



Lambley Primary School
Governor Impact Statement and Annual Report 2016-17
www.lambleyprimaryschool.org.uk
Email: office@lambley.notts.sch.uk

At Lambley Primary School, our school motto is 'Reach For The Stars' and we use this to encourage our children to make the most of every opportunity and to strive to be the very best that they can be.

We aim to provide the highest possible standards of learning for all children, whilst encouraging them to become responsible and caring individuals who show respect for everyone. We provide as many varied opportunities as possible to ensure each child reaches their true potential and gains full and equal access to a challenging and creative curriculum.

Developing citizenship, environmental awareness and a healthy lifestyle are central to our core purpose. Our aim is for all children to feel safe, happy and healthy within our learning environment. We promote positive behaviour and attitudes through our 'Lambley Way', striving to develop kindness, fairness and understanding at school and in the wider community. We believe that this is achieved through working as a team and in partnership with parents and the local community. We also believe that the children play a significant part in achieving this goal by taking on positions of responsibility and making the most of opportunities on offer to them at Lambley Primary School.

We want to build on the good standards that have already been achieved within school and it is our desire to build capacity for further improvement, offering the best education possible for the children. The staff at Lambley are caring, dedicated and experienced, and try to achieve the very best from your child whether it be educationally, morally, spiritually or physically. The fulfilment of this aim we hope will be seen in the children, who will be well behaved, respectful, have good manners and have an excellent attitude to work.

We also believe strongly that education is a partnership between the School, parents/carers and pupils.

To achieve their objectives, governors too must continually evaluate the role they have played within the life of the school, and publish relevant information to all interested parties.

This statement and report are part of that evaluation and publication process.

Governing Body Self Evaluation

As a governing body, we carry out an annual review of our effectiveness using the Nottinghamshire framework. This framework aims to help local governing bodies to evaluate their effectiveness, identify their priorities for improvement and account for their performance. It is based on the APPG / NGA Twenty Questions with additional questions based on Ofsted expectations. Local governing bodies are expected to use this document and complete it annually. The outcomes are discussed at an annual meeting of the local governing body and the identified priorities for improvement inform the planning of governor training across the school.

To quality assure our judgments, we took part in an external Health Check in June 2017 that will inform our next self-review. This has identified strengths and next steps for the governing body and has already had impact on school improvement work and our effectiveness.

School Improvement Plan (SIP)

Governors work co-operatively with the head teacher and senior leadership in writing and monitoring the School Improvement Plan. The School Improvement Plan sets aims for the academic year. The current SIP is based on priorities identified from data, school self-evaluation and Ofsted priorities. The SIP is set out with clear aims, the key tasks which will be completed in order to achieve these aims and the success criteria in order to measure outcomes. The SIP is monitored and reviewed termly, with an evaluation overview being completed and presented to governors alongside the HT report.

The current targets of the school improvement plan 2017-18 are:

To further develop Teaching for Mastery to improve teaching and learning in Maths so that a higher proportion reach or exceed age-related expectations through fluency and mastery of skills.

Link Governor: Claire Davis

To further develop the teaching and learning of Reading through consistent approaches to the teaching of Phonics and Reading across all Key Stages.

Link Governor: Catherine Church

To develop Learning Challenge through an engaging curriculum and active learning environment where pupils are encouraged to be self-regulated learners, demonstrating independence and 'Learning Power'.

Link Governor: James Roys

To develop Everyone as a Leader by ensuring effective distribution of tasks, teamwork & support (including pupil leadership).

Link Governor: Mary Swan

School Development Plan (SDP)

The School Development plan is a longer term plan of development for the school and covers 3 years. The current plan runs from 2017 to 2020. Co-operative working on preparation and implementation of the school development plan follows considerable research, preparation and input from the school leadership team and all other members of staff. The development plan is monitored and reviewed twice a year, with an evaluation overview being completed and presented to governors at the Summer term Full Governors meeting.

The current targets for the school development plan are:

1. Embedding the previous school improvement plans – this is to ensure the impact of the work in the previous year is sustained and becomes embedded.
2. Curriculum development – ensuring the curriculum continues to meet the needs of the children and ensure that subject leaders have the skills, knowledge and understanding to monitor their subjects effectively.
3. Leadership and staffing – to ensure that the leadership and staffing structure is developed and succession plans are put in place in order to maintain outstanding leadership.
4. Buildings & Premises– ensure there is a long term plan for the maintenance of the building and any further expansion plans.

5. Staff structures and pupil pan, ensuring the long term financial viability of the school and appropriate leadership structure.
6. Future direction including LA support, academisation, collaboration and formal partnership work.

In developing the Vision and Strategic Plan of the school, the Governing Body consult with stakeholders including Staff, Parents Forum and Pupil Voice. In 2016-17. A shared vision statement was produced.

Governor visits

The governors visit the school as part of their monitoring of the SIP and to gain a secure understanding of the strength and areas for development within the school. Link governors carry out termly monitoring activities which will be undertaken with the staff leader. Guidance in terms of the roles and responsibilities of statutory link governors are provided to governors with a specific policy in place. Regular training is available in order to up skill our team. The Governing Body and school also hold half termly SLT meetings, attended by the Chair, Vice Chair, Head and Deputy, enabling effective communication and key decision making based around support and challenge. This demonstrates effective practice.

Examples of the impact of these visits include:

Safeguarding reviews and audits – the governor responsible for Safeguarding carried out a review and worked with the safeguarding team on develop systems and contributed to the update of the safeguarding and child protection policy.

Joining members of the SLT during monitoring activities such as learning walks and work scrutiny in order to gain a greater understanding of teaching and learning across the school. This enabled greater challenge at committee meetings when the Headteacher shared the headteacher's report.

Health and Safety reviews and audits.

Supporting the Headteacher at finance review meetings. This enabled the school to identify some key areas of savings leading a more sustainable budget forecast.

Data analysis

There are 2 governors with specific responsibility for meeting with the SLT in order to gain an overview of the school data picture which can then be fed back at governors meetings.

Data is made available to governors through termly meetings with verbal and written presentations followed by question and answer sessions with the head teacher and members of the senior leadership team thus the governors are able to benchmark their data against similar schools, the Local Authority and schools nationally to ensure the schools standards and expectations are high and are able to be closely scrutinised.

Particular scrutiny is placed on pupil progress across all ability groups including vulnerable groups and on the effective use of the Pupil Premium. The link governor for LAC pupils and SEND carried out a detailed scrutiny of pupil progress data and pupil premium spending plans, reporting back to the wider governing body. This was an effective way to hold the school to account for the education outcomes of vulnerable pupils and ensure effective spending of the pupil Premium Funding.

Policies

Governors review all relevant policies on a programmed basis to ensure that all guidance is current and up to date.

Specific attention is paid to ensure that the school complies with the Department for Education mandatory policy list.

Financial management

A number of members of the governing body have been trained in School Financial management and these form a Financial Working Party.

The impact of the governors' role in the school ensures that the budget is managed effectively and improvements are effective and continuous. Governor expertise – the governors bring a wide variety of expertise to the school and this helps to ensure the school is moving forward.

Staff recruitment

The head teacher, deputy and a number of governors are trained in "Safer Recruitment".

Governors are involved in the recruitment and selection of all teaching staff and use the appointment process to ensure that high quality staff who share the school's mission statement and aims are appointed.

Governor Meeting Attendance

There are have been six formal governor meetings for the year 2016/17.

Governor attendance has, as always, been of a very good level, with any absences having been fully explained and accepted and approved by the governing body. Attendance data is published on the school website.

There are no causes for concern at the level of commitment shown by any member of the governing body.

Governor Training

During this academic year governors have received training in a range of subjects including:

- Developing an effective approach to dealing with concerns and complaints
- Safer recruitment
- Safeguarding
- Finance Training
- Mastery of Mathematics- understanding this whole-school research-based approach, linked to a key area of school improvement work.

Impact statement – review

The governing body, the head teacher and senior leadership team and indeed all members of staff are constantly striving to improve and develop the school.

This has been successful in ensuring good attainment and improved pupil progress.

Membership of the Candleby Lane teaching School Alliance has provided opportunity to gain external verification of the effectiveness of key area such as Teaching & Learning, Leadership and Governance. These activities include participation in school to school triad reviews and the external Health Check.

External visits outlined above have verified the positive impact of school improvement work in Mastery of Mathematics and the significant impact that this approach is having on teaching and learning. This was a key area of school improvement work in 2016-17 with funds and time being allocated to this area. Additional verification came by a member of staff being appointed as a Mastery Specialist Lead Teacher for the East Midlands.

External verification has also noted the impact of school improvement work in the teaching of Phonics and in how well the school develop 'Learning Powers'. In 2016-17 the Governing Body supported the school in participation in a Marking Research Project for the DFE leading to the development of a marking policy that is motivating, meaningful and manageable and encourages the development of independent learning behaviours in pupils. This is in the early stages and will continue to be monitored by the Governing Body in 2017-18.

There has been effective allocation and imaginative use of Sports funding so as to further inspire and up skill teaching staff and pupils. A far greater proportion of children are engaging in sports activities as extra-curricular activities. We have also increased our participation in competitive sports with every class taking part in either a festival or tournament at some point in the year. School teams have seen increased success through new sports such as netball, handball and hockey and have continued our previous success in football.

Minutes from Governing Body Meetings record actions and impact statements throughout the year helping to ensure that we are effective and have a continual focus on ensuring and improving their effectiveness.

Future and Continuous improvement

The governing body and senior leadership team are constantly striving to improve and develop the school.

Ongoing and future areas for targeting will include:

Ensure continued improvement in pupil progress and attainment across all ability groups including vulnerable groups.

Ensuring that all governor visits are recorded, outlining the impact of the visit and further action or questions, using the model of Issue > Action > Impact, linked to school improvement priorities. Greater involvement with subject leaders in order to hold them to account for the attainment and progress in their specific area.