



Governors Impact Report 2017/18

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 which following from the inspection in March have been far more strategic.

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. Governors are also supportive of the greater focus on communication and the new strands on speaking and listening.

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.

Ofsted Short Inspection March 2018

The letter received reflected the hard work of the Governing body at holding the school to account. *“There has been a powerful drive for improvement at WFS. Your strong leadership has provided fresh impetus for change and development. You have successfully brought two staff groups together in the new building and have established a strong team. You have worked tirelessly to build on the school's many strengths. Your leadership and that of other leaders and governors are clear and decisive, and driven by the desire to give the pupils the best’.*

‘I am recommending that the school's next inspection be a section 5 inspection.’

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. This has been particularly challenging this year, especially because it takes such a long time for the Local Authority to act on the changing banding for pupils.

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

Action	Impact
To ensure the leaders are held to account by being rigorous at Governor meetings.	Section 8 inspection recommendation for the Section 5.
Safeguarding Governor proactively working with Safeguarding team.	<i><u>Ofsted March 2018 - There is a strong safeguarding culture at WFS. You, other leaders and governors have made sure that all safeguarding arrangements are fit for purpose.</u></i>
Continuing to support 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.
Continuing to support the school in working towards the Leading Parent Partnership Award (LPPA).	LPPA award achieved.
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 to be fully aware of the Careers statutory guidance (Jan 2018) and The Gatsby Career benchmarks.	Provider Access Policy Statement produced and pupils having far greater opportunities for access. More school leavers accessing more relevant courses/work e.g.: Mencap
To review and implement PSHE/SMSC to meet the changing demands of the curriculum and to meet the needs of our learners.	A detailed curriculum in place to ensure pupils are receiving quality Personal, Social, Health & CAREERS education.
To ensure our pupils are keeping safe online.	Computing and On-Line Safety curriculum written to meet the needs of our pupils and in place.
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.
To ensure LA are paying the correct banding money for each pupil	Governors have made sure that the money for correct banding 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. Ensure that pupils' progress in their personal and social development, and across the wider curriculum, is assessed with the same rigour and attention to detail as in the academic subjects
2. Ensure the range of opportunities for older pupils is extended to include more 'real-life' experiences, on order to further broaden their horizons and support the development of their employability skills.
3. To continue 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.
4. To develop the work within the pastoral team to ensure that early intervention occurs for pupils who are experiencing issues with their behaviour and work towards using Team Teach very rarely
5. To highlight the importance of regular attendance whilst being sensitive to health and medical needs.
6. To ensure that in 2018/19 Russell House is judged at least good.