethos, enthusiasm and vision for learning.

### **Governor Meeting Attendance**

There are have been ten formal governor meetings for the year 2014 -2015. Governor attendance has, as always, been of a very good level, with any absences having been fully explained and accepted and approved by the governing body. There are no causes for concern at the level of commitment shown by any member of the governing body.

### **Governor Training -**

During this academic year governors have received training in a range of subjects. Please see full training schedule (in Folder divide x). Those Governors attending the Governor forums ensure that all Governors are cascaded information from the events. Safeguarding training is recognised as an important part of Governor awareness and Governors are encouraged to particularly attend this training. The impact of training of course ensures that Governors are up to date on a wide range of subjects to enable them to fulfil their role effectively.

## **Governor Forward planning**

The Governor self assessment identified this as an area to be developed and the full Governing body met in July to progress this important area. The focus of the meeting was to enable the governing body look back over the year and also to look forward with focus on its three core strategic functions:

ensuring clarity of vision, ethos and strategic direction;

holding the head teacher to account for educational performance of the Academy and its pupils;

overseeing the financial performance of the Academy and making sure its money is well spent.

Notes from this meeting are available on the Website and in the Governor File in the Office

## **Impact statement – review**

The Governing Body, the Head Teacher and SLT and indeed all members of staff are constantly striving to improve and develop the Academy.

There has been effective allocation and imaginative use of Sports funding so as to further inspire and up skill teaching staff and pupils.

Extensive building work to develop KS1 areas has resulted in amazing facilities, classrooms and wet areas, light and airy providing excellent working conditions for children and staff.

The MUGGA has proved a huge success with children – an idea brought to Governors by the School Council and developed with both Academy and external funding.

KS1 and KS2 libraries now provide an extensive range of books in a bright colourful environment – KS1 being particularly accessible for parents and pupils to choose books together. Governor focus on reading and funding provision for the Oxford Reading Tree series has already proved successful.

## **Future Continuous Improvement –**

The Governing Body is determined to consistently improve and develop the Academy.

Ongoing and future areas for targeting will include:

- Ensure continued improvement in pupil progress and attainment across all ability groups but particularly including Pupil Premium and vulnerable children.
- Ensuring that all evaluations of learning are recorded and shared in order to provide an even more secure basis for staff continued professional development, including across the Discovery Alliance and beyond (Sunderland Outstanding School NAME??)
- Longer term to ensure that funding is made available/sought to ensure that improvements to KS2 areas can be made (in line with those in KS1 areas) to provide improved modern facilities to further enhance teaching and learning.

Dave Elliot

Chair of Governors

July 2015

Copy in Gov File

Publish on Website for parents.

Copy to Staff Room