Governing Body Impact Statement 2022 - 2023

At Lache Primary School,the governing bodyrecognises the importance ofidentifying and demonstrating the impact of its governance. The governing body considers this impact statement as an effective way to share the strategic work of the governing body and its contribution to and impact on school improvement and development.

Governance arrangements

This year the governing body has welcomed three new governors – one parent governor and two co-opted governors.

Terms of office

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| --- | --- | --- | --- |
| **Name** | **Category**  | **Dates of Office** | **Designated / Link Roles** |
| Sue Yarnall | LA Governor | 19/10/2021 – 18/10/2025 | Chair of Governors / Chair of Resources / SEND / SEMH / EYFS / HTPM / Training / Safer Recruitment |
| Helen Carruthers | Co-opted Governor | 13/07/2020 – 12/07/2025 | Vice Chair / Chair of T&L / Pupil Premium / Computing / D&T/ PE/ Geography/ Curriculum Lead / Safer Recruitment |
| Diane Clark  | Co-opted Governor | 5/06/2017 – 4/06/2025 | Safeguarding (incl. LAC) / Science / No Outsiders (RSE) / Pay Panel / Safer Recruitment |
| Neil Holmes | Co-opted Governor | 10/03/2020 – 09/03/2024 | Wellbeing / Attendance / Art / HTPM / History / SCR  |
| Tom Mattison | Co-opted Governor | 28/11/2022 - 27/11/2026 | Maths / Health & Safety |
| Karyn Peacock | Co-opted Governor | 05/07/2021 – 04/07/2025 | GDPR / English / Wider World |
| Irene Thomas | Co-opted Governor | 28/11/2022 – 27/11/2026 | Spanish / Music / Pay Panel |
| Jeff Lambert | Parent Governor | 03/05/2022 – 02/05/2026 | British Values / SMSC / PSCHE |
| Rachel Jones | Parent Governor | 28/11/2022 – 27/11/2026 | R.E. |
| Jan Sproston | Co-opted Staff | 04/09/2022 – 03/09/2026 | EYFS & KS1 Lead |
| Katy Southworth | Staff Governor | 10/02/2022 – 09/02/2026 | Reading Lead & Y5 Teacher |
| Kate Seager | Headteacher | First Appointed 01/09/2019 | Head Teacher |
| Sheena Coghill | Associate Member | 12/04/2021 – 11/04/2025 | Bursar |
| Jacqui Critchley | Member of Edsential governor services |  | Clerk to Governors |

Declaration of conflicts of interest

Declarations of interest are a standing agenda item at every full governing body and committee meeting. Additionally, every governor and staff member complete an annual conflicts of interest form, details of which are kept on record in school and recorded in the minutes of governor meetings.

Governance attendance

A table containing details of all governors’ attendance at meetings throughout the year is updated annually and published on the school website.

 Governance structure

The Governance Handbook (2019) states that governing boards have three core functions:

* Ensuring clarity of vision, ethos and strategic direction
* Holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff
* Overseeing the financial performance of the organisation and making sure its money is well spent

The governing body is responsible for setting the strategic direction of the school, acting within the framework set by national legislation, and with due consideration to governance principles and the policies of Cheshire West and Chester Local Authority. The governing body meets as a whole board four times per year for official business meetings and additional termly sessions for strategic planning. The governing body operates a structure comprising two committees, Teaching & Learning Committee and Resources Committee who meet termly to discuss areas of responsibility assigned to them under their terms of reference (further details outlined in the paragraph below on Committees). There are also sub-groups appointed for dealing with complaints, appeals, headteacher performance and pay & review.

Strategic Planning

The governing body work in partnership with the headteacher and Senior Leadership Team (SLT) to set the priorities for the school’s development each year. The governing body is responsible for holding the school leaders to account for the progress made towards achieving the objectives and aims of the School Development Plan (SDP). This can be achieved in a number of different ways. Members of the governing body collaborated with the headteacher to review the SDP against existing Ofsted priority areas and pupil outcomes. The governing body regularly reviewed the SDP with updates on progress achieved. There are key roles and responsibilities assigned to individuals to carry out monitoring tasks linked to the SDP. Governors complete a report after every monitoring activity and report back to the full governing body. For full details of our monitoring activity, please see the ‘Monitoring activity’ section below.

Committees

Delegating aspects of our governance responsibilities to committees enables the governing body to remain strategically focussed on the agreed key areas of school development and work in an efficient way. It is decided which governors will join each committee by analysing governors’ skills and experiences through a skills audit and assigning committee membership accordingly. Committee membership and the committee structure is reviewed at the FGB business meeting at the beginning of each academic year.

We currently have the following committees in place and the table below provides an overview of the focus and work of each committee during the academic year 2022 - 2023:

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| Committee | Overview of work this year | Impact of the committee |
| Teaching & Learning | The teaching and learning committee has undertaken whole-school triangulated monitoring. This has included data analysis after each termly pupil progress meeting or assessment window. This anonymised data has been broken down into year groups and specific groups of children, e.g. by gender, pupils with SEND or EAL, pupils eligible for the pupil premium or FSM. Governors also take external validation reports into account when assessing progress and attainment. | Governors have been able to monitor in-year progress and attainment and triangulate this with book looks and pupil voice monitoring. This has given governors a clear picture of the progress of specific groups of pupils which has been analysed against the SDP priority areas. From this, governors have been able to focus on additional areas for development. There has been a focus this year on monitoring the newly introduced curriculum in September 2022 to ensure full coverage, engagement and progress for the children. Termly reviews of the Pupil Premium Plan were discussed and evaluated. |
| Resources | Finance: The Resources committee closely monitor the income and expenditure throughout the year of all delegated and devolved funds against the annual budget, reporting back to the FGB on a termly basis. Premises: They ensure that an annual Health & Safety inspection of the premises takes place with a follow up report.Staffing: They set the overall staffing structure and oversee the operation of the school’s appraisal policy including the appraisal procedures for the head teacher.  | The committee have agreed a three year financial plan recommended by the budget officer, taking into account the priorities of the School Strategic Plan.They regularly reviewed the school’s expenditure against the budget and agreed various virements within the budget to reflect changes in activity (eg repairs and maintenance to ensure that essential work can be undertaken).Governors reviewed and completed the School Financial Value Standard (SFVS) to provide the school with assurance that it is meeting the basic standards necessary to achieve a good level of financial health and resource management. A summary of agreed actions were identified as a result of the audit. The governors approved the appointment of an independent qualified auditor for the school fund.Service Level Agreements were reviewed for best value. Termly reviews of the Pupil Premium Plan were discussed and evaluated.Governors set out a proposed order of priorities for maintenance and development for the approval of the FGB. This includes water tanks, toilet refurbishment & upgraded lighting throughout school.They ensured that the school was staffed sufficiently for the fulfilment of the school’s development plan and the effective operation of the school including the appointment of additional staff to provide catch up support for all pupils to reduce the negative impact of COVID 19 on their education. They received the results of the staff appraisal carried out by the headteacher and agreed appropriate salary progression for eligible staff.The HT’s performance was agreed against previous targets and new targets set for the following year. |

Both committees reviewed and agreed a wide range of school policies (including British Values, Religious Education, Collective Worship, Dealing with Complaints, Pay, Appraisal, Behaviour and Pupil Premium) to ensure they are still relevant and to help the school meet its statutory requirements. These were recommended for full approval to the full Governing Board. Details of all policies reviewed are contained within the minutes of meetings.

Monitoring activity

One of the key functions of the governing body is to undertake strategic monitoring activity, the purpose of which is to triangulate information shared with governors by the SLT. The governing body undertakes a wide range of monitoring activities whilst building positive relationships with staff and demonstrating Governors’ commitment to the school. These activities include:

* Monitoring visits to the school to meet with subject leaders to discuss aspects of the curriculum and where the subject sits in SDP.
* Taking into account external reports and building this into monitoring.
* Pupil surveys.
* Staff and parent surveys.
* Inviting staff members to governing body and committee meetings to report on key areas.
* Learning Walks
* Book scrutinies

The table below gives an overview of governor monitoring activity during this academic year:

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| Monitoring activity | Reason for monitoring activity | Impact of monitoring activity |
| MATHSTermly monitoring visits from Maths governor Presentation to governors from the Maths lead teacher which included a full data breakdown and followed by a scrutiny of books and children’s work. | Maths achievement is a whole-school priority in the SDP. | In-year assessment data shows that the gap in maths achievement is closing in most year groups and that quality first teaching, supportive interventions and school led tuition has had an impact. External moderation from the maths hub team has confirmed teachers’ assessment judgements. |
| CURRICULUMThe SLT presented a comprehensive review of the curriculum at a strategic planning meeting. This included shared copies of short, medium and long term whole school and year group planning which were implemented from September 2022 | A review of the curriculum was carried out to ensure it is engaging, motivational and meaningful in line with Ofsted recommendations | A scrutiny of the planning demonstrated the depth of detail covered in this lengthy project by all subject leaders to create a skills based personalised curriculum for the children of Lache Primary, incorporating the three I’s approach of Intent, Implementation and Impact. Link governors have monitored the implementation of this planned curriculum throughout the year and captured the impact upon the children’s understanding of the subjects through pupil voice during learning walks and classroom visits. |
| ENGLISHPresentation to Governors from the Reading and Writing lead teachers which included a full data breakdown and followed by a scrutiny of books and children’s work. | Improvement in Reading & Writing is an Ofsted recommendationContinuing to improve phonics attainment and develop a love of reading is a key priority in the SDP  | Governors prioritised funding to support a staffing structure which incorporated additional skilled staff to implement specific interventions and catch up programmes to ensure the best possible outcomes for the children.The Average Scaled Score for Reading at the end of KS2 has improved by two points since the last tests in 2019 despite the negative impact on education brought about through the pandemic in the interim years.The re-establishment of Reader for Life has been successful – Majority of children across the school are now reading regularly at home achieving certificates in whole school family assemblies |
| EYFS Link Governor monitoring meetingsLearning Walk | Improvement in the quality of the early years provision is an Ofsted recommendation and included as a priority in the SDP. | An environmental walk around the EYFS areas with a key focus on the new developments in the outdoor areas demonstrated the effectiveness of the newly developed areas for exploration enabling access for all the children. The provision of a language rich and engaging early years environment was evident with an abundance of environmental print throughout to support and challenge the children’s learning.  |
| SENDLink Governor monitoring with Subject LeaderTermly SEND reports presented at FGB meetings  | To ensure compliance with regulations and receive regular updates on SEND provision and practice | The newly introduced one page Individual pupil profiles which are updated termly, capture attendance in addition to other diagnoses. They record any interventions which are being used, referring to specific parts of the code of practice. They also contain a pupil voice section and a section for parental contribution. On the reverse of the profile the COP areas of need are illustrated with key support strategies identified highlighted by the practitioner for specific provision for pupil. Intervention support takes place outside of core learning. Mastery approach adopted. Learning walks to track delivery of interventions. Pupil data analysis regularly to check progress and success of intervention. A Newly devised termly SEND report to Governors has been created, presenting headlines of school profile and provision. Training has been given to all staff on the Code of Practice to support teachers to identify the individual child’s needs within the 4 areas of need.  |
| GeographyLink Governor monitoring with Subject Leader | To gain a fuller understanding about how the Geography curriculum is taught in Lache PS | Link Governor is a Geography specialist and was able to share links and resources to support the teaching of the subject. All classrooms have world maps on display. Geography boxes have been organised for each classroom to include fiction / non fiction books. Staff meeting has taken place with Geog / History focus for staff training. Resources have moved away from colouring in maps, making sure all teachers feel confident in the delivery of Geography, not all pupils have ‘travelled’ – so need to show them they do travel in the local area. Pupils like making links with their own lives and Geography. They enjoy using maps and atlas. |
| Design &Technology | To gain a fuller understanding about the D&T and Computing curriculum and how it is taught in Lache PS | A new whole school plan is in place which was shared by the curriculum lead at the Summer Strategic Meeting. Plans are linked to History & Geography topics. Activities are engaging and cover all aspects of D&T – food, textiles, woodwork, electricity and moving mechanisms. New equipment has been purchased to ensure effective implementation. D&T it is being taught discretely and teachers are using the terminology so children are aware of what they are being taught. Training has been identified and the subject lead is supporting through coaching. |
| ComputingLink Governor monitoring with Subject Leader | To gain a fuller understanding about the D&T and Computing curriculum and how it is taught in Lache PS | A new school plan is in place. Staff training and team teaching is being carried out for each year teacher through the STEM online learning programme. Additional courses are planned for the subject lead including one in preparation for inspection. New equipment has also been purchased with the laptops in the computer suite being updated by the computer technician purchased through the SLA |
| PSCHELink Governor monitoring | To observe the Trauma Informed policy in practice | Following the introduction last September to a trauma informed approach to behaviour management staff had continued to be trained in their approach. During an enrichment day children were helped to identify and communicate their feelings, responses and emotions when tackling a difficult situation. This activity provided a perfect tool for children to use when in a stressful situation, helping them to understand their reaction and explain it to others. |
| Music | To gain a fuller understanding about the Music curriculum and how it is taught in Lache PS | The Music curriculum is taught within the Topic work focus. The specific learning focus for each term is identified from the National Curriculum and planning is in line with the Chris Quigley milestones progression of skills. The class lessons focus on creative music making, class singing, percussion, instrumental work and listening.Observations of music sessions demonstrated the positive impact of the subject matter and expert teaching skills in enriching the learning of the children.The AmaSing production was performed for parents and governors following the public event at Chester F.C. |
| P.E.Link Governor monitoring with Subject Leader | To gain a fuller understanding about the P.E. curriculum offer and how it is taught in Lache PS | PE remains a key part of the curriculum in school, using outside agency staff to help facilitate this. A wide range of PE activities have taken place, Football, Netball, Fencing, Judo, Cross country. Pupils have played in matches with other schools and competitions and sports clubs are well attended.Modelling skills by HLTA/PE lead. Judith Gilmore PE specialist supported developments and staff training. Celebration assembly encouraged more parental involvement. SEND pupils all encouraged to be involved in sports festivals. Willows outdoor play area – improved – activity levels going up as a result of this. Sonar tracker used to assess progress of pupils in PE. Mobile swimming pool was successfully trialled after Feb half term – all KS2 pupils received 10 lessons over a 3 week period.  |
| WELL BEINGLink Governor monitoring with Well Being Team | Monitoring arrangements in School for promoting Wellbeing of staff and pupils. | Well Being is a focus of every SLT meeting. MHSTs worked throughout the year targeting those children who have mild anxiety & worries. Coffee mornings have been held to raise the profile of their work with parents and carers.A Play Therapist has been working with several children and Platform for Life has offered counselling sessions. Yoga spheres are available in all classrooms for meditation and release. Mental Health week was observed in assemblies and class activities organized to follow up.Trauma Informed approach to behaviour management has been embedded. An enrichment day was held in the Summer term giving the children strategies to identify ‘Danger Detectors’ with reference to a shared understanding of ‘Survival Animals’. The children explored the process of identifying ways to help them to return to their calmer self. |
| ArtLink Governor meeting with Art subject leader and learning walk to observe art displays. | To gain a fuller understanding about the Art curriculum and how it is taught in Lache PS | Some of the Art creative homework is on display along the Upper corridor (eg Roman shields; Stone Age houses) and is testament to the high quality of work achieved The School has developed detailed 'Milestones' for Art and Design, which break down the curriculum into the skills to be developed. The Art curriculum has links to the Topics in the Core subjects. Class teaching is supplemented by activities such as 'Inspire' afternoons (which might include children and parents working together); visits from specialists; after-School Art Club. |
| Pupil PremiumLink Governor monitoring with PP Lead | Monitor compliance with PP spending & allocation53 % pupils at School are entitled to PP | Very detailed PP Action plan will ensure the school and PP students are supported and make the required progress and more. Teamwork between staff, students and parents and the ‘keep calm and carry on mentality’ is making a real difference to attendance and progress of PP students. Morning and afternoon interventions helping along with NTP Tutor with a Numeracy / Literacy Focus. After school Maths club has been introduced – pupils excited and keen to go to these sessions. |
| AttendanceLink Governor monitoring with Attendance Team | Attendance is a whole-school priority on the SDP. | Teachers understand that they have a role to play in improving attendance. Teachers are made aware of Persistent Absentees (<93% attendance), and children 'at risk' of becoming PAs. The attendance team, including the Family Support Worker and Learning Mentor have initiated further recommendations from DfE Guidance on Attendance Sep 2022, to improve and review procedures on a termly basis. The 'Tracker Sheet' has been introduced and is working well. |
| SEMHLink Governor monitoring with SENDCO & RP Leader including monitoring learning activities and pupil voice | The school is funded by the LA for a resource provision  | A mastery approach has been introduced this year to enable the children to ‘keep up’ rather than ‘catch up’. Practical, smaller tasks are key to the approach introducing new concepts bit by bit. More adult 1:1 and small group support with ability groups across 2/3 rooms. Four x 10 minute Time out sessions are incorporated daily with practical hobbies available. The curriculum is bespoke, incorporates children’s interests & planned with subject specific skills and knowledge identified from the appropriate developmental stage / year group plans. There is a consistency of approach with the planning across the whole school. Daily morning challenges are incorporated e.g. spelling, Maths, 1;1 reading. Modelled writing is used daily to support the children and effective paired writing activities were observed. Enrichment activities are planned in to provide further opportunities and experiences to inspire and engage the children. When appropriate the children work alongside mainstream peers. |
| School WebsiteRegular online monitoring | Compliance with regulations | Termly reviews were carried out by a governor and amendments & updates followed up. These were reported to the FGB  |

Governing Board Self Evaluation

The Governing Board have carried out an independent skills audit to ensure the appropriate people are on the governing board. The spread of expertise on the board needs to be regularly monitored and be as wide as possible to ensure all areas of school life are covered. As a result of the skills audit individual training needs were identified and accessed either in-house or through verified online courses. A further skills audit for newly appointed governors will be carried out next term with training areas identified, including induction.

Governor training

The governing board takes their responsibility to stay up-to-date seriously and places high importance on this, including undergoing any necessary training. The table below shows all of the various training and CPD the governors and governing board has undertaken during this academic year:

|  |  |  |
| --- | --- | --- |
| Governor | Training or CPD undertaken | Impact of the training or CPD |
| Sue YarnallNeil Holmes | Attendance at local and national governor webinars to discuss and share practice on key issues & responsibilities  | Ideas and practice shared to improve procedures and efficiency of governance |
| Sue Yarnall | SEMH/SEND Training | An explanation of updated regulations were used as a basis for monitoring school practice throughout the year |
| All GovernorsSue YarnallDiane Clarke | Basic awareness SafeguardingLevel 2 S/GLevel 3 S/G | Essential training for all Governors to fulfil their role appropriately |
| Diane ClarkeSue Yarnall | Ofsted Update for Governors | Providing the Governing Board with key questions to challenge school leaders |
| Diane Clarke | Online safety |  Safeguarding Link Governor |
| Sue Yarnall / Sheena Coghill | SFVS annual update (Finance) | This session provided the information for completing the checklist and audit at regular meetings in the year |
| Neil Holmes | HT Performance Management | To understand legal procedures in process |
| Neil Holmes | Pupil Performance Data | To gain an understanding of school data presented to us |
| Irene ThomasNeil HolmesSue Yarnall | Phonics | To gain a deeper understanding of the teaching of phonics |
| All Governors | The role of governors – Ofsted key questions | To fully explore the expectations and accountability of the governing body |
| Kate SeagerSue Yarnall | Benchmarking | To ensure the school regularly monitors the financial decisions by comparison with other similar schools |

Governing board priority areas for 2023 -2024

To remain in line with the development of the school, and to continue to drive improvement through our strategic work, the governing board has identified the following areas to be focussed on in 2023 - 2024:

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| --- | --- | --- |
| Priority | Link to SDP | Intended impact  |
| To further develop the governing body to ensure that training is specific to skills required for individual roles | SSDP Additional Priorities (Governor action) | The Governing Body has key skills to support and challenge the school leadership.  |
| To monitor the curriculum offer across the school including the coverage of British Values | SSDP P1 & P3HT PM ObjectiveOfsted action | Ensure all children access expectations set out in the National Curriculum which are incorporated in the school’s new bespoke structure |
| To monitor and examine the process of change and prepare the governing body for the implication of academisation  | SSDP Further Focus 2 | To provide a high quality and inclusive education within the structure of a strong trust and deliver better outcomes for the children |
| Continue to develop a higher profile with staff and parents | Governor ActionSDP additional priorities | Staff and parents have regular access to school governors and become more familiar with their role and responsibilities |
| Summer 2023 Evaluation of 2022/23 actions:An audit of governor skills identified three areas for training & development:- Chairing a meeting; finances; data analysis.Governor visits reports have been revised with a focus on SDP priorities and capturing pupil voice, and key questions identified for effective monitoring.Termly Strategic days have provided an excellent forum for governors in planning, discussing and monitoring the key priorities, with further opportunities to visit classrooms and capture pupil voice.An annual governor impact statement was published on the school website in the Autumn Term alongside a letter to parents explaining the role of the governors.Extensive research into local Multi Academy Trusts has been carried out throughout the year with opportunities for discussion, meetings, visits, consultation and evaluation of questionnaires to provide the necessary analysis and due diligence to inform decision making and future steps.A staff meeting with governors in the Summer term was held to discuss and celebrate achievements throughout the year and identify next steps.Governor attendance at key school events including assemblies was encouraged to establish a higher profile with parents – this is to be extended to include attendance at parent workshops / drop ins / stay and play etc. |