



# Governing Body Impact Statement

The role of the Governing Body is a key part of the leadership of our school, albeit one that is often not fully understood by stakeholders in the community.

The government has high expectations of governing bodies. They are the strategic leaders of our school and have a vital role to play in making sure that every child gets the best possible education.

In all types of schools, governing bodies should have a strong focus on three core strategic functions:

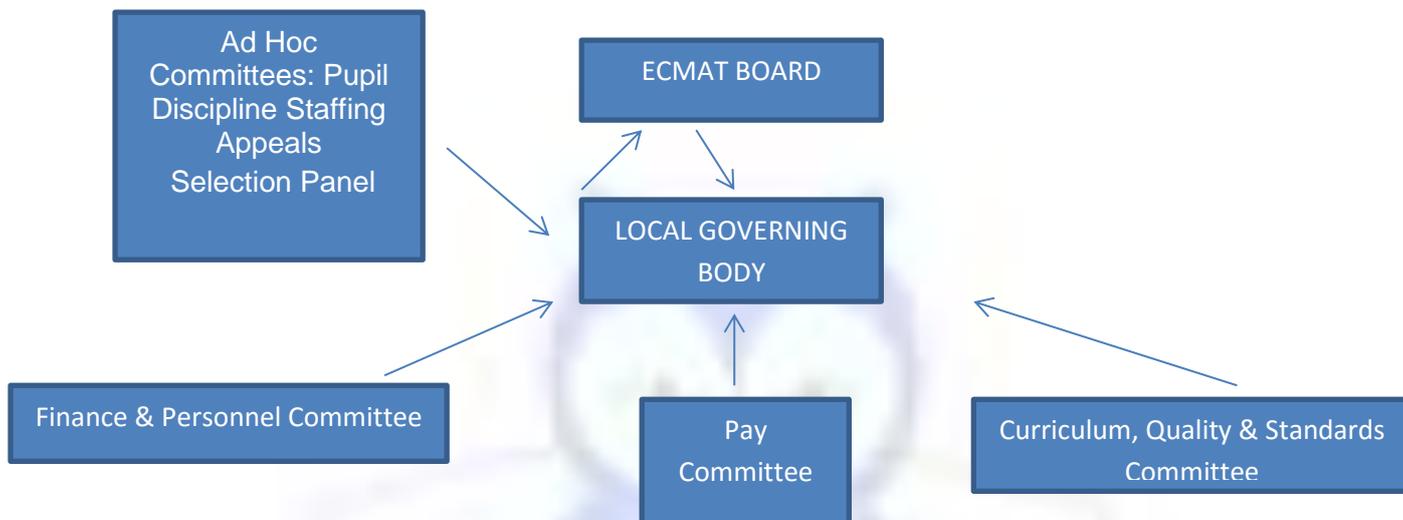
- Ensuring clarity of vision, ethos and strategic direction
- Holding the Head Teacher to account for the educational performance of the school and its pupils, and the performance management of staff
- Overseeing the financial performance of the school and making sure its money is well spent.

The governors bring a wide variety of experience and expertise to the school, and this helps ensure that the school is moving forward and standards are constantly raised in a way that is in line with the overarching ethos and vision of the school.

This impact statement summarises our role in the development of our school and its pupils over the past year, and provides an opportunity to be transparent about what we do.



**REASIDE ACADEMY 2016/17**



**CONSTITUTION**

The Governing Body at Reaside Academy consists of:

- The Head Teacher
- Two staff governors
- Three Community governors
- One parent governor
- One Education Central Multi Academy Trust governor

In addition to the Full Governing Body meetings, we also have the following committees:

- Finance & Personnel Committee
- Pay Review Committee
- Curriculum, Quality & standards Committee



- The Chair of Governors meets with the designated ECMAT representative to review the Head Teachers performance
- Committees to review pupil exclusion, hearings and appeals are convened on an ad hoc basis as the need arises

### **GOVERNOR VISITS**

All governors visit the school regularly as part of the monitoring of the School Improvement Plan and of specific subjects. Feedback on all visits is given to the Full Governing Body meetings and this allows all governors to be kept informed about progress, and also to be aware of any concerns that need to be addressed.

### **LINK GOVERNORS**

Link governors are assigned to oversee key areas within Reaside Academy. This includes governors responsible for overseeing pupil premium spend and impact, safeguarding and Special Educational Needs (SEN). Subject matter experts on the governing body include SEN leads, chartered accountants with experience of academy finances, data and understanding educational attainment & progress.

Link LGB members regularly report back to the Local Governing Body, making recommendations where appropriate, either via LGB committee or full Governing Body meetings.

### **CLERK TO THE GOVERNORS**

At Reaside academy we employ the services of a professionally accredited clerk. They are responsible for arranging full Governing Body and Committee meetings. They record the minutes of all Governing Body meetings. They also provide advice and guidance to the governing body on governance, constitutional and procedural matters.



## **GOVERNOR TRAINING**

All members of the Governing Body receive training and attend events run by external bodies; this allows us to keep up-to-date with our responsibilities with regards to the latest requirements and expectations, as well as local and national Best Practice.

## **IMPACT OF THE GOVERNING BODY**

### **1. School Development Plan**

We have played an important role in the development of the School Improvement Plan, and the monitoring of its progress throughout the academic year. This year our focus has been on the following areas:

1. To ensure good or outstanding teaching throughout the school. **(Ofsted issue 1)**
2. To raise attainment & achievement by demonstrating good or better progress regardless of background or culture. **(Ofsted issue 2)**
3. To ensure that the quality of leadership is good or outstanding and has a positive impact on the achievement of pupils. **(Ofsted issue 3)**
4. To continue to improve the positive perception of Reaside Academy in the local community **(SDP issue 4)**
5. To ensure safeguarding policy is up to date and effectively and rigorously enforced. **(SDP issue 5)**

### **2. Achievement of Pupils**

Our focus in 2015/16 has been on improving performance in Key Stage 2.

Through our Governor Visits, Governing Body meetings, termly Head Teacher reports and on-going review of the quantitative data (e.g. the School Performance data, Ofsted



Dashboard and RAISE online) we know how the children are performing and where there are issues that need our input to address.

We look at the school's academic performance against annual targets and longer-term trends, and benchmark our performance against national data and local schools as well as that of similar schools. We use this information to constructively challenge the Head Teacher and other school leaders in order to ensure that any potential problems are addressed in a timely way and successes celebrated.

This ensures that throughout the year we know how we are performing against our priorities and targets.

### **3. Raising Standards of Teaching**

At the Full Governing Body meeting we review anonymised data showing evidence pertaining to the quality of teaching within the school; this includes feedback from classroom observations carried out by the Head Teacher and ECMAT Education Advisors, reports on the progress of specific groups of children and scrutiny of the children's books. Overall, this allows us to track progress against our target that 100% of teaching is good or outstanding.

The Pay Review Committee reviews the Head Teacher's evidence of staff performance against targets and uses this to determine the level of pay awards, if any, for individual members of staff

### **4. Head Teacher's Appraisal**

The Chair of the Governing Body carries out the annual appraisal of the Head Teacher in partnership with the ECMAT Educational Advisor; The Head Teacher is set specific targets against which performance is measured. The Head Teacher's performance is reviewed during the academic year and provides an opportunity to discuss areas of strength and weakness. The performance targets set are challenging and designed to impact upon the progress and attainment of pupils at Reaside Academy.



This process has been a key enabler in improving pupil achievement, teaching standards and the overall leadership within the school.

## **5. Staff recruitment**

The Governing Body have been involved in key areas of staff recruitment and retention. Staffing levels are reviewed at both full Governing Body meetings and Finance & Resources committee meetings.

Over and above the on-going review of staff performance, we pay particular attention to the performance and integration of newly recruited members of staff.

## **6. Financial Performance**

Every year we agree a budget based on the funding we receive from the Education Funding Agency (EFA) and allocate spend in line with the priorities in the School Development Plan.

At the termly Finance & Resources Committee meetings we review spend against budget in order to ensure that priorities are being focused on and that the financial sustainability of our academy is maintained. This year we have paid particular attention to the way in which the Pupil Premium Funding is being invested; more details can be found on our website .

We also plan and monitor capital investment in the infrastructure of the school. We are cognisant of the new build under the Priority Schools Building Programme and we are ensuring that funds are available to provide additional equipment once the build has been completed. This year we have, amongst other projects, invested in renewal of IT equipment, the building of a community room within the school and the enclosure of previously open plan classrooms to provide a positive learning environment.

We constantly review our policies, processes and systems in line with the recommendations set out in the Schools Financial Value Standard (SFVS). During 2015/16 we have reviewed



our audit process and implemented the following steps to ensure rigour in our oversight of finances.

- Authorisation of invoices (***chair to select a sample of 10 throughout the year***)
- Cash receipts reconciled. Ensure system to reduce risk of theft.
- Review of payroll for existence & against budget (***review of expenditure to budget via reports. Existence check sample of 5 to physical verification via learning walks***).
- Bank & control account reconciliations performed (***chair to review before financing meeting and sign schedule***).
- Agency staff – authorised and monitored (***monitored via meetings and minuted. Any new agency staff agreed by governors at meetings***)
- Staff expense claims – bona fide (***sample of 10 staff expense claims checked by chair for year to ensure bonafide***)
- Restricted funds. Ensure there is evidence funds have been spent in line with their terms.
- Related parties – declaration of interest at meetings & register of interests kept for staff and governors (***Covered via Clerk keeping register and minutes of meetings***).
- Reconciliation of funding received to the schedule of funding at the start of the year.
- Agreed to the accounting system. (***Covered via reporting system and copy of funding***).

## 7. Statutory Duties

We are very mindful of our statutory duties as a Governing Body and over the course of the year we have paid particular attention to Health and Safety requirements, staff and pupil welfare and Safeguarding.



### **Feedback on Governance**

During 2015-16 Reaside Academy was subject to a number of inspection visits by an ECMAT Education Advisor.

With regards to governance in particular, the Education Advisors said:

*“The Chair of the LAB continues to be very passionate and committed to his role. He has frequent meetings with the Headteacher and knows much about the day to day working of the school. New members have been drafted into the LAB and the resultant expertise gained has resulted in some good advantages. The Chair is fully aware of what the school needs to do to progress further and challenges the leadership to ensure that Reaside children exceed national expectations. He has already conducted a Learning Walk”.*

**October 2015**

*“The Chair of the LAB is very dedicated to the success of the school. A Vice Chair now has been appointed and the Performance Management of the Headteacher has been carried out in the presence of 3 LAB Members showing their commitment to the process. Training is on-going and the LAB have amended their Action Plan of improvement to reflect the suggestions made by HMI in November. There is challenge evident in the minutes and the HT keeps the LAB well informed”.*

**November 2015.**

- *The Chair of LAB is very knowledgeable about the school’s priorities and actions and initiatives that have been taken to improve provision and outcomes*
- *The Chair of LAB is very clear about the improvements that have taken place in the school over the last 15 months.*
- *He recognises the central role that the headteacher has taken in this transformation of the school, and the high quality leadership that she provides.*
- *The Chair of LAB is pleased with the new AHT team, and is confident that they will work effectively with the headteacher to continue to raise attainment and progress across the school*



- *The Chair of LAB demonstrates a good awareness of the need to support the headteacher's wellbeing*
- *He visits school at least twice per week and has a comprehensive spreadsheet recording the date, time and focus of every visit - a very useful tool and evidence base.*

**November 2015.**

- *Chair of Governors has an accurate understanding of the strengths and areas of development of the school.*
- *Identifies stabilising the staffing team as a priority for next year.*
- *Knows that teaching is consistently Good with one weaker member of staff because of detailed Headteacher's Reports, regular learning walks undertaken by all governors, discussions with the HT, and looking at books with the HT*
- *Identified the focus on presentation as having been successful*
- *Chair of LAB's information is also informed by external reports from the school's Challenge Advisor and ECMAT's Primary Advisor*
- *Chair of LAB is clear about what the school does to support teachers to become more effective whether they are weak or high performing - identified in-house CPD, ECMAT courses and specialist programmes*
- *Correctly identified the focus in school on Reading and the place of Accelerated Reader in addressing this - aware that initiative is being led by assistant headteacher.*
- *Rightly very complimentary of the headteacher's hard work, expertise and impact over her time at the school*
- *Sees headteacher as now driving forward setting expectations etc and expecting others to follow - Good*
- *Correctly identifies the dynamic nature of leadership of learning in the school now, how it responds to emerging information rather than sticking to plans set at beginning of the year.*
- *Chair of LAB is a real asset to the school - he spends a lot of quality time in school and has a very well informed and accurate understanding of the school*
- *He provides high quality support and challenge for the HT.*

**January 2016**

