

## **Knight Enham Infant and Nursery School**

### **Governors Impact Statement**

The role of the Board of governors is an intrinsic part of the leadership of the school, although often unseen by parents and other community stakeholders. This annual impact statement is one way in which the board attempts to articulate its role in school leadership and the impact that it has had on school improvement, and to be transparent about its activities.

The Governor handbook published by the DfE clearly set out three core functions of the Board of Governors:

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 the staff
3. Overseeing the financial performance of the school and making sure its money is well spent

The entire work of the Board of Governors is focused on meeting the requirements of these functions. The outcome is that the Board knows the school well, is confident that all the statutory and legal requirements are met, ensures that issues within the school are addressed in a timely and effective manner and contributes to a strategic plan that will ensure the school is effective in the long term.

#### **Background and context**

The past year has seen a significant change for our school with our previous Headteacher leaving to pursue new opportunities outside of the teaching profession.

With a relatively new Senior Leadership team in place (Acting Headteacher, Consultant Head, Chair of Governors and Vice-chair of Governors), we knew we had a steep learning curve ahead of us in September 2016, but we also knew we had the drive and passion to approach our respective new roles with vigour. With the support, guidance and experience of a Consultant Head, we were able to focus precisely on our key priorities for the school.

Early on in the academic year we conducted extensive audits of policies, procedures and teaching practices. Consequently we evaluated the school internally and invited in external parties to assess us and help us set priorities for the year. This results in our extensive school improvement plan and also a governance action plan.

We also took this as an opportunity to focus on learning what we needed to know to be working with the best practices for school governance. Whilst we still believe there is some progress to make to be the very best we can be, recognition of school improvement journey has been recognised by the local authority.

## **1. Ensuring clarity of vision, ethos and strategic direction**

- Appointed Acting Headteacher with a Consultant Head to provide secure leadership
- Driving recruitment process for a new Headteacher three times ensuring we select the right Head for our school.
- Elected new Chair of Governors and Vice Chair
- Reviewed and overhauled all policies for school
- Conducted website audit & made it statutory compliant
- Reviewed code of conduct for governing board
- Undertook governor skills audit
- Implemented formal governor recruitment process & undertook new governor recruitment drive
- Undertook an external governance review and created a governance action plan for the year
- Introduced governor newsletter articles & governor drop in sessions at parents meetings to communicate better with parents
- Ensure continuity with a professional clerk to the governors
- Ensured all meetings are properly captured in minutes & challenge/ support evidenced throughout
- Set full training programme for each governor
- Outreach to school partnership including observations of each other governing board meetings and shared training courses to learn best practice and school tours of an outstanding school.
- Implementation

## **2. Holding the Headteacher to account for the educational performance of the school and its pupils, and the performance management of staff**

- Complete revision of all entry procedures to the school and its buildings in order to better safeguard pupils. This included a major revamp of the reception area and the building of a new family meeting room away from access to pupils
- Ensure Acting Headteacher appraisal is carried out by Consultant Head and Hampshire LLP
- Termly lesson observations, book scrutiny's and learning walks
- Conducted governor training to enable better performance of duties
- Ensured robust and rigorous monitoring by SLT of staff performance
- Strategic input to school evaluation form and school improvement plan
- Regular visits from governors to the school ensuring any barriers between staff and governors are lifted
- Improved understanding of data and scrutiny therefore ensuring monitoring of all pupils (Including groups of pupils i.e. SEND, disadvantaged, gender gaps) to ensure appropriate progress being made and attainment standards raised.
- Robust challenge to pupil premium funding to ensuring monies are spent on raising the progress of disadvantaged pupils

- Robust challenge to sports premium funding to sure all pupils benefit from the monies being spent
- Ensure Head teacher and Family Partnership Manager have consistently high expectations for attendance and have robust procedures in place to monitor and address poor attendance

This year the board of governors has requested the Consultant Head and Hampshire LLP to carry out the Acting Headteacher's Performance Management. The governors therefore have sought expert educational assistance from external education professionals, to ensure a rigorous process.

As this is the first year in the post of Acting Headteacher with Consultant Head, the Chair of governors scheduled bi-weekly meetings during the school day to ensure challenge and support was offered consistently throughout the year.

The impact of this is that governors are aware of how children are performing and where there are issues and that they can ask challenging questions to ensure that an identified problem is addressed in a timely manner. The governing body know throughout the year how the school is progressing towards the school priorities and targets.

Ensuring our procedures and policies are up to date as well as consistent support and the challenge of the board has had the impact that the school has made huge improvements in its educational performance. However, the Board are aware that many of these improvements take time to embed and we as a school are very much on a journey of growth and development.

### **3. Overseeing the financial performance of the school and making sure its money is well spent**

- With changes to the funding formula, the loss of some pupils with an EHCP and change of deprivation index number, the school budget has lost approx. 90K for 2017/ 2018 financial year. Governors acted strategically to approve a new lean staffing structure that fits within our new budget restraints. Governors, along with the Acting Head have received sufficient voluntary solutions during the end of spring/early summer term to fit within the proposed structure.
- As a result of the safeguarding audit, the reception area has been completely transformed. The old DHT office is now a thrive room. The admin office and HT office have been swapped over and refurbished to accommodate all the storage and staffing needs. Glass partitions have been added to secure access to the front of the reception area to ensure pupils safety. A new family meeting room has been created which is accessed via the secure reception area. This means the school has a quiet meeting area without open access to the rest of the school.
- The PPA room has also been refurbished, providing a better space/ environment for staff to work in more effectively.

- The IT equipment for both staff and pupils had been severely neglected. All new interactive white boards along with new computers for both staff and pupils have been added. This has drastically improved the learning environment and IT opportunities for all pupils. We have also changed our IT support company to HARRAP IT. Since moving to them in December we have seen a huge improvement on our support and service that we receive.
- On advice of AHT/ CHT, governors bought in terms of support of a Behaviour Consultant and the thrive approach to tackle behaviour problems. There has been an amazing improvement of behaviour at the school. There was also an opportunity for parents to find out about the thrive approach in the spring term, therefore enabling us to reinforce this approach.
- The board have conducted HSE audits and created priority lists with the site manager to rectify issues.
- New carpets have been replaced in all classrooms to allow a new more practical space.
- Tables have been changed in our classrooms, to enable a more versatile learning environment.
- Classroom doors and partitions in KS1.

With a new senior leadership team and some new governors, we have a drive and passion for improving the school. We have worked very hard on providing a solid and stable leadership team to lead and manage the school. The financial impact of this is that the governing body are now able to be more challenging on financial issues.

We still understand that we have to be vigilant on how and where we spend money. Our Business manager has worked closely with the SLT & Governors to identify areas of improvement going forward such as negotiating a new cleaner contract with increased coverage of the school to enable our current caretaker to focus more on the health & safety responsibilities that she has taken on. Close monitoring of the weekly resource deliveries throughout the school and ensuring the resources are shared/used throughout the school to reduce waste. A new photocopying lease has been agreed and the school has cut back to having just one machine, with full reporting capabilities to ensure budgets are kept to and staff are very aware of the costs of colour printing etc. This will save the school just over £6000 in leasing costs alone over the next 3 years. All curriculum and classroom resource spending will be monitored monthly as usual however monthly reports will be given to subject and year group leaders to provide information and awareness for staff.

In the Spring term, the board of governors had to make a decision to reduce staffing numbers to ensure that the budget balanced and that the financial forecast for the next few years remained realistic. As the governing body was determined to maintain both improvements and good outcomes for all children despite the constrained financial situation, this decision was made in conjunction with information on school improvement, pupil progress and attainment. The proposed staffing structure going forward is much more aligned with other benchmarked two-form entry schools.

The impact of this is that the financial security of the school has been assured and that governors are aware of the financial challenges that lie ahead.

#### **4. Conclusion**

2016/ 2017 has been a challenging but rewarding year, with more work than we could have anticipated when we decided to take on the role as a school governor.

With hard work, drive, commitment and passion of all our senior leaders, staff, children and governors, we have been able to embed improvements which will allow us to maintain our good Ofsted rating.

Whilst the progress we have made as a leadership team and as a school is fantastic, the board is acutely aware that we are not yet at the end of our school improvement journey, and we need to maintain stable and strong leadership in 2017/ 2018 academic year. Practicing the growth mindset that we preach 'Good' is not enough for us. We want our school to be the very best it can be.

We are committed to drive school improvement in order for our school to be outstanding in every way – in the opinions of Ofsted, our staff, pupils and community.

#### **Training Attended**

All governors have undertaken specific training for governors in this academic year and participation is set out below.

- National College for Teaching and Leadership: Chairs Development Programme: 3 modules approx. 18 hours of training (Louise Maratos)
- Headteacher recruitment Training (All governors)
- Safer Recruitment (Steven Hardstaff, Louise Maratos)
- Staff Thrive training Inset Day (Louise Maratos)
- School Improvement Plan: Strategic Input (Shared with Portway Infants Governors: all governors)
- Governor Recruitment Training (Louise Maratos)
- Governor safeguarding training (Pat Wilce, Louise Maratos)
- Meeting the needs of all pupils (Pat Wilce, Michelle Foley, Louise Maratos)
- Governor self-evaluation training with external consultant (all governors)
- Accredited Clerk Programme with Merit (Jackie Kelly – Clerk)
- Attend 2 Hampshire Governor Clerk meetings (Jackie Kelly – Clerk)