



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:

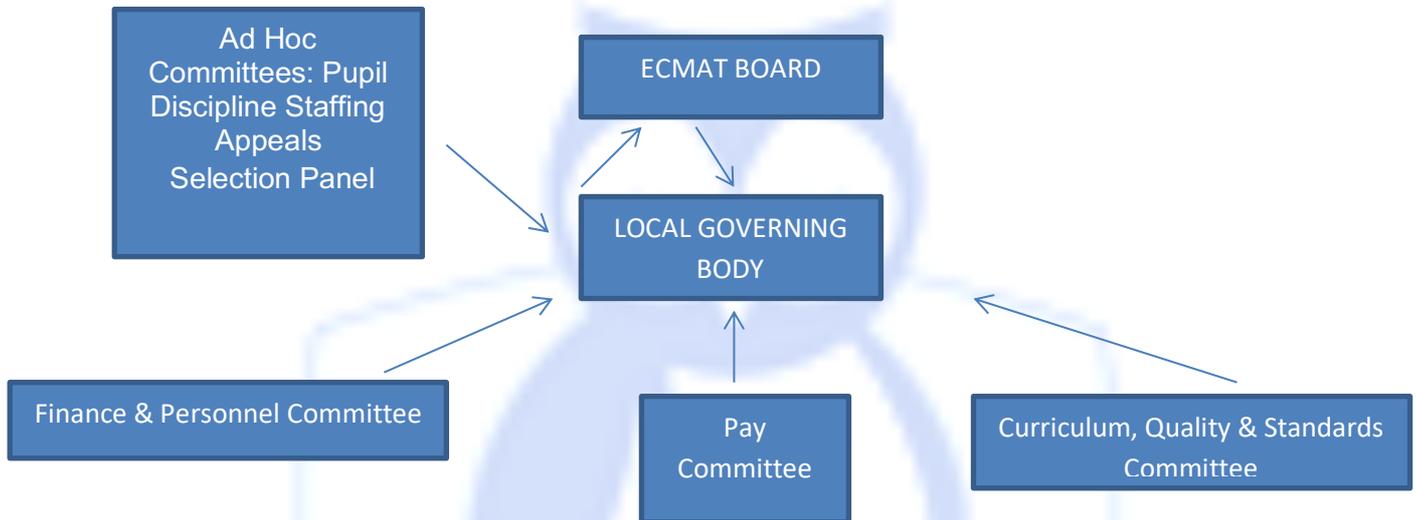
- ✓ Ensuring clarity of vision, ethos and strategic direction
- ✓ Holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance and management of staff
- ✓ Overseeing the financial performance of the school and making sure its money is well 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 2017/18



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.

The 4 key priorities for 2017-18 outlined in the School Development Plan are as follows:

- Key Priority 1 – Outcomes for pupils
- Key Priority 2 – Quality of teaching
- Key Priority 3 – Personal development, behaviour & welfare.
- Key Priority 4 – Effectiveness of leadership & management.

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 governors, 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 Development Plan, and the monitoring of its progress throughout the academic year.

This year our focus has been on the following areas:

- Key Priority 1 – Outcomes for pupils
- Key Priority 2 – Quality of teaching
- Key Priority 3 – Personal development, behaviour & welfare.



2. Achievement of Pupils

Our focus in 2016/17 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.

During the 2017/18 academic year Reaside Academy is set to become a Teaching & Learning partnership school with the specific aim of further developing and enhancing the standard of teaching to one of consistently good or better.



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 continued our investment in the renewal of IT equipment, the building of an inspire room within the school and the enclosure of previously open plan classrooms to provide a positive learning environment.

In anticipation of the forthcoming school rebuild under the priority schools building programme (PSBP) we have a nominated governor who will sit on the school build management board.

We constantly review our policies, processes and systems in line with the recommendations set out in the Schools Financial Value Standard (SFVS). During 2016/17 we have reviewed our audit process and continue to implement 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

The November 2016 Ofsted inspection of Reaside Academy made the following observations in relation to governance at the school:

- The local governing board has a good overview of the school. Governors make sure that they are well informed about the progress of different groups of pupils, and how this reflects the strengths and weaknesses of the school. They check on the expenditure of the additional money provided to support particular groups of pupils, and evaluate its impact. Governors make sure that the school works within its budget.
- Governors are determined to continue with the improvements achieved since the last inspection. They are enthusiastic but not complacent, and are seeking to add to their effectiveness. Governors have recently recruited a governor with a financial background to support the school. In general, governors are well trained, but acknowledge that they should have a more precise awareness of how to interrogate information about pupils' academic performance.
- The local governing board regularly makes sure that the school's procedures keep pupils safe in all respects. Governors ensure that the right checks are made on all staff who work at the school or otherwise come into contact with children.
- Governors involve an academy trust representative in their management of the headteacher's performance so that decisions about her role are well founded. They provide an independent perspective on the pay and performance of other staff