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## **Governing Body Annual Statement and Impact Assessment July 2018**

This 2017/18 Annual Statement has been written in order to provide information regarding the roles and responsibilities of the Governing Body over this academic year. All Governors are unpaid volunteers who spend their time ensuring the school carries out its statutory duties. The Governing Body is committed to supporting the school's vision and ethos and its aim to provide the best possible education for all children at Greenfield school.

### **Governance Arrangements:**

5 Co-opted Governors

2 Parent Governors

2 Staff Governors

Headteacher Governor

1 Associate Governor

After carrying out a Governor skills audit and a lengthy recruitment process, we have welcomed Richard Meadmore to the Governing Body as a Co-opted Governor. Richard brings a wealth of experience from his role as Governor within another primary school and his external viewpoint will add great value to the Governing Body. We currently have 1 Governor vacancy which we require to be filled by a candidate external to the school and with financial expertise to ensure we maintain a breadth of skills.

Attendance at the 5 full board meetings remains high, with all absences fully explained, accepted and approved by the Governing Body. Full details of membership and attendance can be found on the school website, along with specific individual roles we have within school.

In accordance with the Government's requirement for all Governing Bodies, the 3 core strategic functions of the Governing Body of Kippax Greenfield are:

1. Ensuring clarity of vision, ethos and strategic direction.
2. Holding the Headteacher to account for the educational performance of the school, the staff and its pupils.
3. Overseeing the financial performance of the school and making sure its money is well spent.

	What did we do?	What impact did this have?
1.	<b>Ensuring clarity of vision, ethos and strategic direction.</b>	
1a.	<b>School Development Plan</b> - the Governing Body works alongside the HT in writing and monitoring the SDP, whilst ensuring the strategic direction aligns with the values and ethos of school.	This collaborative working means the Governing Body has detailed knowledge of the areas of school development and enables us to challenge and support the HT and SLT. The SDP and its outcomes are analysed every term and its objectives form the key areas of focus on our class Governor visits.
1b.	<b>Governor Skills Audit carried out</b> - all Governors have completed an annual skills audit and results have been collated by the Chair of Governors.	The impact of this self evaluation is that it has allowed us to evaluate our work as a Governing Body. It has led us to identify ways to improve our efficiency and any individual training needs for the year ahead. The audit has highlighted that we need to strengthen our governance with further financial expertise.
1c.	<b>Agreed the implementation of a new wider curriculum</b> - to launch in September 2018. After shared research with Greenfield staff, the Governing Body agreed to the purchase of a new International Primary Curriculum.	Whilst the impact of this will be seen only once embedded, the Governors are confident that the curriculum will be delivered in a creative way to encourage a love of learning and high standards of attainment. A particular strength of this new curriculum is its alignment with the vision and ethos of school.
1d.	<b>Sourced external moderation</b> - the Governing Body has worked with a School Improvement specialist.	This work has provided us with an objective view of how school is performing, supported us in strategic direction and allowed us to clearly identify areas for development.
1e.	<b>Engaged with pupils and parents</b> - questionnaires were distributed to pupils and parents to gain feedback on school initiatives. All members of the Governing Body continue to have a very visible presence at school events and extra-curricular activities.	This has allowed us to gain a good understanding of parental opinion and to seek ways to continue building on these relationships. We have begun to address some of the issues raised in the questionnaires such as mixed classes. Greenfield's ethos actively encourages 'pupil voice' and the questionnaires have ensured Governors understand and act on the feedback from our children. The impact of regular Governor visits is that we are able to observe the range of activities which are carried out in school and also the breadth of the wider educational provision.

1f.	<b>Policy review and ratification</b> - a robust policy schedule is a standing item on each of the full Governing Body meetings.	Through careful consideration and acceptance of various policies, we are able to ensure we are compliant in all procedures. The impact is that the Governing Body influences school policy and direction, whilst ensuring the policies reflect the ethos and values of Greenfields.
	<b>What did we do?</b>	<b>What impact did this have?</b>
2.	<b>Holding the Headteacher to account for the educational performance of the school and its pupils.</b>	
2a.	<b>Data analysis</b> - all school data is scrutinised regularly at Governing Body meetings via the Headteacher's report. Further information is sourced at data working parties and pupil progress meetings. All Governors have attended data training in 2018.	Governors carry out rigorous data analysis so that we can monitor school improvement and performance. We ask challenging questions to ensure any identified development areas are addressed in a timely manner and focus areas are identified on the School Development Plan.
2b.	<b>Headteacher Performance Management</b> - the performance management of the HT is robust and is moderated by an external party.	Governors understand the areas of strength and development within school and agree areas to develop ensuring the quality of provision is continually improving. The Governing Body also reviews the performance management of all teaching staff, ensuring it is rigorous, fair and is leading to school improvement. This review enables us to understand teachers' individual CPD (Continuing Professional Development) and ensure best practice is shared.
2c.	<b>Statutory Governor visits</b> - the Governing Body has link Governors for the statutory areas of safeguarding, pupil premium and SEND.	Regular Governor visits ensure we are compliant against latest legislation in the areas of attendance, safeguarding, SEND and pupil premium. The link Governors also review the impact of specialist interventions to support individual pupils, thus ensuring school priorities are being met effectively. All visits are analysed on a visit form which is shared with the full Governing Body.
2d.	<b>English and Maths Governor visits</b> - link Governors visit termly to monitor performance in these areas.	The curriculum link Governors scrutinise data and monitoring outcomes to hold the leaders to account for how pupils are performing in Maths and English. This enables the Governing Body to understand the standards of teaching and learning and

		monitor the key areas on the SDP. All visits are analysed on a visit form and shared with the full Governing Body.
2e.	<b>Staff presentations on key areas of the School Development Plan</b> - the Governing Body invited teachers to present updates on their specialist areas, namely pupil premium, SEND, P.E funding and Early Years.	This enables the Governing Body to assess and monitor the key objectives and attainment of pupils in these areas of learning. The staff presentations have also allowed Governors to become more engaged with the work of the middle leaders and hold them directly to account, particularly for the spending of the P.E funding and pupil premium and SEND funding.
	<b>What did we do?</b>	<b>What impact did this have?</b>
3.	<b>Overseeing the financial performance of the school and making sure its money is well spent.</b>	
3a.	<b>Budget setting</b> - the Governing Body regularly reviews and approves the school budget on a 3-year model.	The budget has been the biggest challenge for the Governing Body this year in the face of severe funding cuts. This led to Governors having to balance the fragile financial stability of school with a reduced staffing capacity and this impacted on the number of classes being reduced from 7 to 6. The Governors will continue to work to ensure the school is adequately resourced financially and actively seek alternative means of income, such as fundraising, obtaining grants and other external funding sources.
3b.	<b>Agreed expenditure on new KS2 cloakrooms</b> - the Governing Body reviewed the spending for the work and ensured that all steps had been taken to ensure best value.	The Brigshaw Learning Partnership MAT has been successful in securing a considerable budget for two capital projects at the end of this year. The new roof and cloakrooms were a necessary investment in order to ensure the facilities were of an acceptable standard for our children.

**Our 2018/19 Priorities:**

As in previous years, the 2018/19 School Development Plan is based on priorities identified from data and school self evaluation. The collaborative work of both the Governing Body and the Senior Leadership Team ensures the SDP has clear strategic aims and success criteria by which outcomes can be measured. The key areas of focus will be...

- improving standards in English and Maths by the end of Key Stage 2
- developing our assessment and moderation systems to better inform teaching and learning
- developing our new international curriculum throughout school

In fulfilling all of the above core functions, the members of our Governing Body have understandably spent a great deal of time within school. I know I speak for all the Governors when I say how enjoyable it is to see our children care for each other, take pride in their work and show a willingness to learn. It is also inspiring to see the commitment from all the staff in ensuring our children not only benefit from academic development but are also exposed to various trips, sports, clubs to enhance their learning experience. With this in mind, I would like to thank Mrs Moleele and all the staff at school for their continued dedication to the pupils at Greenfields.

Finally, I would like to remind you that we always welcome suggestions, feedback and ideas from parents and all members of the Governing Body can be contacted via the school office.

Wishing you all a lovely summer!

Mrs Emma Jackson  
Chair of Governors