Talbot Primary School
GOVERNORS IMPACT STATEMENT

The Governing Body has a strong focus on three core functions :-

1. Ensuring a clear vision, ethos and strategic direction
2. Holding the Headteacher to account for the performance of the school, its pupils and staff.
3. Overseeing the financial performance of the school.

It achieves this through a range of activities as outlined below.

Vision and School Development Plan

The governors have challenged the senior leadership team (SLT) to focus on strategic direction and were involved in the development of "The Talbot Child". This set out the ethos of the school to develop children with the skills and knowledge to lead a successful life. This ethos feeds into the culture of the school and is fully embraced by all staff and governors. The impact is a more focused and prioritised School Development Plan (SDP).

Governors ensure that the SDP is effectively costed and prioritised to address the strengths and weaknesses of the school as identified eg in Key Stage 1 and 2 results, Raise on Line and reports from external advisers. Governors challenge the leadership on a termly basis when progress is reviewed (see Teaching and Learning below). They also consider the School Self Evaluation Form (SEF) and challenge the Headteacher to ensure the evaluation is robust and justified.

Governors have encouraged more targeted provision and focus for specific groups and a focus on reasons for differences between mobile and stable pupils.

Governors also review school policies in a rolling programme to ensure they are current and reflect the school's ethos.

Governors themselves have appraisal and a Development Plan and attend regular training to ensure they are up to date and understand what is expected of their different monitoring roles. This has resulted in support and appropriate challenge of the senior leadership team.

The School's Improvement Partner reported in 2016 that "Since the last Ofsted the school has been well-served by its governing body...they know the school and its strengths as well as areas for development.....they regularly challenge the school and support in equal measures....actions in minutes are appropriate and directed largely towards school improvement.....the FGB meetings and its committee meetings are rigorous and robust."

Teaching and Learning

Each term governors hold a Review Day when governors spend the whole day in school holding leaders to account about performance in their area, reviewing their action plans, understanding assessment systems, undertaking learning walks and book scrutiny, and meeting pupils and parents. The aim is to ensure governors have an informed understanding of the performance of the school and can hold the leaders to account. This has resulted in changes to action plans and improved mutual awareness of roles and issues.

A formal Standards Committee is convened at the end of the day, here governors receive data on progress and attainment including projections of likely outcomes for the year and will especially challenge where performance is not at national level or shows a change from projections. This has resulted in changes in the way data is presented to improve governors monitoring role. The minutes evidence that governors do challenge and this has been confirmed by the school's Improvement Partner.

Each governor also becomes a Link Governor with priority areas eg Safeguarding, Pupil Premium , SEND, KS1 and KS2, Health and Safety, PTFA. This means regular meetings with Leaders to monitor particular aspects of this work and report back to the Governing Body.

Financial Performance

Governors approve the annual delegated budget which is presented to them by the Business Manager explaining any changes and projections, they also review during the year and over/underspends carefully questioning the reasons and identifying any areas for virement to ensure that the school receives maximum benefit from its budget. At the end of the year governors consider whether how best carry-over funds might be utilised to support

continued pupil achievement. Governors ensure that contracts represent best value by tendering and other methods.

Reports on maintenance of the school and grounds are regularly presented to governors for them to review scope within the budget for improvements or savings. A link governor for Health and Safety undertakes inspections of the school to ensure compliance with policies and bring to the Headteacher's attention any concerns.

Governors robustly consider any pay review recommendations for staff and only approve if they comply with the full requirements Pay Policy and support school improvement. Governors agree annual performance objectives for the Headteacher and review evidence of progress in meeting them. Governors expect performance objectives for all staff to be challenging and to reflect priorities in the School Development Plan. This has resulted in a strict control of salary reviews and a clear link between salary and performance.

Safeguarding

We have a nominated Safeguarding Governor who meets the safeguarding team on a termly basis to monitor and validate policy in practice. She reports termly to the Governing Body. Talbot has had positive audit reviews by the local authority.

Pupil Premium (Disadvantaged Pupils)

This is a priority area for the governors to ensure that the Pupil Premium budget is effective in closing the gaps in achievement between PP children and non-PP children. This is achieved through monitoring of the Pupil Premium action plan which sets out the various initiatives and interventions to support these children. Pupil Premium governor has persisted in his challenge to ensure impact evidence of interventions is evident and less effective interventions are reviewed. The action plan now includes measureable outcomes for each objective. This also helps in making decisions about future budget allocations.

The PP governor meets termly with the Deputy Head to review progress, to challenge data and to accompany him at Network meetings with other local schools to share practice. Special attention is currently being given to

interventions for More Able pupils, Reading and the use of intervention impact sheets.

General

The Chair of Governors knows the school well, she is also a parent and sets high standards of all. She is on the local authority Education Scrutiny Committee.
New governors have focused on developing closer relations with parents. This has resulted in the PTFA increasing in volunteers and them taking workload from the teachers for fund raising events.

26 April 2017