



## Governors' impact statement: academic year 2015-2016

### **Governors' Role**

The role of the Governing Board 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 Board articulate their role in school leadership, the impact it has had on school improvement and is transparent about its activities.

### **Training**

All members of the Governing Board receive an induction, initial training and then ongoing training according to their roles. This has been significant in 2015-16 with all committee chairs receiving training as well as those with responsibilities for SEND<sup>1</sup>, finance etc. The impact of this is that the Governing Board are kept abreast of the latest requirements and expectations and are more effective as a result.

### **Impact of the Full Governing Board**

#### ***Reconstitution***

In 2014, the structure of the Governing Board was reconstituted when it joined the Exeter Learning Trust. Bowhill's Governing Board now consists of 18 members:

- Seven parent governors
- One Local authority governor
- One staff governor
- One Headteacher
- Six co-opted governors
- Two Foundation governors

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<sup>1</sup> Special educational needs and disability

**In addition to the Full Governing Board we also have 4 committees:**

- Teaching & Learning Committee (previously known as Personnel & Curriculum)
- Resources Committee (previously known as Buildings & Finance)
- Pay Committee
- Chairs' Committee
- In 2015/16 the Action Planning Monitoring Committee ensured issues raised by our last inspection were addressed swiftly. This has now been replaced by the Chairs' Committee (Autumn 2016).

During 2015/16 governors carried out a restructuring of the committees, including a review of responsibilities and as part of this the responsibility for Personnel moved to the Resources committee. All members of the Governing Board sit on either Teaching & Learning or the Resources committee.

***Headteacher's Appraisal***

The Governing Board carries out the Headteacher's appraisal annually. Several Governors have undertaken Headteacher's appraisal training and expert assistance was also sought from an independent educational advisor. The appraisal process allows us to look closely at the performance of the Headteacher, discuss the areas of strength and weakness in that performance and set new targets against which their future performance will be evaluated. This gives the Governing Board confidence that the school is being well led and managed.

Governors also gained greater understanding of the areas of strength and weakness within the school. This enabled them to challenge the Headteacher on how good practice within school is being shared for whole school benefit and how weaknesses are being addressed. The different sources of data enabled governors to triangulate information and ensure that conclusions drawn from various sources are consistent.

***Recruitment***

The Governing Board is involved in all areas of recruitment and this year have conducted interviews for teaching staff and the clerk of governors.

## **Governor Profile**

This has been enhanced in 2015/16. All governors now have their photographs in school reception so they are more easily identifiable to parents and carers. Governors have attended parents' evenings and school events e.g. merit ceremonies, school performances, the summer fete. Governors have also more regularly contributed updates to the school newsletter specifically aiding the consultation process with parents and carers about the proposed conversion to an academy. The governor section of the website has been revised and updated and continues to be improved into 2016/17. Governors have also taken an active role in the overall updating of content on the school website and this continues into 2016/17.

## **School Vision and Values**

The FGB reviewed the school vision statement and agreed changes and improvements to this to more clearly articulate Bowhill's key values CARE  
[http://www.bowhill.devon.sch.uk/pagetmp\\_1.php?ID=A965F710-DFE0-4BB3-8191-99388402C3B3](http://www.bowhill.devon.sch.uk/pagetmp_1.php?ID=A965F710-DFE0-4BB3-8191-99388402C3B3)

Community

Aspiration

Responsibility

Environment.

## **Partnership & Collaboration**

In 2015/16 governors continue to play an active role in Exeter Learning Trust and in the emerging partnership of schools which will become the Multi Academy Trust Bowhill is part of. Governors participated in meetings with other local schools leading up to their recommendation that Bowhill become part of the MAT.

## **Governor recruitment**

The FGB continued to actively audit itself in terms of roles and skills and were successful in appointing new governors with HR and finance skills to strengthen the board. The FGB

continue to be constructively challenging to themselves to ensure all governors play a genuinely active role in the school.

## **Impact of the Teaching & Learning Committee<sup>2</sup>**

### *Achievement of pupils*

Progress and attainment data for all children across the school, including vulnerable groups, is analysed in this committee. Data is focused on reading, writing and maths. Analysis is done at varying levels, including year groups, classes, pupil premium, high ability and boys/girls. The impact of this is that governors are aware of how children are performing, where there are issues and can 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 priorities and targets.

Governors are familiar with Ofsted dashboards which enable them to benchmark the school's performance against other similar schools and nationally. They are also familiar with the RAISE online data for our school which again shows our performance in the national context.

There are Governors with lead responsibilities for Maths and English, High Attainers<sup>3</sup>, Pupil Premium, SEND and British Values. Governors have taken an active role in visiting the school and in tracking the progress of pupils and seeking evidence that appropriate intervention and support is being given where pupils are not on track to meet Age Related Expectation.

An internal governor review of how the school is promoting British Values was undertaken and the recommendations for this continue to be implemented into 2016/17.

Governors actively engaged with the School Council, primarily with a focus on school nutrition in 2015/16 and this will continue with focus on other topics into 2016/17.

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<sup>2</sup> Formerly Personnel & Curriculum Committee

<sup>3</sup> Previously known as Gifted & Talented

Governors have also kept up to date with curriculum change and the new approach and terminology of mastery and how this is meant to be applied within school. Governors also made the decision to extend the successful mixed year group approach into upper Key Stage 2 and this has been implemented in 2016/17.

### *Safeguarding and Curriculum Provision*

Governors review the curriculum provided to ensure it is line with that required and that our children are receiving a broad and balanced education. They ensure safeguarding responsibilities are met and that the welfare needs of the whole school community are addressed making Bowhill a safe and happy place in which to work and learn. Governors agreed funding and recruitment of specific resources to support family support and safeguarding work with parents and carers.

### *Staffing Structures and Wellbeing*

Governors have been influential in supporting the Headteacher and leadership team to make improvements to middle and senior management within the school and to recruit additional phase and key stage leaders to further enhance the management and governance of the school.

Governors continue to view staff wellbeing as a key priority and to identify and enable ways staff can be supported with what are often heavy and demanding workloads.

### **Impact of Resources Committee<sup>4</sup>**

*This committee oversees the financial performance of the school and makes sure its money is well spent. It ensures our buildings and grounds are well maintained, fit for purpose and a pleasant place in which to work and learn.*

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<sup>4</sup> Formerly Buildings & Finance Committee

It considers financial issues, and in conjunction with the work of the Personnel and Curriculum Committee, ensure that the money is well spent by evaluating the impact of school spending on pupil outcomes. In particular this year, governors have a much clearer idea of how the pupil premium funding is spent and are able to ensure that it is targeted at eligible children. Governors ensure that appropriate financial processes are in place and that any issues raised by the auditors are dealt with appropriately.

The risks and challenges to the school budget were examined in detail because of a forecast reduction in income for pupil premium as well as increased National Insurance and Pension contributions. Also the school's financial competencies were examined using the "SFVS" (School Financial Value Standard) which is a standard series of questions seeking clarification about the use of resources in the school's budget. Governors have taken a specific interest in how pupil premium funding and sports funding have been allocated and ensuring this has been used in the most effective way.

This committee is responsible generally for school "risk" and "health and safety" as part of its broad remit to ensure school resources are utilised in the most effective and safe way. The Resources Committee examined and updated the risk assessment for the after school club Kids Biz and agreed any necessary improvements to be implemented

The committee also considered improvements to the school buildings and grounds. The seating areas for children at the back and the side of the school were installed together with a supporting wall but only after lengthy examination of costs and clarification of a need for this project. Other premises projects included the installation of new school gates (improved security), requesting more quotes for the necessary drainage works and examining financial quotations for the updating of girls' toilets and the creation of a new PPA room, projects which will progress only when sufficient budget can be allocated.

### **Impact of the Pay Committee**

This committee oversees the staff appraisal and performance management processes. It routinely meets in the autumn term and occasionally throughout the year as needed. It reviews the salaries of all staff.

## **Impact of the Action Planning Monitoring Committee**

This committee was set up following the last Ofsted inspection in October 2014 as a focused time limited committee to specifically oversee the improvement of the school. It met monthly in term time and followed up on the matters raised at that inspection. It monitored the external input to the school and received data from the Headteacher which demonstrated the improvements in outcomes for our children which have resulted from changes in teaching.

APMC tracked the improvements in teaching of Maths and English in particular. This was via learning walks, meetings with staff, visits to the classroom and receipt of data from subject leaders. The impact of changes in teaching and hard work of our staff was clear in the excellent summer 2016 SATS results and in the increased progress of our children across the school in these subjects.

### *Continuous improvement of our Governance*

APMC also implemented the findings of the review of governance which followed the Ofsted inspections. This has resulted in better trained governors who are clearer in their responsibilities and more knowledgeable of the school they govern. This has been further enhanced by governors introducing a more structured and informative induction approach for new governors. Governors maintain a skills matrix which is a self assessment of the skills/experience on the governing body (i.e. finance, procurement, legal knowledge) so they are aware of where additional support or expertise may be needed (i.e. external training) and what areas to target when recruiting new governors.

During 2015/16 APMC focussed on reviewing the way the board operated culminating in the restructuring of the committees and rescheduling of routine governor business into an efficient working calendar. Monitoring by governors has also been further developed and an enhanced process is being implemented by the Chairs Committee in Autumn 2016.

A January 2016 Review of Governance by Babcock Education<sup>5</sup> affirmed much of the work already undertaken feeding back that the quality of Governor challenge and monitoring continues to improve.

### **Summary**

2015/16 was a year when the school and governors focused on maintaining the improvement which had followed the Ofsted inspection early in the autumn term 2014. The relentless hard work of governors, staff and pupils has resulted in a school which continues to grow from strength to strength and of which we are all proud.

Autumn 2016

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<sup>5</sup> <http://www.babcock-education.co.uk/ldp/>