

GREAT BEDWYN SCHOOL GOVERNING BODY ANNUAL STATEMENT, 2017/8

ACTION

IMPACT

1) Ensure clarity of vision, ethos and strategic direction

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| 1 | Completed academisation process with Excalibur Academies Trust. Ensured smooth transition from local authority to multi academy trust control. | School now under the umbrella of the Excalibur Academic Trust (EAT), enabling it to take advantage of cross-collaborative opportunities between EAT members. Staff able to share best practice. |
| 2 | Foundation governors worked with head throughout the year to enhance school Christian distinctiveness. | Outstanding SIAMS rating gained. The school has a clear Christian ethos, as evidenced in assemblies, classroom worship, Open the Book etc. The ethos is woven through the school fabric. |
| 3 | Support for headteacher to implement pupil premium (PP) arrangements. | Governors have good understanding of PP initiatives, targets, outcomes, value for money. Website is PP compliant. Greater scrutiny has allowed better focus on intervention strategies. |
| 4 | Assist in recruitment process of staff. | Full teaching complement in place for new academic year. |
| 5 | Initiated new head's recruitment in conjunction with EAT. | Ensure that the right person is recruited in line with ethos, to ensure continuity whilst improving outcomes. |

2) Hold HT to account for the educational performance of the school and its pupils

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| 6 | Initiated three data meetings to put data scrutiny at the heart of governor strategy in holding the head to account for progress and attainment of all children. | Identify areas for improvement in terms of progress and attainment that feed into the school development plan (SDP) and long-term plan. Allows for focus of resources (and reallocation where necessary). |
| 7 | Link governor liaison with subject leads in literacy, maths, pupil premium, special educational needs and PE (new role). Regular meetings with appropriate subject lead, classroom visits. | Allows governors to challenge headteacher and hold her to account for outcomes; liaison with literacy and maths part of monitoring of SDP progress. |
| 8 | Whole school visits by governors to observe marking and success criteria use and hear pupil voice. | Success criteria, challenge and marking consistency are still a key focus area of the SDP to improve quality of teaching. Governors understand how these improvements are being implemented. |
| 9 | Supported and held to account head teacher in her performance objectives. | Through head's regular updates, mid and end of year reviews, ensure headteacher objectives align with school development plan to drive it forward |

3) Oversee the financial performance of the school and make sure its money is well spent

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| 10 | Ongoing monitoring and scrutiny of expenditure and budget. | Ensure school is getting value for money/best practice/rigorously explore and plan options for rollover, contingency, spending wish list for school improvements. |
| 11 | Health & Safety governor conducted audit of premises. | School has remedied minor H&S and premises repairs. Identified need to extend covered area to improve children's education experience, leading to installation of Reception canopy and outdoor classroom. |
| 12 | Implementation of General Data Protection Regulation. | School is working towards GDPR compliance as per legal requirement and will continue to be reviewed at termly Finance meetings and LGB. |