

SBS Governors' Annual Impact Statement 2014-2015

GOVERNORS' ROLE

- The role of the Governing Body is an intrinsic part of the leadership of the school, although often unseen by parents and other community stakeholders. This impact statement is one way in which the Governing Body can explain their role in school leadership, the impact which they have had on school improvement and be transparent about their activities.

COMMITTEES

- The **Resources Committee** has worked with the Head and Business Manager to ensure that budget information is presented in a more accessible way, yet in sufficient detail for Governors to monitor progress and make effective decisions. It has allowed Governors to examine the data more intensely and question more knowledgeably. It has also meant that governors have a much clearer idea of and are able to ensure that funds are targeted in line with the School development Plan priorities. It was particularly helpful when discussing how the pupil premium funding is spent, as well as the feasibility of purchasing the Sports Cage and also the implications of developing a building plan for the new school extension project which Governors ultimately agreed to start phase 1 in the summer 2015.
- **The impact has enabled us to make important decisions about the developing the school with greater understanding and confidence.**
- At **Curriculum Committee**, Governors questioned Mrs George and the senior team on school performance data. Governors received specific information regarding the progress of **pupil premium** pupils and internal school data demonstrated each pupil's progress. In addition each cohort's results were examined and compared. This enabled Governors to identify where action was needed to be focussed and where progress and improvement was being made. Governors agreed that the high priorities for 2014/2015 should include: **Problem-solving in Maths; Learning of Able children; Reading; Thinking skills; Writing in the EYFS.** These were highlighted in the School Development Plan and were monitored throughout the year. **Pupil Premium** funding was discussed and Governors agreed how it was to be allocated to gain maximum impact eg focussed small group teaching in Maths and English, implementing a Lunch-time nurture group, appointment of a Pastoral Assistant. Governors' monitoring of these initiatives is ongoing. Governors were made aware of the Ofsted '**Governor Dashboard**' which gives them a quick overview of individual schools' progress and a means of comparing SBS school data with that of other similar schools throughout the country. Governors are satisfied that SBS continues to be a successful school and adds value to the pupils' educational experience.
- **This ensures that Governors can have an impact throughout the year on how the school is progressing towards the school priorities and targets.**

- The **Staff Appraisal and Pay Implementation Committee** met to decide on salary increases in line with the School's Pay Policy. Governors were provided with the evidence required from the various sources of ongoing Staff Performance monitoring. All eligible applications were approved.
- The **Head's Appraisal Committee** worked with an independent advisor (selected by the Chair and Head) to review and set future performance targets for Mrs George.
- **The impact of this is that Governors understand the areas of strength and weakness in teaching within the school and how (if any) weaknesses are being addressed. The different sources of data enable us to assess the information and ensure that conclusions drawn from various sources are consistent.**
- The **Chair** met with the **Head** on a regular basis for updates and discussion on a wide range of topics, including the school's expectations and management of specific pupils' challenging behaviour. She has supported the Head by attending meetings both in term time and holidays.
- **The impact is that the Chair has an ongoing view of life in school and the Head is able to discuss issues as they arise. Action, if necessary, can be taken without delay.**

GOVERNOR TRAINING

- All Governors attend ongoing Rochdale Governor training during the year as well as attending an extra termly 'informal meeting,' where Governors examine their performance. In the Summer term 2015, Governors invited a trainer into school to work with them on how to develop and improve their impact.
- **The impact of this is that the Governing Body are kept abreast of their responsibilities with regard to the latest requirements and expectations.**

SBS GOVERNORS' TARGETS 2014-2015

1 To improve Governor attendance at training sessions. We are very keen that all governors attend governor training throughout the school year to keep up to date with the changes in the Government guidance and regulation. A record of their attendance has been maintained and Governors have cascaded information from training to the full governing body.

2 To raise the Governor profile with Staff and Parents. Governors devised a parental questionnaire which was distributed at the Autumn term Parents' Evening and, following the analysis of the results, (*which were mainly positive*) Governors discussed any queries with the Senior Team. Feed-back was published on the school web-site. They also made themselves known at the Summer Parents' Evening and invited parents to comment on how they felt about their child's progress in particular and the school in general (*again, mostly positive*). Over the past year they have attempted to increase the use the web-site to help communicate their role as Governors of the School.

LINKS with STAFF

Each governor linked with an individual member of staff, and in some cases a class, throughout the year in order to broaden their understanding of teaching and learning at SBS and to see the school priorities in action. Several members of the Governing body attended school assemblies, the Remembrance Service, concerts and fairs throughout the year. Governors who had specific monitoring responsibilities for SEN, Safeguarding, Pupil Premium, Health & Safety, PSHE and Cared for Children, carried them out effectively by liaising regularly with the member of staff in charge and reporting back to the full governing body.