



# Astwood Bank Primary School

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## GOVERNOR IMPACT STATEMENT 2021-2022

### Governors' Role

The role of the Governing Body is an intrinsic part of the leadership of the school, although often unseen by parents and other community stakeholders. This impact statement is one way in which the Governing Body articulates their role in school leadership, the impact we have had on school improvement and being transparent about our activities. The Governing Body is made up of a group of dedicated volunteers, who invest a huge amount of good will, hard work and time for the sole purpose of improving the education of every child in our school. The Government expects us, as your Governing Body, to be a dynamic group of highly skilled individuals who focus on supporting the Head Teacher and all the staff to shape the strategic direction of our school. As Governors we are accountable for the performance of our school; we are measured by three core strategic functions:

Ensuring clarity of vision, ethos, and strategic direction

- Holding the Head Teacher to account for the educational performance of the school and its pupils
- Overseeing the financial performance of the school and making sure the money is spent well

We use these strategic functions together with our school values and aims (found on our website) to shape our governance to provide oversight of the school.

### Ensuring clarity of vision, ethos, and strategic direction

We have changed the structure of the governing body meetings as per the review recommendations that was carried out in 2020 and we now will hold the following committees each term:

Trustee Committee (6 per year)

Finance Committee (3 per year)

Quality of Education Committee (3 per year)

Audit and Risk Committee (3 per year)

Safeguarding Committee (3 per year)

The Pay Committee, Members meetings and External Audit Committee will also be held once per year.

These meetings are in their infancy and the terms of reference are still to be finalised in the Autumn term 2022.

To enable the governing body to incorporate all the recommendations from the review (short and medium term) the governors are working through a "Road Map", produced by the new Chair, Alison Flower, leading us to implement the review recommendations. Much of this road map has been completed and we now have an ongoing action plan for September 2022 onwards.

This year has seen the work of the Governing Body gain momentum with link visits measuring intent, implementation and impact of the current curriculum, throughout the year in the following areas:

Early Years

English, Maths, Science and History

SEND and Pupil Premium

Safeguarding and Health and Safety

The first annual meeting of our Members was held to monitor the financial audit report and the three-year budget forecast. These Members sit above the board of trustees (governors) but have a largely 'hands-off' role. Kevin Sherrington-Lodge, Phil Dolby and Martin Ward, all prominent members of our community, undertake this significant role for our school. There were no management points following the financial audit this year and therefore no points for improvement.

In September, we recruited Nikki Smith, a governor with specific knowledge of an education setting, and Nikki has been so valuable to us with her educational perspective. Alison Gregory, our Vice Chair, resigned at the end of the Spring Term due to home commitments and we will therefore be replacing Alison with a Vice Chair from the board but will also need to recruit another Governor for September 2022.

We have included information within the school newsletter regarding the decisions reached at our meetings and the impact these have on the children and school as a whole. Some of our team have also completed their "Meet the Governor" article in the newsletter. Our website will also be adapted to give stakeholders visibility of the governing body.

If you would like to contact the governors directly, you can use the email – **[governors@astwoodbank.worcs.sch.uk](mailto:governors@astwoodbank.worcs.sch.uk)** (also on the website).

## School Development Plan

The governing board work in partnership with the headteacher and senior leadership team (SLT) to set the priorities for the school's development (SDP) each year. The governing board are responsible for holding the school leaders to account for the progress made towards achieving the objectives and aims of the SDP.

SDP Targets for 2021/22 were set using the following focus: Quality of Education /Achievement & Standards/ Well-being / Leadership & Management/ Stakeholders

### **Quality of Education:**

- \* To improve and adapt the consistency and rigor of phonics provision in light of new inspection framework
- \* To further children's passion & enjoyment for reading across the school
- \* To review & support the teaching of English reading to improve reading stamina in the upper years
- \* To improve teachers' pedagogical knowledge and delivery of practical scientific inquiry across the school

### **Achievement & Standards:**

- \* 80% of pupils achieving ARE in English reading, writing & mathematics by July 2022 (reading 73% national/writing 78% national 2019)
- \* Embed the mastery approach to teaching mathematics in order to improve attainment at KS2
- \* To successfully implement recent changes to the EYFS framework; striving towards at least 85% GLD (71.8% national 2019)

### **Well-being:**

- \* To widen the provision of ongoing wellbeing support, utilising RISE reports to target specific groups

#### Leadership & Management :

- \* To raise the profile of subject leaders so they can ensure the delivery of a balanced curriculum; ensuring creativity, continuity and progression of skills
- \* To improve the role of Link Governors and the part they play in driving school improvement forward
- \* To increase the effectiveness of the school & parent partnership

### **Stakeholders:**

- \* Develop the sporting facilities & playground spaces to support safe and positive play for all children

To enable oversight of the School Development plan (SDP) governors usually undertake a plan of monitoring “Link” visits to assess how specific aspects of the school works in practice and whether the things people say are happening are actually happening. This year has seen the work of the Governing Body gain momentum with link visits measuring, intent, implementation and impact throughout the year.

A safeguarding review was undertaken by the Safeguarding Link Governor in the Autumn term, including monitor our Health & Safety regulations. The Safeguarding Policy was also reviewed at this time and the SCR (Single Central Record) was examined.

Other link visits were undertaken now that the pandemic has become endemic, and all showed the SDP targets to have been achieved across the curriculum. A deep dive into History carried out by our Chair revealed coverage of an exciting curriculum across the school and enthusiasm and interest from our pupil voice.

The governors had agreed the budget spend for 2021-22 including better Computing provision, and reading materials amongst other resources to enhance the curriculum. We set ourselves aspirational targets for children reaching Age Related Expectations (ARE) in English reading & writing and Maths by July 2022. Understandably, the pandemic impacted negatively on this target. For year 6 the teacher assessment stands at 76% of pupils at the expected standard or above in English reading. Pupils at greater depth (GDS) is high at 28%, showing the stretch and challenge for these children.

Results in English writing were very positive. Children in KS2 achieved in excess of the 2019 Standard and 17% of children achieved greater depth. Differences were noted in the English grammar, punctuation and spelling where varied results were seen. Children’s knowledge and understanding of grammatical concepts was good, although spelling brought the overall % down and this is targeted in the SDP for the new year.

Mathematics results at the end of Key Stage 1 are extremely favourable showing work done on the mastery approach and early number, is paying off. Maths remains a target for 2022/ 2023.

This information has then been used in part to inform the new SDP for 2022/23, which was discussed at our meeting on 7<sup>th</sup> July and will be finalised in the Autumn of 2021.

The current vice and chair are keen to further develop the link governor visits and will be working on a standard format for these visits using the new governor resources and training, to provide more consistent monitoring of

### [Holding the Head Teacher to account for the educational performance of the school and its pupils](#)

The HT review panel undertook the review, and targets for this year were set, including to maintain the motivation and mental well-being of staff to ensure they are able to perform to their best. The governors have monitored the staff surveys throughout the year. One of the main outcomes of staff surveys in 2020/ 2021 was to increase the continued professional development (CPD) of teachers. In light of this, governors increased the school’s CPD budget for 2021-22 and there has been increased CPD this year.

CPD time for the teachers in the Maths Mastery scheme was carried out before Mrs Khan left us. The approach has now been embedded and standards are rising. School data shows that the impact of home learning was evident at the end of KS2 where teacher assessment shows 65% of pupils achieved the expected standard or above in maths. This shows that those areas (similar to grammar in English) where the teachers were unable to replicate the rigour and pace of the classroom through the on-line learning, suffered under Covid.

The final target for the HT performance was to fully develop the next 5 years of the school improvement plan. Before COVID, governors used stakeholder surveys and brain storming meetings to start working on the next 5 year school improvement plan. This was then given to Head Teacher to fully develop (with other stakeholders) as part of her HT review for 2021-22 and we will be assessing this and implementing throughout the next 5 years. The plan is split into the following sections:

Resilient & healthy

Excellence in Education

Connecting and listening

Technologically prepared

Equipped & Resourced

## Overseeing the financial performance of the school and making sure the money is spent well

The governors oversee the finances of the school and each year approve the budget for the school to maintain the school cash flow.

For several years, due to the school changing from a First to a Primary school, there has been a funding lag as school funds are based on the number of children in the school during the *previous* year. It has been a trying time for the school and the school finances were closely monitored and spending was curtailed on anything but high priorities.

Although we have not had completely full classes in years 5 and 6, the numbers are now much greater and this has been the second year where finances were at the full required level and we have been able to approve extra spending.

To enable the SDP goals for 2021/22, the governors agreed the implementation of better ITC within the classroom and money was agreed for another suite of children's laptops for use to enable the new ITC curriculum. These purchases have been welcomed by the staff within the classrooms and has now enabled ITC to be fully embedded into the curriculum within the school.

Enhancing sporting facilities from the PE grant that governors monitor, has been undertaken by Mrs Smart and this year's sports day saw the first use of the larger hurdles for Year 5 and 6.

With the additional funds, the governors agreed with the school to appoint a part time caretaker, who has been able to maintain the buildings and the school property and school is looking wonderful with decoration and new carpet inside and new shelters and adventure trail outside.

The governors monitor the pupil premium targets and the budget spend in line with these actions and the impacts they have to reduce any gaps in progress or attainment of this group of children. The governors note that for most of the Pupil Premium funded children the funds are used to supply uniform, places on trips and extra curriculum classes so that these children do not feel disadvantaged with respect to their peers. Interventions in terms of learning, are also targeted from this funding pot.

The governors have also been tasked with monitoring the spending of the Covid Catch up grants and the actions and impacts that these monies are having to minimise the impact of Covid on our school community. We monitored these spends during our meetings. Currently the monies have been spent on teacher's salaries for interventions and wellbeing, new online provisions, such as Nessy, Purple Mash and Accelerated Reader.

In terms of the wider budget, the governors have ratified the budget for next year and have approved additional spending in line with our school development plans.

As a governing body we are enthusiastic about the coming year and everything returning to normal.