

Sir Alexander Fleming Primary School
Governing Body Annual Impact Statement 2018-2019

The governing body of Sir Alexander Fleming works in partnership with Mrs Tomlinson, the Headteacher, to drive school improvement and ensure the school achieves its aims and ambitions for our pupils. The governors have a strong mix of knowledge, experiences and skills which they use to the benefit of school community. Governors are regularly in school, meeting the head, staff and children, taking part in monitoring and quality assurance activities and attending meetings and events.

The governing body has a formal meeting each term at which business is discussed, decisions are made and statutory requirements are met. Governors are also elected as members of committees which spend time discussing the agenda items before making decisions and recommendations. The key meetings involve the School Improvement Committee, the Finance Committee and the Headteacher's Performance Management Review Committee. In addition there are committees which meet as needed and many governors have individual link responsibilities, ensuring they are fully briefed on the developments in their specific areas. From May 2019 the School Improvement Committee meeting was changed to the Governors' School Development Meeting, enabling all governors to learn more about specific curriculum areas and how they are taught in school.

The three core functions of the Governing body are:

- A. Ensuring clarity of vision, ethos and strategic direction**
- B. Holding the headteacher to account for the educational performance of the school and its pupils**
- C. Overseeing the financial performance of the school and making sure existing budgets are well spent to benefit the pupils.**

What we have done this year:

Governors have:

- Organised the appointment of a permanent Headteacher. This involved producing information about the school, placing adverts, shortlisting, interviewing and finally appointing Mrs Tomlinson on a permanent basis.
- Been involved in preparing the school for the Ofsted inspection and meeting the inspectors in March 2019. The school was judged to be Good with several outstanding features.
- Held detailed discussions about finance, policies and practice during committee meetings and meetings with key staff during which they have asked searching questions
- Been actively involved in writing the School Improvement Plan (SIP), the Raising Attainment Plan and the Self-Evaluation Form (SEF) in order to set priorities for the year
- Ensured that staff and pupils receive appropriate pastoral support
- Set challenging targets for pupil attainment, progress and attendance
- Set the budget and held regular financial monitoring meetings
- Reviewed the school's priorities for spending alongside the SIP to ensure the budget enhanced learning experiences and improved facilities

- Overseen the staffing structure, endorsing the appointment of a Deputy Headteacher to begin work in the school in September 2019.
- Worked alongside external advisers to verify the quality of teaching and learning
- Held regular meetings to review and analyse attainment data with the assessment co-ordinator. Discussed the SATs results and the subsequent curriculum action plans
- Attended learning walks with the headteacher and the school improvement adviser; these have focused on different aspects of school such as learning and behaviour
- Frequently attended class lessons, including music sessions and one on one lessons and looked over the children's work.
- Communicated with the staff by asking questions about relevant topics and writing governor reports to record the information gathered.
- Attended Parents' Evenings, Open Days and social events in order to keep abreast of developments and maintain good communications with parents.
- Met with Subject Leaders to review their roles and determine areas for development and action planning
- Link governors have joined the headteacher and subject co-ordinators to scrutinise children's books and have held discussions with children about the curriculum
- Link governors have attended specific update training or met with school staff concerned with areas such as Safeguarding, Special Needs Education, Children in Care, Health and Safety, Sports Premium funding, Teacher Workload, etc.
- Discussed pupil behaviour and attendance and monitored the attendance action plan
- Ensured health and safety has a high profile; the Link Governor is very experienced in this area and regularly joins in with health and safety checks
- Investigated a discipline issue and held a formal meeting to resolve the concern
- Reviewed and ratified the permanent exclusion of a pupil, ensuring that the child would receive appropriate education in an alternative setting.
- Governors have also enjoyed meeting parents and children at school events and activities such as the Christmas fair, lunch, sports day, assemblies, visits, performances, the awards ceremony and the school picnic.

Training and Development

To support us in our role and improve our effectiveness all governors undertake regular training through meeting with staff, attending courses, network meetings, reading and discussions.

Training during 2018-19 has included:

- Governors involvement in Ofsted inspections
- Headteacher Performance Management
- Safeguarding and Child Protection
- Children in Care and the role of the nominated governor
- Performance data available in ASP and IDSR reports
- Pupil Premium Grant expenditure and reporting
- Reducing teacher workload
- Online Governor Training

Our Impact - what difference our actions have made to the school

- In March 2019 the Ofsted report judged the school to be GOOD in all areas except the Early Years, in which the practice was judged OUTSTANDING. The inspector stated:

“Governors have a clear understanding of the strengths and weaknesses of the school. They audit their skills and undertake training, including in safeguarding and safer recruitment training, to ensure that they are effective in their role. Minutes of meetings show that they hold leaders to account effectively.

Governors are well informed because they scrutinise reports from leaders and visit the school to find out what is going on. All leaders and governors share the same vision for the school and strive to ensure that pupils get the best nurture, care and education. Governors have a strong understanding of the difficulties that leaders face. They balance challenge and support and recognise what the recently appointed headteacher has achieved in a relatively short space of time.

- The new-style Headteacher’s Report to Governors enables the monitoring of progress against each specific improvement point, whilst also providing a brief overview of significant changes each term.
- Governors have up-to-date information about finance and ensure the budget is allocated according to agreed priorities and remains on track during the year. When necessary they have approved specific additional expenditure, such as for changes to the fabric of the school.
- Governors have been involved in the interviewing and appointment process for teaching staff, ensuring continuity and consistency of excellent standards through the appointment of high quality staff.
- Governors have maintained a high profile and have been able to see how well children are enjoying and achieving in a variety of learning experiences within the school environment. We have up to date knowledge of the performance of children and staff. The Headteacher has been fully supported when taking necessary actions.
- Governors have responded to the needs of the local community; wrap-around care facilities have continued to provide new opportunities for parents and carers to return to employment.
- Governors have a good understanding of how targeted funding can improve the attainment of disadvantaged children and have agreed to focused interventions which have led to improved rates of progress and attainment for these children across the school. Data clearly demonstrates that disadvantaged pupils are performing very well.