

Glascote Academy Governor Impact Statement 2018/2019

The Governing Board

The Governing Board continues to evolve throughout the Academic Year 2018/19, we have had new governors join and one governor leave. We currently have one vacancy for Parent Governor which will bring our governing body up to full strength. While recruiting has proved difficult historically, we are more confident that we will be able to advertise and successfully recruit a parent governor with the correct skill set required. This position will be advertised, and an election called for new parent Governor. If the nominees do not fit the LGB skills requirement then the Board will ask again for parents to put themselves forward, this has proved successful during our last recruitment advertised. We have exceptionally strong links with our stakeholders and the wider community through our governors. We are a strong, committed and proactive Governing board who work hard to ensure standards do not slip and we continue to improve.

The Governing Board remains at 9 Governors.

The Governing Board now consists of:

- 2 Co-opted Governors
- 2 Community Governor
- 1 Parent Governor
- 3 Staff Governor
- Head Teacher

Governors have Link Governor responsibilities based on their skill base or their involvement within the subject. The Link Governor meets with the Subject Lead once a term, during our full Governor days to review progress, planning and future plans going forward which is then fed back to the LGB at Full Governors meetings and monitoring feedback is filed for record.

This allows the Governors to monitor, review and challenge at both Subject Lead level and Senior Leadership Team level.

Strategic Directions and School Development Plan

Setting the strategic direction of Glascote Academy is a vital role of governors and this is supported by the School Development Plan. The School Development Plan is adapted to address the needs of Glascote Academy and focus on priorities and continues to be fluid as school priorities and focuses develop.

This year's priorities have been:

- English (GPS & Spelling)
- Reading
- Maths (GD)
- Safeguarding
- Subject Leadership

The LGB monitor progress of the priorities through Link Governor, Curriculum and Standards and Full Governing Board meetings as well as termly Governor days. These days include book trawls, learning walks, progress reports and the Head Teachers report to Governors and allows Governors to view progress throughout the year. Pinpointing any areas of concern and holding the Leadership Team to account through positive challenge and support.

The Chair of Governors also holds meetings with the Head Teacher to maintain an overview of the school, its progress and any issues that have arisen between Governing Body meetings.

The actions and objectives of the priorities from the School Development Plan 2018/19 have been successful this year and a full report to governors will be present at the Autumn Term 2019/2020 Full Governors Meetings

Recruitment of Staff

The governing board has knowledge of Safer Recruitment practices and two governors have Safer Recruitment training. The Governors were involved with consultation and all meetings regarding staff restructuring throughout the process with successful outcomes.

Head Teachers Performance Management

The chair of governors, DELT and CEO of Fierte MAT carry out the annual performance management of the Head Teacher. This is undertaken in the Autumn term. The performance management allows us to look closely at the overall performance of the Head, discuss strengths and weaknesses and set targets against the School and MAT development plans. This process has been a key enabler in improving pupil achievement, teaching standards and overall leadership within the school.

Achievement of Pupils

Through our Link Governor, Curriculum and Standards, Full Governing Board meetings and Head Teacher reports alongside on-going review of the quantitative data which includes the School's own performance data, ASP (Analyse School Performance) and IDSR (Individual Data Summary Report) we know how the children are performing, where they are expected to be and where there are issues or gaps that may need our input to address or support.

We look at the school's academic performance against annual targets and longer-term trends and benchmark our performance against national data and schools within our MAT. We use this information to constructively challenge the Head Teacher and other school leaders in order to ensure that any potential problems are addressed in a timely way and the successes celebrated.

This allows us throughout the academic year to be aware of how each year group are performing against our priorities, focuses and targets and in comparison, to previous cohorts through the school.

With the present available data and outstanding Ofsted, the school is exceeding its expected pupil performance targets in most areas for 2017/18.

Raising Standards of Teaching

At the Curriculum and Standards, LGB and Full Governor Days we review anonymised data showing evidence pertaining to the quality of teaching within the school; this includes feedback from classroom observations carried out by the Head Teacher and Deputy Head Teacher, reports on the progress of specific groups of children and scrutiny of the children's books. Overall, this allows us to track progress against our target that 100% of teaching is good or outstanding.

Statutory Duties

We are very mindful of our statutory duties as a Governing Body and over the course of the year we have paid attention to staff and pupil welfare, Safeguarding, mental health and wellbeing and British Values.

Governor Training

We continue to receive training and attend events run by external bodies; staff members and on line training to allow us to keep up-to-date with our responsibilities with regards to the latest requirements and expectations, as well as local and national Best Practice.