

## **Governors' Impact Statement 2019**

*'The governing board holds you (head teacher) and senior leaders to account effectively and plays its strategic role well. Governors, like you, are forward thinking and determined. They are, rightly proud of the drive to address the school's weaknesses and are committed to seeing that all groups of pupils make rapid progress in all subjects. They share the confidence and positivity that is visible in both staff and pupils. You and your staff also have the respect and support of parents and carers. A very large majority of the many who responded to Parent View said that the school is well led and managed and that they would recommend it to others. As one explained, 'Mawsley Primary School employs wonderfully committed teachers who connect so well with the pupils. My son is very happy there. The school is a very important focal point of the village and it lives up to the expectations placed upon it.'*

*HMI Short Inspection January, 2018*

And why, you may ask, has the writer left the above words in our Impact Statement for this year? Well, you will have read our Annual Statement so you will see that the essence of what is contained in the above is echoed in comments made in our most recent Ofsted Report from October, 2018. You will also have noted that our focus for this year is very clear indeed. While we are acknowledged to be 'forward thinking and determined' and most recently in our Ofsted Report, 'Ambitious, committed and reflective' we need to further develop 'our understanding of the school's assessment information so that we are better able to challenge leaders about pupil outcomes.'

As lay volunteers we work with our professional colleagues to ensure that our pupils become the best possible people they can be and excel in their learning. We know that our pupils are supported and well-led by an enthusiastic, professionally competent and motivated staff. They always go the extra mile. We all work together in a productive, safe and supportive environment and have high expectations.

Together with our parents and carers we ensure that our school is a safe and a fun place in which to learn and celebrate our achievements. It is also a place where everyone's health and wellbeing is a top priority.

We are always seeking ways to improve and to learn more about pedagogy and we publish relevant information to all interested parties.

### **School Improvement Plan/Post Ofsted Inspection Plan 2018-2019**

Our School Improvement Plan/Post Ofsted Inspection Plan is based on priorities identified from data, the school's self-evaluation, our local authority and Ofsted priorities. The plan is discussed, carefully researched, monitored and reviewed each term. It changes over time to meet the needs of our children. The Improvement Plan has been written drawing on the analysis of the school, our Ofsted Report, parent questionnaire, monitoring visits and discussions with governors.

Under the leadership of our new Head and our new Senior Leadership Team, the Current targets (2018-2019) for our school development plan are set out in our recent Ofsted Report. They continue to be our targets for this academic year.

**Target 1: To improve the effectiveness of leadership and management by ensuring that:**

- Leaders are supported in gaining the necessary skills to monitor and improve the quality of teaching and learning in their areas of responsibility.
- Leaders and governors monitor and evaluate closely the impact of additional funding received by the school for disadvantages pupils and pupils who have SEN and/or disabilities, so that these groups of pupils make stronger progress.
- Governors are skilled appropriately to be able to provide leaders with effective challenge and support, particularly regarding pupils' outcomes.
- We rigorously and regularly review records for attendance and safeguarding concerns making certain that they are precise, accurate and detailed.

**Target 2: To improve the quality of teaching to strengthen pupils' progress by ensuring that**

- Teachers use assessment information effectively to set pupils work that provides sufficient and appropriate challenge, particularly for the most able.
- Teachers develop their questioning skills, so that they consistently check and deepen pupils' knowledge and understanding.
- Teachers' subject knowledge is secure, particularly in mathematics.
- Teachers provide more opportunities for pupils to apply their mathematical skills in problem-solving and reasoning.

**Target 3: To improve pupils' personal development, behaviour and welfare by:**

- Reducing the proportion of pupils who are regularly absent from school, particularly disadvantaged pupils, so it is below the national average.

**Target 4: To improve the quality of the early years' provision by ensuring that:**

- Leaders provide children with more opportunities to practise writing outdoors.

**Monitoring Visits/Learning Walks**

We visit the school regularly. We take part in monitoring visits/learning walks, help with a variety of events including school trips, help the Senior Leadership Team with day-to-day challenges and attend school events and lots more besides. You will see from other information about our roles and responsibilities that we are linked to specific subjects/areas and have direct and purposeful contact with staff leaders and our children, including the very active members of our Pupil Parliament.

**Examples of our impact include:**

- Visiting the school to investigate, develop and implement Safeguarding and Health and Safety Policies and practices which ensure that our school environment is a positive and safe place.
- Working with the Senior Leadership Team to develop and implement policies on Pupil Premium to ensure that our budget is used wisely and well and that targeted interventions improve outcomes.
- Engaging with Senior Leaders to check that we continue to have in place effective ways of monitoring the health and wellbeing of our children and staff

We are also acutely aware of the need to record everything we do.

**Policies**

Governors review all relevant policies to an agreed timetable to ensure that all guidance is current and up to date.

We pay particular attention to making sure that the school complies with the Department of Education mandatory policy list and the Local Authority recommended list.

**Data analysis**

Data is made available to governors regularly through the Full Governing Board meetings and the various committee meetings. We therefore have sufficient data to be able to challenge, support and resolve issues where appropriate. Through further training, which has taken place this year we will become more skilled in data interpretation. A governor with ICT/data expertise shares his knowledge and helps to 'demystify' the data.

Pupil progress across all ability groups including vulnerable groups is scrutinised, as is the effective use of Pupil Premium. A governor has oversight of Pupil Premium, LAC and Sports Premium.

**Financial Management**

This is one of the most important aspects of our work and our impact ensures that the budget is properly managed and improvements are effective and continuous. Governors complete the SFVS skills audit and attend Finance Training every year. This ensures that the correct level of scrutiny is applied to the accounts and that the school is moving forward even during times when budgets become tighter and other factors impact on the school budget too.

### **Examples of our impact on school improvement include:**

- Involvement in the provision of more ICT throughout the school to improve the network and introduce new and upgraded hardware.
- Long term planning for school improvement and on-going upgrades to include things like new doors, new technology new equipment.
- Involvement in the planning, purchase and siting of new playground equipment.
- Involvement in the purchase and siting of an outdoor classroom – ‘The Cabin.’ – now up and running.
- Involvement in the planning and launch of ‘Wrap-Around Care.’ This is proving to be a successful venture.

### **Staff Recruitment**

Governors are involved in the recruitment and selection of teaching and support staff and use the appointment process to ensure that we do our best to appoint high quality staff who share the school’s aims and own its values. Nationally, the recruitment and retention of teachers is a concern and government and teacher organisations are continuing their dialogue in an attempt to address this issue. A good/outstanding teacher is a very valuable commodity. The head teacher and chair are trained in Safer Recruitment. Other governors will undertake Safer Recruitment training during this academic year.

As mentioned in our Annual Statement we have spent considerable time in discussions this year re: staffing, our budget and falling rolls.

We are continuing to work with the Inspire Teaching School to offer places for teachers in training and to provide quality CPD for staff and governors. We are also using other providers too. The training needs of middle and senior leaders have also been a priority.

### **Governor Meeting Attendance**

There have been five full governing board meetings in 2018-2019. There have been five Finance and Resources Committee Meetings and three Teaching, Learning and Outcomes Committee meetings.

There are many other meetings which take place throughout the year between us and our professional colleagues and the Senior Leadership Team. We have also engaged in the following and have had lots of other opportunities to listen and talk to our stakeholders:

- Assemblies to celebrate achievements and our school values
- Christmas events – Christmas plays
- Working with the Friends of Mawsley School (FOMS) at the Christmas Fayre, Spring Fayre, ‘Party in the Park’

- Working with the Parish and Borough Councils and Highways Department to continue our discussions on Road Safety in our village. The Parish Council has funded the purchase of a VAS unit to monitor vehicle speeds and volumes of traffic. This is now in use. We will continue to remind everyone about Road Safety and liaise with our CPSO
- Staffing matters
- Our contributions to the school newsletter
- Further discussions on academisation
- Throughout the year to take every opportunity to celebrate success

Governor attendance is generally good and any absences have been explained, accepted and approved by the board. Generally the level of commitment shown by governors is good, given that the majority of the Board are in full time employment and have young families and other responsibilities. Each year we evaluate what we do and are aware of the many demands made upon us by government. Governance is a growth industry! It is becoming more difficult to attract governors and to retain them. We currently have two governor vacancies. Ensuring on-going commitment to the school is crucial for good governance.

#### **Governor Training for the year 2018-2019 includes the following:**

New governor training, Finance Training, Financial accountability – linking finance to outcomes for pupils, Prevent Training, Pupil Premium Provision, Procedures and Practices – Legal Roles and Responsibilities of Governance, DATA, School Development Planning, The Effective use of Finance to Support School Development, Support and Challenge; Staff Wellbeing; Performance Review, School Self Evaluation, Supporting and Leading teams, Ofsted readiness.

#### **Impact Statement – review**

The changes to the membership of the governing board have enabled governors to look afresh at their roles and responsibilities. Governors will continue to question and challenge school leaders appropriately and have a better and deeper understanding, through additional training, of our school and know the areas for improvement if our pupils are to progress in their learning and achieve good outcomes.

#### **And we leave our readers with the following extracts from our January and September Inspection Reports:**

##### ***HMI Short Inspection January, 2018***

*‘Pupils’ positive approach to their work is reflected in the school’s motto, ‘Think it, learn it, believe it, achieve it!’ The school is a friendly, learning focused environment where pupils work hard and try their best. During my visit I saw pupils co-operating positively and sharing their ideas. They spoke eagerly about their work together. I saw no disruption or disengagement from learning by pupils whatsoever. Pupils’ attendance is above the national average.’*

**HMI Inspection Report, September, 2018**

*'Pupils are proud to be a member of the school. They are confident and self-assured, co-operating effectively with others and showing staff and their peers, equal respect. Equality and diversity are deep rooted throughout the school.'*

*At Mawsley Primary School all are made to feel welcome and people's uniqueness is celebrated. Pupils' learning regularly explores equality and diversity. Pupils are confident in challenging any intolerant behaviour or views. They are in no doubt that 'Everyone is the same and no one is better than another.'*

We are looking forward to the year ahead with optimism and are proud of our progress since our last inspection. We are very fortunate in having such a dedicated team working with our children and our families.

Governing Board  
September 2019