



Impact Statement 2016-2017

The governing Body at Ide Primary School has had a marked impact on the school during the academic year 2015-16. Listed below are areas of particular significance.

Strategic Direction and School Development Plan

Setting strategic direction is a vital role for the Governors and indeed the senior staff of Ide Primary. To this end, analyses of strengths, weaknesses, opportunities and threats, along with the political, economic, sociological and technological environment in which the school is set have been and are constantly being reviewed and updated throughout the year. As a result, the governing body has promoted both the short and long term vision of the school and has worked closely with the staff team and members of the community to enable this to come to fruition.

One of the ways in which we have aimed to increase our level of scrutiny in this area is to create the role of Lead Governors. This has involved dissolving sub-committees and allowing each Governor to oversee a certain element of governance. They have been given certain powers in which they can delegate or approve decisions on behalf of the Full Governing Body (FGB) and for other matters they report back in FGB meetings. As a result the FGB now meet monthly and recently our first annual review of this new system was very positive. Many governors in fact commented that they were more knowledgeable of the school's direction, strategy and practice and could therefore hold staff to account much more thoroughly. What is more a recent financial audit praised our use of Lead Governors, highlighting its positive effect to the school, staff and pupils.

As a result Governors can play a larger part in monitoring the School Development Plan (SDP) and this has allowed us to receive formal Headteacher reports once a term, with verbal reporting from the school's senior management achieved in the monthly meetings.

Lead Governor Roles are:

- Community and Parent Links
- Curriculum / Teaching and Learning
- Finance
- Health and Safety
- Premises
- School Improvement
- SEN and Inclusion
- Personnel and welfare
- Marketing/PR
- Safeguarding

Assessment

Due to the Lead Governor role the Governing body has also been able to monitor the progress towards targets and goals much more stringently, particularly in teaching and learning. The governing body has held the Headteacher to account to ensure the school was in the best possible place to prepare children for the demands of the new National Curriculum and the tests that came along with it. The school performed well in these tests and governors are pleased with the results. For example in our most recent RAISE dashboard it stated that;

- No weaknesses were identified in our dataset
- KS2 progress was not significantly below average
- Disadvantaged KS2 pupils' progress was not significantly below average
- KS2 pupils who have special educational needs, their progress was also not significantly below average
- Disadvantaged KS2 pupils had an average scaled score equal to or above the national score for other pupils in reading
- The proportion of pupils that met the expected standard in phonics was above the national figure in year 1 and
- Every Floor Standard for reading, writing and mathematics was above the National average.

Governor Visits

Lead Governor roles and responsibilities have also allowed the governing body to increase their regular visits into the school and the willingness of the staff to have an open door policy has allowed the culture of learning walks to facilitate its learning. This in turn has informed the governing body, causing scrutiny of teaching and learning and school improvement to be better informed. Over the last term alone Governors have visited the school most days and regularly take learning walks around the campus.

External scrutiny and review

The Governing Body is committed to the periodic review of the school by external bodies and experts. To this end, audits are regularly carried out in the areas of finance, safeguarding and health and safety. In our recent finance audit we were awarded a high standard and the Governors intend to commission an access audit during the current year. We are also committed to having a mock OFSTED in January 2017 which will be undertaken by an external examiner and three other Headteachers, ensuring the Governors commit to external scrutiny even more.

Pupil Progress data and standards

These have been regularly monitored by the Governing Body through the reading, scrutiny and suggested revision of the SDP, by the use of Lead Governors and our RAISE dashboard. For example

- In KS2 overall reading attainment for the school was 3.6 above the national average of 102.6. However Governors can see that more work could be done to raise the attainment of middle attainers as they sit on the national average and the higher attainers are in fact

below national average, and so Governors will continue to scrutinise Reading in KS2 more closely.

- Reading in KS1 for both boys and girls is above the national average; however boys who are at expected level are below the national average and therefore need more work.
- Our attendance remains high at 97.8, well above the national average of 96.
- Absence levels have remained well below average for three consecutive years and persistent absence is at 0, again well below the national average of 2.7. However
- More work could be done in the schools attempts to close the gap in the attainment of reading and Mathematics between those needing SEN support and those who do not. (No SEN are 5.8 above the national average of 103.8 for reading attainment, whereas SEN support pupils are 2.6 below the national average.)

Financial management

Governors receive termly budget monitoring statements from the business manager, as well as a monthly reports from the Finance Lead Governor (FLG), who works in close relationship to the business manager. Our Clerk and FLG keep us well informed on financial benchmarking and these statements are closely scrutinised by the governors. As stated earlier, the recent finance audit stated that the impact of the governors' role in the school ensures the budget is being managed effectively and improvements are effective and continuous, ensuring a healthy financial position has been maintained throughout the year. What is more Governors are conscious of the fact we have been given a deficit budget by the DCC and so we are scrutinising finances even more, particularly with the school PAN rising from 117 to 132.

Staff Structure and Recruitment

Governors carried out a detailed analysis of the school strengths and areas of development and as a result restructured the leadership team and were successful in appointing a deputy Headteacher who joined the school in September this year. The Governing Body was also closely involved in the recruitment and selection of a Year 1 / 2 teacher who was also appointed in September 2016.

Behaviour:

Ensuring that all have the highest expectations of behaviour has been a focus for the governing body this year and we have worked closely with the school to implement a new policy and procedures. The school has new Golden Rules in place, (which are now written in the playground) and these are monitored during governor visits to the school. We have seen fewer internal exclusions, with only 2 occurring since September 2016.

Safeguarding:

Governors have worked with the senior safeguarding lead to ensure the school continues to have rigorous procedures and systems in place to ensure all children are kept safe at the highest level. This has included joint training for staff and governors, attending safe guarding staff meetings and having safeguarding as a regular agenda item at each governors meeting.

Communication, community and Parent Links

In an ever changing world that seeks to communicate in faster and more efficient ways the Governing Body have been quick to realise the importance of holistic communications. To this end it has attempted to make sure stakeholders have various means in which to hear relevant information about the school. For example;

- A Facebook page, (117 likes and 80 users)
- Twitter account (100 users)
- Texting service to most parents who have a mobile phone
- Newsletter to most parents who are on email
- Active and constantly revised webpage, as well as
- Constant senior leadership presence 'on the school gate' on a daily basis. The Governing Body feel that we are now in a good position to communicate important information in as many ways as is possible.

Interactive Learning environment

Alongside the Headteacher the Governing Body has encouraged the transformation of the learning environment at Ide Primary School. During the course of the year we have seen;

- A Fire pit built
- Forest School started
- An amphitheatre constructed
- A mud kitchen built for foundation and KS1
- A multi sensory room being created. These have gone some way in enriching the teaching and learning that takes place in and around Ide Primary School.

A handwritten signature in black ink, appearing to read 'Mark Nightingale', with a stylized, cursive script.

Mark Nightingale
(Chair of Governors)