

# Governor Impact Statement 2018/2019

## Whole School Aim

**At Westbury Park School we value and respect everyone. As a learning community, we challenge and inspire one another, developing confidence to make positive choices in a changing world, so that together we discover tomorrow.**

## 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, we are here to ensure that the school is providing the best for your child to the best of its capability. This impact statement is one way in which the Governing Body articulates its role in school leadership, the impact it has had on school improvement, and is one way in which it can be transparent about its activities. The Governing Body is made up of a group of dedicated volunteers, who invest a huge amount of goodwill, 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 and challenging the Head Teacher and all the staff to shape the strategic direction of school. As Governors we are accountable for the performance of our school; we are measured by three core strategic functions:

- 1. Setting the school's vision, ethos and strategic direction**
- 2. Holding the headteacher to account for the educational performance of the school and its pupils**
- 3. Overseeing the financial performance of the school and making sure its money is well spent**

## Training

All members of Governing Body have and continue to have training. The impact of this is that the Governing Body are kept abreast of their responsibilities regarding the latest requirements and expectations. Learning and actions from training are shared at Full Governing Body meetings. We are a member of the National Governor Association, NW24, EduCare and Bristol City Council's Governor Development Service, where we all have access to training courses and resources.

## Impact of Full Governing Body Meetings

Each term Governors are participate in one of two committees: Resources (Finance, Health & Safety and Personal Wellbeing) and School Improvement (including Data, Special Educational Needs and Disability (SEND) and Safeguarding). In addition, Governors also attend monitoring visits at the school; the purpose of these is determined by areas of focus on the school self-evaluation report. For example,

meeting with the School Council, reviewing behaviour, or progress in books. The impact of this is that governors understand and gain knowledge in areas of strength and weakness in teaching and practice across the school. This enables us to celebrate good practice and identify areas of weakness or concern. We use different sources of information from the school and around the country to try and get the full picture about how the school is doing, whether good, bad or in-between.

## **Head Teachers Appraisal**

The Governing Body carries out the Head Teacher Appraisal annually. Several Governors have undertaken Head Teacher's Appraisal Training, and the appraisal is carried out with expert assistance from an independent educational advisor. The appraisal process allows us to look closely at the performance of the Head Teacher, have discussions about areas of strengths and where necessary, areas for development. New targets are then set against criteria which the Head Teachers performance will be evaluated.

## **Further Impact across the School**

As Governors we celebrate the fantastic work around the school and provide challenge and support in areas that can improve and monitor progress in all areas. In the last year the governors have:

### Strategic Direction

- Played an active role in investigating whether the school should remain as a Single Academy Trust.
- Developed a strategic overview and planning grid for the academic year.
- Reviewed all policies and streamlined the approval process.
- Begun the process of reviewing the Articles of Association to bring them into line with DfE expectations.

### School Improvement

- Appointed a new School Improvement Adviser
- Attended Learning Walks and challenged and supported the leadership team to improve outcomes for children

### Community

- Worked with the school team to improve the out of hours provision offer.
- Helped with grant bids.

### Safeguarding

- Improved procedures for monitoring the single central record allowing the school to make best use of its volunteers.

- Established procedures for reviewing school's performance around safeguarding children.

#### Finance

- Worked with the School Business Manager to develop a monthly budget reporting tool that allowed the school to manage its finances more effectively.

#### Premises Management and Health and Safety

- Developed a health and safety walkaround system
- Prioritised maintenance as necessary e.g. remedial works on boundary wall.

### **Priorities for 2019-2020**

- Inspired by the new School Improvement Advisor to get a better understanding of the visible and invisible curriculum we will be linking governors to different curriculum areas.
- To ensure that Governors have a good understanding of data, reports and policies, to allow for confidence to question and challenge as well as to celebrate improvements and success with the support of our SIA and additional training as appropriate .
- Each Governor to know their role and responsibilities within the Governing Body, and to be well-equipped to carry these out by developing and using a Governor Handbook.
- To be involved in and prepared for dealing with any issues as they arise such as Recruitment, Health & Safety, and Ofsted Inspection; as relevant to the roles of the Governing Body.
- To prepare a new SDP for the next 3-5 years, following our school principles and values.
- Align articles of association with preferred DfE model.
- Review the use of premises to maximise benefit to the school and community
- Look to maximise funding streams to secure financial health.
- Invest in staff development.

### **Members of the Governing Body**

Chair of Governors (Emma Langley)

Vice Chairs (Katherine Webb)

Parent Governors (Virginie Mengeaud, Georgina Ridsdale, Nick Cussen,)

Co-opted Governors (Tanja Engelbrecht, Chris Hackett, Will Sefton, Richard Webb, Helen Couchman)

Staff Governors (Helen Clark, Vicky Duggan, Emma Mann, Alison Dean)

Head Teacher (Richard Bamber)