

Windsor Park CE Middle School

Governors' Impact Statement 2019-2020

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, and we operate in tandem with the management and Trustees of the Uttoxeter Learning Trust in line with our scheme of delegation.

We monitor and evaluate a wide range of matters covering the whole of school life. These include: general and financial management; quality of education; progress & attainment of pupils in key subjects measured against local and national standards; the provision of education for SEND (Special Educational Needs & Disabilities) students; the special responsibilities of a Church of England school; compliance with all health & safety standards; and, the provision of child safeguarding and behaviour standards.

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

- Ensuring clarity of vision, ethos and strategic direction
- Holding the Headteacher 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 money is well spent

The Key Governance Priorities for 2019/20 were to work closely with the SLT to support and monitor delivery of the agreed improvements in the SDP, but in particular:

- Raise attainment and improve progress across all subjects and year groups in Reading, Writing and Maths, with a particular focus on Reading and also outcomes for our SEN and PP students
- Ensure that the whole school has a commitment to, and collective responsibility for, the Wellbeing of Staff and Students
- Ensure that the curriculum is ambitious and designed to give all learners the knowledge and cultural capital they need to succeed in life

Development of the Governing Board during the Year

To continue our ability to deliver the three core functions the LGB (Local Governing Board) has maintained a structure of link governance arrangements in line with school priorities. These have been reviewed across the year and are now: Creative Learning, STEM (Science Technology Engineering & Maths), SEND, Foundation, PBDW (Personal Behaviour Development & Welfare), Pastoral & Wellbeing, Careers Guidance, Data, Data Protection, Safeguarding & Prevent, Pupil Premium, HR and Finance & Premises. This structure means the Governors have an effective model for monitoring these areas and communicate, via the SRB (School Representation Board), with the Board of Trustees.

As link Governors, prior to the Covid-19 restrictions, we regularly visited the school and the areas we are linked to (including talking to pupils and staff and visiting lessons) which gave us first-hand opportunities to gain an accurate view of the school's performance. Since Covid-19 restrictions were imposed these communications have remained firmly in place via virtual media or telephone. For

these individual areas link reports are submitted prior to each meeting and then discussed collectively during full meetings (via Zoom).

We have ensured that the LGB continues to include 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 once again 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 Board.

Training

All members of the Governing Board receive training. In 2019-2020 the full Governing Board had training in various subjects, whilst individual Governors have undertaken training in a number of areas and all new Governors receive induction training.

This training has assisted the Governing Board to keep abreast of key developments and requirements. It also equips Governors to support and challenge the school in its provision of education to pupils, as well as monitoring and supporting administration of the school.

Monitoring the SDP (School Development Plan):

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 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 LGB.

The key objectives of the School Development Plan 2019-20 were:

1.	Effectiveness of Leadership and Management
1.2	<i>Ensure a Christian ethos and culture is embedded across the school community; enabling children to flourish and realise their full potential.</i>
1.5	<i>Ensure whole school has commitment to, and collective responsibility for, a high standard of Health & Safety and Wellbeing</i>
2.	Quality of Education
2.2	<i>Embed a culture of numeracy and literacy across the curriculum promoting high expectations and consistently high performance.</i>
3.	Behaviour and Attitudes
3.4	<i>Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education.</i>
3.5	<i>Student wellbeing is paramount</i>

To ensure progress and attainment with all these key objectives, Governors have:

- ✓ Conducted fortnightly head teacher/chair meetings
- ✓ maintained strong link communications
- ✓ shared their findings at full LGB meetings to allow further scrutiny amongst peers
- ✓ used challenging questions during full LGB meeting (see minutes)

- ✓ have challenged via bespoke meetings with the Headteacher (such as safeguarding)
- ✓ have visited school to see evidence first hand
- ✓ have requested evidence in written form

We also hold and operate a Governance Development Plan (GDP) which aligns and operates alongside the SDP. The purpose of this plan is to ensure that governance is robustly led and managed, and ultimately provides a framework for the highest challenge, scrutiny and support of the school.

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 is 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. External data is focused on reading, writing and maths, whilst in-house data tracks all subjects across all year groups. External data measures 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, gender and children qualifying for special education needs support. The data analysed includes performance in national tests (including relative performance against national results) and data recorded internally within the school. 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. At the end of the school year Governors are furnished with the national summaries for external data (IDSR and ASP) these are analysed and used to provide further challenge at the final meeting of the year and through the head teacher's performance management.

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 Board know throughout the year how the school is progressing towards the school's priorities and targets.

Through strong link governance and a high level of challenge from Governors, Windsor Park has once again see a strong set of results against local and national measures. WPMS continues the upward trend of the previous four years with notably strong results in:

Expected standard

- ✓ Read 11% increase to 81%
- ✓ Write remains strong at 90%
- ✓ SPaG 4% increase to 83%
- ✓ Maths remains strong at 86.4%

Greater depth

- ✓ Read 4% increase to 35.2%
- ✓ Write remains strong at 30%
- ✓ SPaG 11% increase to 39.8%
- ✓ Maths 5% increase to 33%

Pupil and Staff Wellbeing

We have regularly monitored and reviewed the staff wellbeing activities currently being undertaken within school, including the schools progress toward the Carnegie Centre of Excellence for Mental Health in Schools Award. Governors were also represented and involved in staff training on wellbeing.

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 and balanced education in the context of a 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. A particular focus has been preparing for the next SIAMs inspection and the Governors are actively supporting the school's ambitions to achieve excellence under the new framework.

Finance, Premises and Equipment

Once again, there has been a strong focus on cost control whilst not affecting the quality of education we offer. This has resulted in a variety of different ways of working and cost-saving, for example: funding for free CPD, taking advantage of economies of scale through the MAT and increased rental income. The school receives sports funding and the expenditure of this funding was reviewed to encourage greater levels of activity across the whole school.

Governors have played a role in applying for a second Condition Improvement Fund (CIF) bid and are fully aware of the implications if this bid is unsuccessful.

The PP (Pupil Premium) link governor works closely with the whole school PP lead to ensure PP funding is effectively spent to maximise impact (see school website for PP statement and impact report). As part of Governors' financial scrutiny, the use of year 7 catch up funding is also analysed for impact using students' data provided by the Mathematics and English teams.

Performance Management

Governors ensure that individual teacher's performance management targets are in line with the whole schools aims and ambitions as well as identified school development points. Governors check that teacher standards are met by all relevant members of staff. Where members of staff are due to progress up the pay spine Governors scrutinise the case studies individually alongside the presented evidence. Through regular meetings with the head teacher and mid-term reviews Governors check staff are on track to meet these key objectives and, if necessary, challenge under performance. Governors are aware of the impact that Covid-19 has had on this cyclical review.

Informally Supporting and Observing the School

Although more recently curtailed due to Covid-19, over the course of the year individual Governors have continued to take 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; by accompanying children on 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. This has enabled Governors to gain first-hand experience of the wider curriculum including enrichment and extracurricular activities to monitor the effectiveness of personal development within school. It has allowed Governors to sample how subject areas enrich the curriculum content via real life experiences in order to provide a high quality of education. By attending celebration events they actively participate in recognising and rewarding student achievement in all its forms.