



Edgewood Primary School

Building skills and values for life

Edgewood Primary School Governing Body Impact Statement 2014/2015

The governing body of Edgewood Primary School has a strong focus on its three core strategic functions:

1. Ensuring clarity of vision, ethos and strategic direction;
2. Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff;
3. Overseeing the financial performance of the school and making sure its money is well spent.

Governance Arrangements

The governing body was reconstituted in October 2014 and consists of the following: the headteacher, 2 Parent governors, 1 Local Authority governor, 1 Staff governor and 8 Co-opted governors. (The statutory information for this is held on our school website at <http://www.edgewoodprimaryschool.co.uk/governors>)

The full governing body meets once each term (chaired by L Clark) and we have a business committee (chaired by P George) that meets a minimum of once per term. The whole governing body are currently members of this committee. The business committee covers all aspects of the school in detail. Some of the core functions we are involved in include finance, pupil and strategic matters, policy approval, staffing structures (including recruitment) and receiving updated information regarding pupil attainment and progress (including pupil premium and gap analysis). There is also a pay and performance committee consisting of 3 governors who are involved in the headteacher's appraisal each year. They assess the headteacher's performance against the National Standards of Excellence for Headteachers, and set and review individual challenging objectives in relation to the school's performance, management and improvement. The school has also bought in the services of a specialist education advisor to ensure this process is robust.

Attendance of Governors

Most governors have excellent attendance at meetings and we have not had to cancel a meeting because it has not been quorate (the number of governors required to ensure legal decisions are made). Apologies are usually received in advance of meetings and agendas/minutes circulated within the appropriate time frame. Over the last year we set ourselves a target to make our meetings focus more on quality rather than quantity. Members have embraced this challenge by reading more information prior to meetings and being prepared with questions regarding challenge and clarification. This, in particular, has applied to the headteacher's report.

Governors visit the school on a regular basis as part of monitoring and involvement in school life. (A governor book is held in school office that records all these visits.) The chair generally attends on a fortnightly basis to receive information from the headteacher, conduct an informal

walk-around and for child protection/safeguarding updates. Several governors have attended the school Thursday coffee mornings to engage with parents and seek informal feedback in a relaxed setting. It has been positive to see parent views and ideas implemented into the school. An example of this is the suggestion that children write a comment on their end of year report. Governors have assisted on school trips and attended other school events/information sessions and ministerial visits.

Formal monitoring has taken place for mathematics (L Kerry); attendance (V McCormick); problem solving (L Kerry/F Odubore); challenge for more able pupils (P James); and SEND policy (C Nicklin). The chair attended a meeting as part of the pupil premium review to answer questions regarding governor knowledge in this area and has also met with the EIA to review progress in EYFS.

Training and Development

The training coordinator (L Kerry) organised and collated a skills matrix to allow new governors' information to be updated. This allowed her to analyse areas where training was needed. From this she arranged a bespoke course – the 'strengthening links' training - to cover our gap in marketing and PR skills. To upskill and develop further, governors have attended the following training throughout the year:

Strengthening links – all governors
Pupil premium – 2 governors
Induction- 2 governors
Effective chair (3 part course) – 2 governors (chair and vice)
New curriculum - 2 governors
Visits to school - 1 governor
Safer recruitment - 1 governor

Key Priorities Addressed by the Governing Body

The focus for this year was the development, monitoring and evaluation of the post-Ofsted action plans, which consisted of 7 priorities:

1. Ensuring that teachers set work at the right level for all pupils and increase the challenge to the more-able pupils.
2. Providing regular opportunities for pupils to develop their writing and reading skills in a wide range of topics and themes outside English lessons.
3. Ensuring that marking consistency gives pupils clear advice on how to improve their work.
4. Encouraging pupils to work out how to solve problems for themselves and reflect on what they have learnt.
5. Continuing to work with parents to improve attendance, particularly of those children who are persistently absent.
6. Ensuring that subject leaders and other staff with leadership responsibilities lead their areas effectively and that they systematically identify and address aspects that need improvement.
7. An external review of the schools use of pupil premium should be undertaken in order to assess how this aspect of leadership and governance may be improved.

It was decided governors would be linked to the different priorities in addition to the statutory roles. This involved governors meeting with the staff leads of their area and having the opportunity to question and assess progress within it. Feedback was also given to governors in meetings through headteacher's reports, senior leader/staff reports and data. This allowed for challenge and questioning (as demonstrated in GB meeting minutes).

Governors review all relevant policies on a programmed basis to ensure all guidance is current and up-to-date. Specific attention is paid to the Department for Education mandatory policy list and the local authority recommended policies. During the 2014/15 year we have approved the following;

Feedback and marking	Social media and photography
Complaints	Parental concerns procedure
Child protection	Pupil Premium
Acceptable behaviour for Adults in school	Behaviour
Uniform	Attendance
Nursery Admissions protocol	Acceptable use of IT
Guidance for volunteers	Anti-Bullying
Send policy/local offer	Health Care
	Charging and Remissions

Another main aim of the governing body and school was to develop a vision and values statement. A lot of dedicated work went into this from all the staff. Following the draft presentation and a dedicated GB meeting, the governors were able to give their input and recommended changes in some of the content/wording. They put forward their ideas and approved the final logo/layout design. This now plays a huge part in the school as part of learning, behaviour and attitudes.

Data Analysis

Governors have received training in monitoring and evaluation, and the headteacher has provided a dedicated training session on 'Raise Online'. Governors are also familiar with the Fischer Family Trust dashboard.

Data dashboard is used to evaluate the school data at regular intervals: verbal updates are provided to the chair at the fortnightly meetings, and formal data provided at governing body meetings both verbally and visually (via the headteacher's report and as an item agenda on each business committee meeting).

Governors are always aware of the strengths and weaknesses of data, and the breakdown of the various year groups and key stages.

The focus this year was attainment in reading, and the governing body was pleased with the progress shown in both the Year 2 and Year 6 national test results. This demonstrated that the targeted work and interventions taking place had achieved successful impact. Governors frequently question the progress of pupils and closing the gaps across the school.

Information is also provided regarding timetables of pupil progress meetings/teaching observations and anonymous results of levels of teaching. This allows governors to see improvements in teaching across the school and to understand what support is in place for any teaching judged to be less than 'good'.

School Self Evaluation / Further Plans

Although governors were not heavily involved in writing this, after presentation and discussion the governing body supports the 'Good' (2) ratings across the 6 judgments that have been based on the performance of the school and its pupils over the past year. Moving forward to 2015/16, the governing body plans to be more involved with the updating of the SEF and to include our own governor self-

evaluation. This process has been started, using the "Twenty Key Questions for governors" self-evaluation guidance provided by the National Governors Association.

The governing body has also recognised the need for its own development plan and next year our objectives include;

1. Further involvement in governor monitoring across the whole governing body.
2. Improving and raising governing body's profile amongst parents through further engagement.
3. Recruiting new governing body members and creating an induction pack and structure.
4. Governor self-evaluation/performance review.