



## **Governors Impact Report 2016/17**

### ***Governors Core Functions***

1. Setting vision, ethos and strategic direction
2. Holding the Headteacher to account
3. Overseeing financial performance

### ***School Development Plan***

Governors work co-operating with the Headteacher, SLT and Middle leaders in the writing and monitoring of the SDP. The SDP sets out the aims for the next year. The current SDP is based on school evaluation and Ofsted priorities. The SDP is monitored by Governors termly. Governors are fully involved with the MAD Weeks (monitoring and development), including carrying out pupil pursuits.

### ***Governor Meeting Attendance***

The Governing Body is currently operating with two committees:

- Resource & Finance Committee
- Standards & Curriculum

There is also a Russell House working group.

### ***Governor Visits***

The Governors visit the school as part of their monitoring of the SDP and to broaden their knowledge and understanding.

Named Governors are linked to key areas and a member of staff.

The impact of these visits includes:

- A thorough understanding of the school and how it performs
- A renewed focus on the strengths and weaknesses of the school
- A much improved dialogue with children and staff
- A sharing of information at Governors' meetings and actions required.

## **Data Analysis**

Data is made available to Governors through termly meetings where they are encouraged to question and seek validation of results. Particular attention is given to pupil progress across all ability groups including vulnerable groups and the effective use of pupil premium funding.

## **Policies**

Governors review all relevant policies on a timetabled basis to ensure that all information is current.

Specific attention is paid to ensure the school complies with the department of Education's policy list and that of the Local Authority.

## **Financial Management**

The Governing Body are advised by the School Business Manager and the Chair of the committee is an accountant. The impact of the Governors role in the school ensures that the budget is managed effectively and supports the headteacher with the challenges that the new finance system that the Local Authority have introduced holds.

## **What impact is the Governing Body of Wyre Forest School having on the outcomes for pupils?**

<b>Action</b>	<b>Impact</b>
The purchase of SchooliP to link performance management, SDP and SEF.	Governors have a clear overview of Performance Management and the reasons if staff have not progressed through the pay scales. The targets and priorities on the School Development Plan (SDP) link to the Performance Management and the Self Evaluation clearly shows the next steps which are on the SDP. There is a very clear joined up approach.
Additional staffing for THRIVE classroom budgeted for to meet the needs of the most challenging pupils.	Positive handling for these pupils has reduced dramatically.
Supporting the training of staff in THRIVE	The THRIVE approach informs the ethos of the school and has seen behaviour improve.

Supporting the school working towards the ICan Award.	As a communication specialist school the focus on our practice and increased knowledge and understanding of communication has shown an increased in pupils achieving their communication targets and an improvement in behaviour.
Russell House development committee established.	Governors have a better understanding of Russell House and the challenges of running a residential school.
Supporting the school in working towards the Leading Parent Partnership Award (LPPA).	Governors recognised that more work was needed to reach our parents. The LPPA has shown an increase in positiveness from parent questionnaires and more parent involvement in the school and with their child's learning.
Governors involved in Pupil Pursuits.	During MAD Weeks Governors have gained a better understanding of what our pupils experience on a day to day basis and the skills of the staff at WFS.
Governors have ensured that effective use has been made of the Pupil Premium Grant.	Governors monitored the action plan and evaluated it. The report is clearly displayed on the school website.
Governors have ensured that effective use has been made of the PE and Sports Grant.	Governors monitored the action plan and evaluated it. The report is clearly displayed on the school website.
Governors have ensured that effective use has been made of the Year 7 Catch Up.	Governors monitored the action plan and evaluated it. The report is clearly displayed on the school website.
Virtual College was purchased to continue to support staff in continuing professional development and to ensure that mandatory training for all staff and governors was carried out.	Staff and governor induction involves core training modules. A clear overview of staff training is now in place.
Ensuring additional funding for increased pupil places.	Governors have made sure that the money for additional places is paid to the school.
A clear vision statement for the school is in place.	All staff know and 'walk' the vision.
A developing strategy for the future of the school.	Governors are fully aware of the changing educational landscape and are keeping abreast of information, in order to make informed decisions.
To continue to develop the building and grounds	Even though the school is new, issues with the build have become apparent and Governors are quick to address these.

## ***Future and Continuous Improvement***

The Governing Body and SLT are constantly striving to improve and develop the school.

Ongoing and future areas of improvement are:

1. To develop a curriculum that is inspiring and planned very carefully so that it meets, and responds to, particular learning and developmental needs of all pupils, whatever their ability.
2. To develop a multi-faceted approach to assessment (because a single type of assessment may not give the full picture of the pupils needs), that allows for a highly personalised combination for each child so leaders can cross-reference data and establish a solid picture of a pupil's attainment and progress.
3. To develop a coaching culture where standards of teaching, learning and safeguarding are extremely high, staff retention/recruitment is good and staff wellbeing is a priority.
4. To develop the learning provision so it meets the needs of the current community and the changing educational landscape.
5. To develop the governing body so they work to ensure that the budget allows for the vision to be achieved, become specialists in difference areas of the school and develop further links with staff, parents and other stakeholders.