

## **Windsor Park Middle School Governors' Impact Statement 2018-2019**

### **Overview of Governance at Windsor Park**

The Governors have responsibility for the governance of the school. We are responsible for setting the overall objectives and ethos of the school, and we ensure that the school is properly managed in a manner which strives to achieve those objectives in conformity with that ethos. We support the Headteacher in her management of the school and in establishing and maintaining high standards of learning and behaviour within the school.

We monitor and evaluate a wide range of matters covering the whole of school life. These include the general and financial management of the school; the delivery of the curriculum taught in the school; the progress and attainment of pupils in key subjects measured against local and national standards; the provision of teaching to those pupils with special educational needs; the school's special responsibilities as a Church of England school; compliance with all health and safety standards; and the provision of child safeguarding and behaviour standards in the school.

Our work is strongly aligned to the three core functions of a Governing Body namely:

1. Ensuring clarity of vision, ethos and strategic direction
2. Holding the Headteacher to account for the education performance of the school and its pupils, and the performance management of staff
3. Overseeing the financial performance of the school and making sure its money is well spent

### **Development of the Governing Body during the Year**

In order to strengthen our ability to deliver the three core functions, during the course of the year, the Local Governing Board ("LGB") moved to a structure of link governance arrangements in line with school priorities; Creative Learning, STEM, SEND, Pupil Premium, Foundation/Pastoral, Careers, Data Protection, Safeguarding, Pupil Premium, HR and Finance & Premises. As a result of this, the Governors have developed an effective model for the monitoring across these areas.

As link Governors, we have regularly visited the school and the areas we are linked to (including talking to pupils and staff and visiting lessons) which has given us first-hand opportunities to gain an accurate view of the school's performance. These individual areas are then discussed collectively during full LGB meetings.

We have ensured that the LGB includes a staff representation, which gives the us a helpful insight, from a teacher's perspective, into a wide range of issues and in particular in relation to curriculum and staffing matters.

During the course of the year we conducted a skills audit to ensure link governance was appropriately aligned to the relevant LGB member and also to inform future recruitment to the Governing Body.

## **External Review of Governance**

During the course of this year, we also participated in an external review of governance undertaken by Entrust on behalf of the Utttoxeter Learning Trust.

That review concluded “The Ofsted Inspection would classify this as an effective Governing Board and evidence seen would triangulate with that judgement. It is apparent that statutory work is being done and a vast amount of additional work. Data is a very definite strong point and Governors can demonstrate that they hold the Headteacher to account.

It is apparent that a considerable amount of work is being done by the Governing Board and all Governors are highly committed people who are devoted to ensuring the long-term success of the children. It is apparent that the School is compliant in all DfE requirements and fulfilling its statutory duties. The Governing Board as a whole have a strong desire as to the success of the School and work hard to drive the School forward.

It is plainly obvious that all Governors are committed individuals who work tirelessly for the ongoing success of the school. Windsor Park Middle School is a special place where the community and faith ethos is very strong. It is clear that there is a real desire for children to perform well and the educational experience is extremely good. All Governors are committed to the educational performance of the children but the direction of travel within governance is towards a much harder corporate business model”.

## **Training**

All members of the Governing Body receive training. In 2018-2019 the Full Governing Body had training in various subjects, whilst Individual Governors have also undertaken training in a number of areas including, and all new Governors have attended induction training.

This training has assisted the Governing Body in keeping abreast of key developments and requirements also equips Governors to support and challenge the school in its provision of education to pupils and to monitor and support the administration of the school.

## **Monitoring the School Development Plan (SDP):**

The Governors have worked co-operatively with the Headteacher and senior management in identifying priorities for school improvement and in preparing, and then monitoring, the School Development Plan (SDP). The SDP sets aims for the forthcoming year and is of particular importance in establishing the highest standards possible in educational attainment for children throughout the school.

The SDP is set out with clear aims, the key tasks which should be completed in order to achieve these aims, and the success criteria by which outcomes can be measured. The SDP is monitored and reviewed termly, with an evaluation overview being completed and presented to the Governors within the report which the Headteacher makes to each meeting of the Full Governing Body.

The key objectives of the School Development Plan 2018-19 were:

## **Effectiveness of Leadership and Management**

- To ensure that leaders, managers and governors create an ambitious vision and culture of high expectation

### **Teaching Learning and Assessment**

- Focus on high quality, high impact classroom practice

### **Personal Development Behaviour & Welfare**

- To inspire pupil's commitment to their learning, show pride in their achievement, be confident and self-assured learners

### **Outcomes for Pupils**

- Raise attainment and improve progress across all subjects, year groups and sub-groups (particularly in Reading, Writing and Maths)

Each of these areas included a number of detailed priorities – with 4 **key** priorities identified for particular focus:

1. Ensure all systems are GDPRiS compliant
2. Ensure that all teachers and support staff have high expectations of students and provide appropriate stretch and challenge to meet their individual needs and abilities both in, and out, of the classroom
3. Raise attainment (at least in line with national figures where applicable) overall across all subjects, year groups and sub-groups and diminish the difference for PP students
4. Quickly identify and address underperformance particularly in reading and mathematics.

We also hold and operate a Governance Development Plan (GDP) which aligns and operates alongside the SDP.

### **Progress and attainment of pupils**

The Headteacher and teaching staff use a range of standard assessment methods to measure the progress and attainment of each child in the school. At key points attainment levels are measured by external assessment. Progress and attainment data for all groups of children across the school is monitored and analysed via the relevant Link, as well as by the full LGB. Data is focused on reading, writing and maths. It records the extent to which children are making expected progress, are progressing in their learning to a greater depth of knowledge, or are falling behind expectations. Analysis is carried out by looking at a variety of different groupings within the school, including year groups, classes, children categorised as disadvantaged, children qualifying for special education needs support, more able children, and boys/girls. The data analysed includes performance in national tests (including relative performance against national results) and data recorded internally within the school.

In consequence of this detailed review of progress and attainment, the Governors are aware in detail of how children are performing and where there are performance issues; they are equipped to ask challenging questions to ensure that any identified problems are addressed in a timely manner. This ensures that the Governing Body know throughout the year how the school is progressing towards the school's priorities and targets.

Governors are all familiar with Ofsted performance measurements which enable them to benchmark the school's performance against other similar schools and against national performance data.

### **The school's Christian character**

As a Church of England foundation the school is required to comply with the terms of its foundation deed, and generally to ensure that it provides a broad education in the context of a school community which upholds Christian values. The school's Foundation (and relevant Link) Governors have principal responsibility for this area of school life, but they enjoy the support of all Governors.

### **Finance, Premises and Equipment**

A particular focus this year has been a forensic approach to ways of save money – whilst not affecting the outcomes of pupils. This has resulted in a variety of different ways of working and cost-saving including: sharing with other schools in the “MAT”; renegotiating contracts such as reprographics and broadband.

The LGB has also overseen significant refurbishment works over the course of the year, ensuring that the effective operation of the school has not been impacted as well as ensuring that Health & Safety and Safeguarding issues have been fully considered.

The school receives sports funding, and the expenditure of this funding was reviewed to encourage greater levels of activity across the whole school.

### **GDPR**

An important focus in the course of the year was to ensure that the school is fully compliant with the new General Data Protection Regulations, which impose wide-ranging and stringent requirements as to the way in which the school, and those it deals with (such as suppliers) stores, manages, and uses personal data, and the protections which the school has in place to maintain privacy in respect of such data.

### **Informally Supporting and Observing the School**

Over the course of the year individual Governors have taken the opportunity to visit the school and observe school life informally in many different ways: by listening to children read; by attending collective worship and services in church, sports day and other events; by accompanying children other outings and school trips. In this way the Governors have observed the range of activities which are carried out in the school and the breadth of the wider educational provision within the school.