

St Aidan's VC Primary School

Governors' Impact Statement

March 2020

The Governing Body plays a crucial part in improving and developing the school and is responsible for:

- Ensuring clarity of vision, ethos, values 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 its money is well spent.

The main focus of St Aidan's Governing Body to help every student to achieve their potential and become independent learners and thinkers. We know that to deliver this the school must be well-led by a strong and ambitious leadership team, with motivated staff who all work together within an environment where they feel supported, valued and professionally challenged.

Our vision for every St Aidan's child is to "Inspire and prepare for life in all its fullness"

St Aidan's has six core values: community, sustainability, kindness, resilience, inclusiveness and peace. These values are at the heart of school life and the Governing Body is mindful of these values in its decision making.

In this statement we outline the work of the Governing Body, highlight specific areas of impact we have had on the school in the last academic year (2018/19), as well as our priorities for the current academic year (2019/20).

Governance Structure

The Governing Body consists of 15 appointed and elected Governors:

3 Foundation (Church) Governors;

1 Headteacher Governor;

1 Staff Governor;

5 Parent Governors;

4 Co-opted Governors;

1 Representative (local authority) Governor.

Currently all roles on our Governing Body are filled.

Governing Body Meetings and Committees

Full Governing Body Meetings are held 6 times each academic year, once each half term. All parents and staff are welcome to attend and observe the first part of these meetings. Governing Body meeting minutes are available from the Headteacher on request.

A wide variety of business is conducted at full Governing Body meetings:

- Governors receive a report from the Headteacher on all aspects of the running of the school, including quality of teaching and learning, attendance, behaviour, safety and staff training. Governors discuss this report and ask questions to challenge all aspects of the school's performance.
- Each of the Governing Body committees (detailed below) report back on the work they have undertaken and this provides an opportunity for other Governors to ask questions or discuss any aspect.
- At these meetings we also review progress against the School Development Plan, the School Financial Value Standards, Self-Evaluation Form and policies, both those passed by committees and those that need to be ratified by the full Governing Body.

- The Governing Body receives presentations from curriculum leaders for English, Maths and Science twice a year and uses these sessions to ask questions about the priorities for those subjects and progress being made towards them.
- The Governing Body receives reports from each of the Link Governors (see later) and has the opportunity to ask questions on the priorities and progress for each of the Foundation subjects or other specialist areas of responsibility, for example Inclusion, More Able children, Pupil Premium.

To carry out its many duties the GB is divided into three smaller committees that meet each half term:

Standards Committee

This Committee is tasked with following pupils' progress and achievement, ensuring the school provides a high quality teaching and learning experience and delivers a broad and balanced curriculum in keeping with the school's aims and national curriculum requirements. We analyse school performance data and review both internal and external data reports allowing us to track all groups of children within school and against other London schools and nationally. Governors ensure that they ask about the comparative progress and attainment of different groups including those targeted by the pupil premium grant, those with English as an additional language and the different ethnicity, gender, and ability groups. They ensure that the pupil premium grant is used to make a positive impact on the outcomes of disadvantaged pupils. They also keep under review the SEN policy, monitoring provision and ensuring that the school fulfils its responsibilities for pupils with special educational needs and with disabilities.

The Standards Committee is also responsible for staffing, which covers the quality of education and the professional development needs of staff; reviewing the staffing structure (teaching and non-teaching) at least annually in relation to the school development plan; reviewing the appraisal/performance management policy and how staff objectives and CPD are linked to school development priorities; performance management of the Headteacher; recruitment of new staff and the adoption, implementation and review of staffing policies and procedures to ensure that all principles of good and fair employment practice are adhered to and legal requirements fulfilled.

A more detailed understanding of the work of the Standards Committee can be found in the Committee Terms of Reference in the Governor Section of the school website.

An additional panel of Governors, with the support of an external consultant, meet annually to conduct the **Headteacher's Performance Management**.

Resources Committee

Governors on this committee are tasked with detailed monitoring of the school's finances. They ensure that school operates within the financial regulations of the local authority, school finance policies and procurement codes and complies with any DfE and SFVS (School's Financial Value Standard) requirements, responding to any issues arising from the audit of the school's accounts or annual SFVS review.

Governors hold the Headteacher to account for the financial performance of the school and scrutinise the draft and final school budgets. We are also joined by a Finance Officer who works with the Headteacher and School Administrator throughout the year.

The Governors bring a wide range of professional expertise to the school and this helps to ensure that budgets are effectively scrutinised, managed and appropriate steps taken to plan for the future. This committee is also responsible for Health and Safety, overseeing the maintenance and development of the school site and premises (with sustainability in mind) and ensuring that our pupils and staff learn and work in a safe environment.

An additional sub-committee linked to Resources is the **Pay Committee** which meets as required, typically three times per year.

A more detailed understanding of the work of the Resources Committee can be found in the Committee Terms of Reference in the Governor Section of the school website.

Care and Communication Committee

This committee is concerned with maintaining good communications and the health/wellbeing of the children and staff. They monitor the school's contribution to pupil well-being, their behaviour and safety, including promotion of healthy lifestyles and contribution to the wider community; They are also responsible for the maintenance and promotion of parental and community engagement.

The committee regularly reviews policies designed to promote good behaviour and discipline and monitor their implementation and evaluate outcomes. They also monitor pupil attendance and evaluate strategies designed to maximise it. They undertake an annual review of safeguarding procedures including the Child protection policy, monitoring and evaluating the effectiveness of them and making recommendations to the Governing Body to address any emerging issues. The committee also monitors and evaluates the welfare requirements of the Early Years Foundation Stage.

This committee is also responsible for reviewing the way in which the views of all key groups (pupils, parents/carers, staff and the local community) are taken into account. They gauge the opinions of parents, pupils and staff by preparing surveys including an annual questionnaire. They monitor parental engagement including statutory requirements such as the publication of information on the school website, publicising the complaints procedure, privacy notices and home-school agreement. They also monitor community links and community use of the school, and evaluate the school's contribution to promoting community cohesion.

A more detailed understanding of the work of the Care and Communication Committee can be found in the Committee Terms of Reference in the Governor Section of the school website.

A team of Governors responsible for the **religious character of the school** (St Aidan's is the only Voluntary Controlled Church of England school in the London Diocese) also meets to review this aspect of provision to pupils.

Governor Attendance

Attendance at full governing body meetings and committee meetings is extremely good and we have never cancelled a meeting because it was not "quorate" (i.e. the number of governors needed to ensure decisions are legally made). Attendance data for Governors is published on the school website.

Individual Governor Responsibilities

As well as sitting on committees, Governors have individual subject responsibilities (link governor roles) which, wherever possible, have some connection to their professional skills and expertise.

Link Governors meet with the school leader for their relevant area at least once a year. These visits focus on evaluating the subject against the School Development Plan. For curriculum subjects link governors assess the scope of curriculum coverage; the sequencing of the curriculum; how the subject is enhanced beyond classroom learning and identify key points and issues to report back to the Governing Body.

For 2019/20 Link Governor roles are:

Governor	Link Responsibility
Elaine Gutzmore	Health and Safety
Bryony Howe	Inclusion
Bryony Howe	Pupil Premium
Bryony Howe	BAME

Jetta Norton	Safeguarding
Jetta Norton	EYFS
Nick Buzzard	Music
Alan Burns	Computing
Sophia Jones	Art
Sophia Jones	DT
Alice Clay	History
Alice Clay	PE
Fr Ben Kerridge	PSHE
Fr Patrick Henderson	RE
Shuet-Kei Cheung	STEM
Shuet-Kei Cheung	Geography
Helen Froggatt	MFL (Languages)
Helen Froggatt	More able children
NB: Core subjects (English, Maths and Science) are each reviewed by the whole Governing Body twice a year.	

In addition to the formal visits Governors make to school, they also make numerous informal visits to attend assemblies, carol services, music concerts, school productions, sports days and other school functions.

Detailed below are some select highlights of work carried out by the Governing Body in **2018-19**:

- The Governing Body undertook a complete review of the School's vision and values – inviting input from pupils, ex-pupils, parents/carers, staff and governors. This thorough and inclusive process led to St Aidan's updating its vision and focusing on a smaller set of values that best represent what the School is trying to achieve for all its pupils. Foundation Governors worked closely with the Senior Leadership Team to embed the new school values.
- We held termly Governor Surgeries to give parents and carers the opportunity to meet Governors and raise questions or issues that are important to them. Governors acted on feedback regarding the school's induction process and RSE provision. The Governor Surgery process has been further reviewed to optimise it for 2019-20.
- Link Governor visits were completed for all curriculum areas. The role of the Link Governor was reviewed and further developed for 2019-20 to better reflect the new Ofsted framework.
- The Resources Committee worked hard to set a balanced budget, a very real challenge in face of the continuing squeeze on education funding. Despite this they were pleased to oversee improvements to the site and the IT provision providing a better learning environment for children. They also maintained a strong commitment to CPD funding for staff to ensure that their skills and learning continue to be strengthened to secure improvements in provision and outcomes across the school including:
 - ELSA and Eklan training aligned to SDP priorities around pupil well-being and becoming a communication friendly school
 - Two teachers, one in each key stage, earned positions as moderators for the local authority.
- Governors supported the school's ECO agenda through securing Saalex funding to change all lighting to LED.
- Governors challenged the Local Authority to review the budget setting process for schools and to deliver better transparency around SEN funding.
- The Care and Communication Committee followed up on suggestions made in the annual parents' survey and drove forward a new induction process for Reception children. They also evaluated results of the staff survey - 100% of staff agreed or agreed strongly that the school cared about their welfare. Days lost to staff sickness were significantly below the national average (ISDR report).

- The Standards Committee rigorously reviewed pupil progress and attainment across all pupil groups and SATS results were strong, particularly in KS1 where attainment of greater depth in reading and in maths was significantly above national and in the highest 20% of all schools in 2019 (ISDR report), reflecting the investment in programmes to support core subjects, such as Maths Mastery, Accelerated Reader and the Power of Reading, as well as ongoing investment in staff training. The committee debated and agreed priorities for the new academic year; and was also involved in appointing new members of staff, ensuring a full staff team was in place for the start of the academic year.
- Pupil premium funding was allocated to a number of areas to further close the gap between disadvantaged pupils and their peers – specifically offering free breakfast club places to remove barriers to attendance and punctuality; funding 1-2-1 support in maths; funding small groups interventions in literacy and maths; funding free educational visits to broaden experience and build cultural capital. Termly reports were made to the Governing Body to evaluate the effectiveness of provision.
- Governors worked effectively with the Local Authority, school leaders and our DPO (data protection officer) in dealing with parental complaints and grievances.
- At the end of the academic year Governors reflected on what we had achieved and what impact we had had. We completed a Governing Body 'health check' to review our strengths and inform areas for focus and development in the following year.

Strategic Direction and School Development Plan

Setting the strategic direction of the school is a vital role of governors. They support the Headteacher and senior leadership team in agreeing the school's priorities and strategic direction.

Governors continually monitor the School Development Plan (SDP). They receive reports from the Headteacher relating to the SDP and monitor the progress towards achieving targets and goals through evaluation of internal and external data and detailed discussion of children's progress and attainment.

Governors receive reports on the progress of each area of the SDP throughout the year including detailing the members of staff that were responsible for leading the progression, the methods used, the pupil outcomes, the timescale in which it was delivered, resources used to enable the progress, the success criteria and how and by whom it was monitored.

This information along with questioning and analysis of data helps to set the SDP for the following year.

The SDP 2019/20

Governors have approved the SDP for this coming year and its key areas for improvement across the school. The areas are as follows:-

- 1. Ensure St. Aidan's has highly effective curriculum provision**
 - Develop the role of the subject leaders to secure strong subject knowledge of curriculum progression and its implementation in the classroom
 - Review the St. Aidan's curriculum to ensure it has rigor and is coherent
- 2. All pupils to achieve high standards across the curriculum with the aim of closing the gap and being in line with the London Top Quartile (LTQ)**
 - To move to Educater as a means of monitoring standards and progress effectively in core subjects
 - To monitor pupil standards and progress effectively
 - To commit to the Haringey Education Partnership (HEP) pledge to raise the achievement of Black Caribbean and BAME pupils
 - To monitor pupils entitled to the pupil premium and ensure their attainment and progress rapidly approaches those of other pupils nationally and in our school.
 - Pupils to develop maths fluency through secure knowledge and application of times tables
- 3. Develop outstanding practitioners by evolving pedagogy through the application of research**
 - Develop St. Aidan's as a learning community in order to evolve our curriculum offer and its implementation
 - Embed the principles of being an Eklan communication friendly school
 - Teachers to achieve SAPERE level 1 and develop their pedagogy around P4C and learning through a community of enquiry

4. **Ensure the St. Aidan's Eco agenda develops an understanding and commitment to protect the environment**
 - Establish an agenda with clearly planned outcomes, led by the St. Aidan's Eco team, to promote relevant issues robustly through assemblies and our curriculum
 - Regularly review and progress towards the agreed outcomes, shared with the school community
5. **Become an adoption friendly school**
 - To develop our practice and policies to work towards the expectations of PAC-UK in becoming an adoption friendly school

Policies

Governors review all policies at appropriate committee meetings on a programmed basis to ensure that they meet the statutory requirements and that all guidance is relevant and up to date. Specific attention is paid to ensure that the school complies with the Department of Education mandatory policy list.

Training

As a Governing Body we buy into HEP Governor training package. This provides Governors with a range of training modules across the year. Additionally, all Governors have access to e-learning through The Modern Governor and The Key and external specialists are also invited in to train the whole Governing Body together for statutory training. New Governors are expected to attend the Local Authority's training for new Governors run by HEP.

Governors are encouraged to attend any training that is relevant to the SDP or their Link Governor responsibility in the first instance. Governors may also attend any training that is of particular interest to them. Governors are also invited to relevant training on staff INSET days.

In 2018-19 Governors attended training on a wide range of topics:

- Safeguarding and Child Protection
- Introduction to School Governance
- Health and Safety in Schools
- Audit training
- BAME
- GDPR
- Dyslexia
- Girls and Autism
- Termly governance briefings from HEP
- The Annual Governor Conference at HEP with training on BAME, Narrowing the attainment gap, Supporting emotional well-being and mental health.

Broader Contributions to School Improvement:

The St Aidan's Governing Body is committed to engaging proactively with the wider education agenda and to contributing to school improvement across the borough.

Our Chair of Governors is a Local Leader of Governance and the Chair of a primary schools' forum for other Chairs of Governors in the West of Haringey. She also sits as a Non-Executive Director on the HEP board. Another of our Governors supports schools and other Governing Bodies in Haringey by sitting on exclusion panels.

The Headteacher works as a consultant improvement partner for HEP, is the primary Headteacher representative on the HSCB (Haringey Safeguarding Children's Board) and is currently chair of the Hornsey and Stroud Green Network Learning Community.

How can you contact the Governing Body?

We always welcome suggestions, feedback and ideas from parents/carers. You can contact the School Office by email (admin@staidansprimaryschool.org.uk), by phone (020 8340 2352) or in person and ask to contact the Governors. Alternatively, you can contact the Chair of Governors directly via email chairgovernors@staidansprimaryschool.org.uk

Helen Froggatt, Chair of Governors, March 2020.