Governing Body Impact Statement 2023 - 2024

At Lache Primary School,the governing bodyrecognises the importance ofidentifying and demonstrating the impact of its governance. The governing body considers this impact statement as an effective way to share the strategic work of the governing body and its contribution to and impact on school improvement and development.

Governance arrangements

This year the governing body has welcomed two new co-opted governors. We have also sadly accepted the resignation of our long serving and valued community member Neil Holmes who decided to step down at the end of his term of office in April to spend more time with his family. On behalf of the school we would like to offer Neil our grateful thanks for his long commitment to the school and look forward to his continued visits in support of the children.

Terms of office

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| **Name** | **Category**  | **Dates of Office** | **Designated / Link Roles** |
| Sue Yarnall | LA Governor | 19/10/2021 – 18/10/2025 | Chair of Governors / Chair of Resources / SEND / SEMH / EYFS / HTPM / Training / Safer Recruitment  |
| Diane Clark  | Co-opted Governor | 5/06/2017 – 4/06/2025 | Safeguarding (incl. LAC) / Science / No Outsiders (RSE) / Pay Panel / Safer Recruitment |
| Neil Holmes | Co-opted Governor | 10/03/2020 – 09/03/2024 | Wellbeing / Attendance / Art / HTPM / History / SCR  |
| Tom Mattison | Co-opted Governor | 28/11/2022 - 27/11/2026 | Maths / Health & Safety |
| Karyn Peacock | Co-opted Governor | 05/07/2021 – 04/07/2025 | Vice Chair of Governors / GDPR / English / Wider World |
| Ian McKay | Co-opted Governor | 12/03/2024 – 11/03/2028 | Geography / History |
| Louisa Foden | Co-opted Governor | 12/03/2024 – 11/03/2028 | Art |
| Jeff Lambert | Parent Governor | 03/05/2022 – 02/05/2026 | British Values / SMSC / PSCHE / PE |
| Rachel Jones | Parent Governor | 28/11/2022 – 27/11/2026 | R.E. |
| Jan Sproston | Co-opted Staff | 04/09/2022 – 03/09/2026 | EYFS & KS1 Lead |
| Katy Southworth | Staff Governor | 10/02/2022 – 09/02/2026 | Reading Lead & Y5 Teacher |
| Kate Seager | Headteacher | First Appointed 01/09/2019 | Head Teacher |
| Sheena Coghill | Associate Member | 12/04/2021 – 11/04/2025 | Bursar |
| Jacqui Critchley | Member of Edsential governor services |  | Clerk to Governors |

Declaration of conflicts of interest

Declarations of interest are a standing agenda item at every full governing body and committee meeting. Additionally, every governor and staff member complete an annual conflicts of interest form, details of which are kept on record in school and recorded in the minutes of governor meetings.

Governance attendance

A table containing details of all governors’ attendance at meetings throughout the year is updated annually and published on the school website.

 Governance structure

The Governance Handbook (2019) states that governing boards have three core functions:

* Ensuring clarity of vision, ethos and strategic direction
* Holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff
* Overseeing the financial performance of the organisation and making sure its money is well spent

The governing body is responsible for setting the strategic direction of the school, acting within the framework set by national legislation, and with due consideration to governance principles and the policies of Cheshire West and Chester Local Authority. The governing body meets as a whole board four times per year for official business meetings and additional termly sessions for strategic planning. The governing body operates a structure comprising two committees, Teaching & Learning Committee and Resources Committee who meet termly to discuss areas of responsibility assigned to them under their terms of reference (further details outlined in the paragraph below on Committees). There are also sub-groups appointed for dealing with complaints, appeals, headteacher performance and pay & review.

Strategic Planning

The governing body work in partnership with the headteacher and Senior Leadership Team (SLT) to set the priorities for the school’s development each year. The governing body is responsible for holding the school leaders to account for the progress made towards achieving the objectives and aims of the School Development Plan (SDP). This can be achieved in a number of different ways. Members of the governing body collaborated with the headteacher to review the SDP against existing Ofsted priority areas and pupil outcomes. The governing body regularly reviewed the SDP with updates on progress achieved. There are key roles and responsibilities assigned to individuals to carry out monitoring tasks linked to the SDP. Governors complete a report after every monitoring activity and report back to the full governing body. For full details of our monitoring activity, please see the ‘Monitoring activity’ section below.

Committees

Delegating aspects of our governance responsibilities to committees enables the governing body to remain strategically focussed on the agreed key areas of school development and work in an efficient way. It is decided which governors will join each committee by analysing governors’ skills and experiences through a skills audit and assigning committee membership accordingly. Committee membership and the committee structure is reviewed at the FGB business meeting at the beginning of each academic year.

We currently have the following committees in place and the table below provides an overview of the focus and work of each committee during the academic year 2023 - 2024:

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| Committee | Overview of work this year | Impact of the committee |
| Teaching & Learning | The teaching and learning committee has undertaken whole-school triangulated monitoring. This has included data analysis after each termly pupil progress meeting or assessment window. This anonymised data has been broken down into year groups and specific groups of children, e.g. by gender, pupils with SEND or EAL, pupils eligible for the pupil premium or FSM. Governors also take external validation reports into account when assessing progress and attainment. | Governors have been able to monitor in-year progress and attainment and triangulate this with book looks and pupil voice monitoring. This has given governors a clear picture of the progress of specific groups of pupils which has been analysed against the SDP priority areas. From this, governors have been able to focus on additional areas for development. There has been a focus this year on monitoring the teaching of British Values across the curriculum. Termly reviews of the Pupil Premium Plan were discussed and evaluated. |
| Resources | Finance: The Resources committee closely monitor the income and expenditure throughout the year of all delegated and devolved funds against the annual budget, reporting back to the FGB on a termly basis. Premises: They ensure that an annual Health & Safety inspection of the premises takes place with a follow up report.Staffing: They set the overall staffing structure and oversee the operation of the school’s appraisal policy including the appraisal procedures for the head teacher.  | The committee have agreed a three year financial plan recommended by the budget officer, taking into account the priorities of the School Strategic Plan.They regularly reviewed the school’s expenditure against the budget and agreed various virements within the budget to reflect changes in activity (eg repairs and maintenance to ensure that essential work can be undertaken).Governors reviewed and completed the School Financial Value Standard (SFVS) to provide the school with assurance that it is meeting the basic standards necessary to achieve a good level of financial health and resource management. A summary of agreed actions were identified as a result of the audit. The governors approved the appointment of an independent qualified auditor for the school fund.Service Level Agreements were reviewed for best value. Termly reviews of the Pupil Premium Plan were discussed and evaluated.Governors set out a proposed order of priorities for maintenance and development for the approval of the FGB. This has included drainage systems, toilet refurbishment & upgraded lighting throughout school.They ensured that the school was staffed sufficiently for the fulfilment of the school’s development plan and the effective operation of the school. They received the results of the staff appraisal carried out by the headteacher and agreed appropriate salary progression for eligible staff.The HT’s performance was agreed against previous targets and new targets set for the following year. |

Both committees reviewed and agreed a wide range of school policies (including British Values, Religious Education, Collective Worship, Dealing with Complaints, Pay, Appraisal, Behaviour and Pupil Premium) to ensure they are still relevant and to help the school meet its statutory requirements. These were recommended for full approval to the full Governing Board. Details of all policies reviewed are contained within the minutes of meetings.

Monitoring activity

One of the key functions of the governing body is to undertake strategic monitoring activity, the purpose of which is to triangulate information shared with governors by the SLT. The governing body undertakes a wide range of monitoring activities whilst building positive relationships with staff and demonstrating Governors’ commitment to the school. These activities include:

* Monitoring visits to the school to meet with subject leaders to discuss aspects of the curriculum and where the subject sits in SDP.
* Taking into account external reports and building this into monitoring.
* Pupil surveys.
* Staff and parent surveys.
* Inviting staff members to governing body and committee meetings to report on key areas.
* Learning Walks
* Book scrutinies

The table below gives an overview of governor monitoring activity during this academic year:

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| Monitoring activity | Reason for monitoring activity | Impact of monitoring activity |
| MATHSTermly monitoring visits from Maths governor Presentation to governors from the Maths lead teacher which included a full data breakdown and followed by a scrutiny of books and children’s work. | Maths achievement is a whole-school priority in the SDP. | Maths Mastery used extensively, creates opportunities for mastering the basics and bridging the gaps. Giving opportunity to go back and keep the basics solid. Building a strong foundation. The use of Power Maths and the Catch Up and Keep Up Tutor Sessions have been a key highlight. Confidence in maths across the student body has improved.Embedding Power Maths has resulted in building confidence in the approach with staff adapting the programme to meet the needs of the children.In-year assessment data shows that the gap in maths achievement is closing in most year groups and that quality first teaching, supportive interventions and school led tuition has had an impact.  |
| ENGLISHPresentation to Governors from the Reading and Writing lead teachers which included a full data breakdown and followed by a scrutiny of books and children’s work. | Improvement in Reading & Writing is an Ofsted recommendationContinuing to improve phonics attainment and develop a love of reading is a key priority in the SDP  | Governors prioritised funding to support a staffing structure which incorporated additional skilled staff to implement specific interventions and catch up programmes to ensure the best possible outcomes for the children.Embedding of Little Wandle has shown improvement in phonics/reading achievement. Pathways to Read is being embedded in KS2, and looks to improve comprehension for this group.Same day interventions and keep-up sessions are planned into the daily schedule. Regular assessment of students lets teachers identify issues early and assign extra resource (often same in the afternoons, especially in phonics)New bookbag books being sent home encourage early years parents to get involved. Reading sheds on playgrounds let parents engage with Love of Reading theme. The re-establishment of Reader for Life has been successful – Majority of children across the school are now reading regularly at home achieving certificates in whole school family assemblies |
| SCIENCEObservation from Science link governor and meeting with subject leader | To receive further updates on the developments within the teaching of Science | There was a clear plan showing the knowledge skills and information that children needed to acquire in each year. The visit covered the sessions being provided in Yrs 3,4&6.Children in years 5&6 were clearly comfortable with aspects of scientific enquiry embedded in earlier years such as prediction and classification.Children were encouraged to use scientific language and there was a clear focus on key words to be learnt and retained.Previous learning was explored and recapped to check that children had retained information and could use it inform and sophisticate their responses to new information. |
| EYFS Link Governor monitoring meetingsLearning Walk | Improvement in the quality of the early years provision is an Ofsted recommendation and included as a priority in the SDP. | An environmental walk around the EYFS areas with a key focus on the new developments in the outdoor areas demonstrated the effectiveness of the newly developed areas for exploration enabling access for all the children. The provision of a language rich and engaging early years environment was evident with an abundance of environmental print throughout to support and challenge the children’s learning.  |
| Health & Safety | To check compliance with the standards of H&S | The 2023 H&S inspection report was fully reviewed. All areas requiring action were fully discussed and confirmed as being either fully closed or adequate interim interventions had been made pending further investigation. When requested evidence was made available.  A walk around targeted areas of the school was carried out. Attention was brought to the Link Governor of a concern over the condition of the flooring in the Reception Classroom. There are multiple swellings (bubbles) on the floor. The largest being approximately 120mm in height. This poses a risk to all students, however as one student is severely disabled and uses an electric wheelchair for mobility, the risk is now critical. The Link Governor reviewed actions taken to date, these included awareness of staff and students to the unsafe areas as well as escalation with the CWAC education authority. |
| SENDLink Governor monitoring with Subject LeaderTermly SEND reports presented at FGB meetings  | To ensure compliance with regulations and receive regular updates on SEND provision and practice | Targeted interventions are put in place for children based upon their category of SEND and the barriers to learning this creates. Interventions are personalized and published in the SEND one page profiles which are reviewed each term. Progress against targets are monitored regularly and group interventions are observed on a regular basis throughout the year. A record of incidents is logged on C-Poms to demonstrate how pupils are regulated and what provision needs to be in place. Parents are involved in these discussions.Profiles are discussed with parents at termly review meetings to share targets, discuss progress and to refine interventions. Termly mini reports including attendance data are discussed with parents. In a recent parent survey carried out this term ALL parents of SEND children agreed that their child is doing well at school and that they are aware of the support which they receive. Pupil voice is captured on the one page profile. Anecdotes from children are positive, they enjoy smaller group work, responded well and made good progress.All subject leads have developed the provision for SEND within their own subjects and have documented this.The outcomes for the children with SEN at the end of last year demonstrated good or better progress for all children against their targets. |
| Music | To receive updates on the teaching of Music across the school | The Music curriculum is taught within the Topic work focus. The specific learning focus for each term is identified from the National Curriculum and planning is in line with the Chris Quigley milestones progression of skills. The class lessons focus on creative music making, class singing, percussion, instrumental work and listening.Reception class had weekly music sessions in the Autumn term to prepare them for their ‘Sing the Christmas Story’ production.A bid was successfully submitted to Music4All by the chair of governors to fund a further music project for the Nursery children with the aim of developing their Communication & Language skills which are assessed well below expectations on entry at three.The AmaSing choir once more performed at the public event at Chester Cathedral. |
| Geography | To receive further updates on the developments within the teaching of Geography | The updated Geography Essentials checklist has provided a summary of key points to support the planning.Staff have been trained in the concept of Field studies linked to school trips with an aide memoire to guide the activities. This will be followed up in the Spring Term with further training and support with digimaps.Hands on practical work in Geography is increasing and engaging the children in their activities. Staff refer to maps in their teaching of topics and stories – e.g. demonstrating where people in history / authors in book studies were born. Maps are a key part of the displays in the EYFS with a large plan of The Lache posted in the outdoor area to assist the children in locating their own homes. |
| British Values | To gain a fuller knowledge of the way in which British Values are woven into all aspects of school life and the curriculum | All pupils access PSHE lessons every week using the jigsaw scheme. These lessons are split over the year and each term covers a different aspect of British values. Individual liberty is particularly prevalent within the school as these are celebrated within assemblies and acts of kindness are given to children within celebration assemblies. Democracy is weaved into all lessons and the children will vote for house captains in their year groups. Mutual respect is taught throughout the school and the school is highly effective in promoting respect for peers and staff and this also links to rule of law and the school rule Be ready, Respectful and Safe.Examples of lessons are shown on the school website and there are also numerous examples around the school of British values including no outsiders posters and quotes from Children about Tolerance and mutual respect. Records of what the children have learnt are recorded in their jigsaw books in years 1 - 6 and in reception these are recorded in the wider world book.Children are assessed on their understanding of key statements and this is followed up by the subject leader every term to see that the children are progressing, Each year group also have jigsaw books were they record what they have completed after each lesson and this is reviewed on a termly basis or during a scrutinyReception assessed by children inputting into wider world book what they have learnt each term and photographs are taken to evidence this.Additionally, each link governor monitored the way in which British Values were planned for in each subject. |
| P.E.Link Governor monitoring with Subject Leader | To gain a fuller understanding about the P.E. curriculum offer and how it is taught in Lache PS |  Currently staff are taking gymnastics sessions with external company and they are shadowing in order to understand the structure of the sessions and they have access to the EYFS which outlines what is happening each term. Governors observed KS1 session on learning walk in October. The concept of PE for all flows through the curriculum and there are a number of after school activities including dance class, basketball, football clubs that have a large uptake of children. These clubs are inclusive for all children and all children are encouraged to participate in activitiesThe PE and sports funding has allowed for extra training and shadowing of staff with external organisations in order to be able to train current staff on dance, gymnastics and orienteering. Funding has also been used for transport to numerous sporting events and pupil premium has allowed for sport kits to be purchased for Yr 3 and Yr4 girls teams. The extra curricular clubs have been run using part funding and this has a large uptake of children from year 3 - 6. Due to these factors the school has been able to increase PE to 2 hours per week per child.British values are incorporated into teaching PE by introducing rules within games, discussing no outsiders and encouraging all children to work together. SEND children are also integrated into various sessions and the response from the children is positive. PE remains a key part of the curriculum in school, using outside agency staff to help facilitate this. A wide range of PE activities have taken place, Football, Netball, Fencing, Judo, Cross country. Pupils have played in matches with other schools throughout the year.  |
| R.E. | To gain a fuller understanding about the R.E. curriculum offer and how it is taught in Lache PS | Once per term there is a dedicated week for RE Studies. This is in line with the whole school plan and Cheshire West and Chester agreed syllabus Lessons have taken place on Christianity, Hinduism and Diwali. Governors attended an event presented to the children which included a performance from a local church group on the theme of the Easter story. |
| WELL BEINGLink Governor monitoring with Well Being Team | Monitoring arrangements in School for promoting Wellbeing of staff and pupils. | Well Being is a focus of every SLT meeting. MHSTs worked throughout the year targeting those children who have mild anxiety & worries. Coffee mornings have been held to raise the profile of their work with parents and carers. Ofsted questionnaires were very positive in regard to how we support our pupils and families.A Play Therapist has been working with several children and Platform for Life has offered counselling sessions. Yoga spheres are available in all classrooms for meditation and release. Mental Health week was observed in assemblies and class activities organized to follow up.Trauma Informed approach to behaviour management has been embedded. |
| ArtLink Governor meeting with Art subject leader and learning walk to observe art displays. | To gain a fuller understanding about the Art curriculum and how it is taught in Lache PS | Some of the Art creative homework is on display along the Upper corridor and is testament to the high quality of work achieved. The School has developed detailed 'Milestones' for Art and Design, which break down the curriculum into the skills to be developed. The Art curriculum has links to the Topics in the Core subjects. Class teaching is supplemented by activities such as 'Inspire' afternoons (which include children and parents working together); visits from specialists; after-School Art Club. |
| Pupil PremiumLink Governor monitoring with PP Lead | Monitor compliance with PP spending & allocation53 % pupils at School are entitled to PP | Very detailed PP Action plan will ensure the school and PP students are supported and make the required progress and more. Teamwork between staff, students and parents and the ‘keep calm and carry on mentality’ is making a real difference to attendance and progress of PP students. Morning and afternoon interventions helping along with NTP Tutor with a Numeracy / Literacy Focus. After school Maths club has been introduced – pupils excited and keen to go to these sessions. |
| AttendanceLink Governor monitoring with Attendance Team | Attendance is a whole-school priority on the SDP. | During our Autumn Governor Strategic (6/10/23) session we received for discussion a recent DfE document outlining the expectations of governing bodies in relation to attendance along with an audit document used by the attendance team to RAG rate our practice.Details of procedures were demonstrated and discussed, such as:-Letters to parents of individual children with a potential to dip below 95% based on data from last year and current attendance levels. Including illustrating 94% equates to 2.5 weeks absence and 90% - 4 weeks. Letters sent out to approx. 50 families this term which are personalized to increase level of engagement.HEROES is an initiative which has been introduced this year.Hero Attendance Certificates are being handed out in the weekly celebration assembly to individuals achieving >97% attendance with Hero chocs as a reward to the best class and half termly the children achieving >97% attendance will receive wristbands – 6 different colours to receive over the year. Half termly mini reports including attendance levels.Further collaborative work with cluster of feeder schools to local secondaries with an inter school attendance competition in December. |
| SEMHLink Governor monitoring with SENDCO & RP Leader including monitoring learning activities and pupil voice | The school is funded by the LA for a resource provision  | A mastery approach is in place to enable the children to ‘keep up’ rather than ‘catch up’. Practical, smaller tasks are key to the approach introducing new concepts bit by bit. More adult 1:1 and small group support with ability groups across 2/3 rooms. Four x 10 minute Time out sessions are incorporated daily with practical hobbies available. The curriculum is bespoke, incorporates children’s interests & planned with subject specific skills and knowledge identified from the appropriate developmental stage / year group plans. There is a consistency of approach with the planning across the whole school. Daily morning challenges are incorporated e.g. spelling, Maths, 1;1 reading. Modelled writing is used daily to support the children and effective paired writing activities were observed. Enrichment activities are planned in to provide further opportunities and experiences to inspire and engage the children. When appropriate the children work alongside mainstream peers. |
| School WebsiteRegular online monitoring | Compliance with regulations | Termly reviews were carried out by a governor and amendments & updates followed up. These were reported to the FGB  |

Governing Board Self Evaluation

The Governing Board have carried out an independent skills audit to ensure the appropriate people are on the governing board. The spread of expertise on the board needs to be regularly monitored and be as wide as possible to ensure all areas of school life are covered. As a result of the skills audit individual training needs were identified and accessed either in-house or through verified online courses. A further skills audit for newly appointed governors will be carried out next term with training areas identified, including induction.

Governor training

The governing board takes their responsibility to stay up-to-date seriously and places high importance on this, including undergoing any necessary training. Induction training has been key to preparing our newly apponted governors for their role.

Governing board priority areas for 2024 -2025

To remain in line with the development of the school, and to continue to drive improvement through our strategic work, the governing board has identified the following areas to be focussed on in 2024 - 2025:

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| Priority | Link to SDP | Intended impact  |
| To closely monitor the strategies to improve school attendance | SSDP Objective 1 | Strategies reviewed termly to demonstrate impact and improvement  |
| To monitor the progress and attainment of the children across the curriculum with a focus in Reading & Writing | SSDP Objs 2,3 & 4 Ofsted recommendation | Link governors make regular visits to school to observe the policies in practice and evidence the impact of the action plans in place |
| To ensure financial stability and improve the funding stream | SSDP Obj.5 | Governors support the school by accessing additional grants for key developments |
| Improve the EYFS outdoor area | SSDP Obj. 6 | Environment enhanced to promote outdoor learning  |
| To restructure the governing body meetings enabling equal access to all members with a key focus on the quality of education, in collaboration with local Multi Academy Trust (MAT) | SSDP Additional Priorities (Governor action) | All governors fully aware of key needs of school to make informed decisions on developments |
| Summer 2024 Evaluation of 2023/24 actions:An audit of governor skills identified specific areas for training & development including; Preparing for Inspection, HT Performance Management and Fund Raising.Grants were successfully secured by governors to support projects in the Early years. Termly Strategic days have provided an excellent forum for governors in planning, discussing and monitoring the key priorities, with further opportunities to visit classrooms and capture pupil voice.Questionnaire statement from Governors to staff has been fedback. All link governor visits provided evidence of the coverage of British Values across the curriculum and school activities.An annual governor impact statement was published on the school website in the Autumn Term alongside a letter to parents explaining the role of the governors.Regular updates have been held with key members of the selected Academy Trust culminating in a cross schools seminar in the Summer term with opportunities to meet local board and Trust executive members. Governor attendance at key school events including assemblies was encouraged to establish a higher profile with parents – this has been extended to include attendance at parent workshops / drop ins / stay and play etc. The Ofsted inspection has taken place and governance came out as strong.  |