

# William Levick Primary School Governing Board Governance Statement 2016/18

## Introduction:

In accordance with the Government's requirements for all Governing Boards, the three core strategic functions of William Levick Primary School's Governing Board are:

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

## School Governance Arrangements:

The Governing Board was reconstituted in September 2015 and the link to the School Website below will provide details of the Governing Board.

<http://williamlevick.derbyshire.sch.uk/whos-who/governors.php>

The role of the Governing Board is to challenge and support the School's Senior Leadership Team in the development and implementation of a clear strategic direction for the School, with clearly defined aims, objectives and policies, in the areas of Curriculum and Standards (teaching, learning and assessment) and Resource Management (financial management and building).

Governors with the appropriate skills and experience sit on their allocated Committee and Full Governing Board meetings termly, to provide effective challenge and support to the Senior Leaders in the School. This includes robust monitoring and review of the School Improvement Plan, helping to ensure the clearly defined School's aims and objectives agreed at the beginning of the Academic Year are being met.

The School Improvement Plan details the School's aims and objectives, including priority areas for development, required actions, timelines, individuals responsible/accountable and measurable success criteria. The Plan also includes actions for Governors.

The School Improvement Plan provides the main focus for assessment and review on a termly basis, to ensure targets are on track and that all children are making or exceeding the required levels of progression for their age. The Plan is also flexible allowing for changes to be made throughout the year as circumstances change.

The Governing Board has a termly programme of meetings throughout the Academic Year and a committee structure that focuses on specific areas of governance, ensuring effective and robust leadership and management across the School.

### **Governors Attendance Record:**

A record is kept by the Clerk to the Governing Board, of governors' attendance at meetings and details of attendance can be seen in the link below:

<http://williamlevick.derbyshire.sch.uk/whos-who/governors.php>

### **Work Undertaken and Priorities of the Full Governing Board and Committees:**

The School had an Ofsted Inspection on 17 and 18 May 2016, with the School being recognised for the significant improvements made since the previous inspection, with particular recognition going to the new Headteacher, Mr. Winson, for the accelerated progress made with his team, since his appointment in September 2015.

<http://williamlevick.derbyshire.sch.uk/data-and-reports/ofsted-reports.php>

The Ofsted Inspection Report categorised the School as 'Good' in all areas, but stated that the School was not yet rated as 'Outstanding' due to the improvement areas below, which are now the School's core priority areas:

- To increase the percentage of children making better than expected progress in all core subjects, particularly in Juniors (Y3 to Y6).
- To ensure that more able children are appropriately challenged by work that is appropriately difficult for them.
- To develop middle leadership so that it impacts directly on raising standards

The above core priority areas were written in to our 'School Improvement Plan 2016/17', together with additional priority areas for development, in order to meet the School's aims and objectives for the Academic Year.

The 'Curriculum and Standards' and 'Resources' Committees were allocated roles to focus on within their specific areas of responsibility, to ensure the 'School Improvement Plan 2016/17' was robustly monitored and reviewed termly, with evidence of progress against each of the specified objectives.

Effective monitoring and review of the School Improvement Plan is supported by Governors being allocated specific Link Governor Responsibilities. Link Governors then meet with their respective Senior Subject Leaders termly, to review progress against detailed action plans and report back to the appropriate Governor Committees.

Good progress continues to be made against the above core priority areas highlighted by Ofsted, with increasing numbers of children making more than expected progress for their age. With the further development of the Mastery Curriculum, the School expects this trend to continue, making sure that all pupils tackle work that has the right amount of difficulty for them. This area continues to be monitored and reviewed regularly by the Senior Leadership Team and Governing Board.

The School's Deputy Headteacher gained promotion to a Sheffield School at the end of the Autumn Term 2016. This has given the Headteacher and Governing Board the opportunity to review the School's Senior Leadership structure, to make further improvements, both in the areas of effectiveness and efficiency.

Proposed changes to the School's Senior Leadership Structure have incorporated recommendations from the Ofsted Inspection, with the need to further develop middle leaders within the School to impact directly on raising standards, via the implementation of a dispersed leadership model.

On an interim basis from 1 January 2017, following a robust interview and selection process, two internal temporary appointments were made for a KS1 (Foundation to Year 2) and KS2 (Year 3 to Year 6) Posts. Mrs Wileman and Mrs Astley were both successful in securing the respective interim KS1 and KS2 Senior Leadership Posts and have been taking on additional responsibilities in areas including curriculum development, monitoring teaching and learning and Safeguarding.

The Headteacher and Governing Board have now evaluated and reviewed the interim Senior Leadership Structure and have taken the decision to make the structure permanent from 1 September 2017, working closely with the Council's Human Resources Department and Senior School Improvement Officer. As Mrs Astley is reducing her hours from September 2017, we have interviewed for a job share for the KS2 Senior Leadership Post, with Mrs Peckett being successful. The KS2 Senior Leadership Post, job shared between Mrs Astley and Mrs Peckett, will remain on an interim basis for the forthcoming Academic Year.

There are a number of key benefits derived from new School Senior Leadership structure including:

- Effective School leadership capacity and capability to further improve children's outcomes.
- Continued School leadership development, with a dispersed leadership model supporting Senior Subject Leaders in their development, mentoring and improved subject outcomes.
- More cost effective structure, appropriate for School size, resulting in optimising resources in the classrooms, to support children's learning and development.
- Effective support to the Headteacher.
- Future succession planning.

As a Governing Board, together with the Senior School Leaders, we are committed to moving the School from 'Good' to 'Outstanding' over the next 2 years, ensuring all children reach their full potential in all subject areas.

## **Resource Management:**

Schools in England and Wales have had standstill budgets for approaching 10 years, resulting in Schools having to make efficiencies year on year, to meet increased costs from inflation on goods, services and salaries, pensions, national insurance contributions and recently the Apprenticeship Levy.

This is putting Schools under significant financial pressure and an increasing number of Schools now have deficit budgets, where they are required by their respective Local Authority, to submit a 4 year financial plan, to ensure their School budgets balance by the end of this period.

As a School we are approaching the final year of our deficit reduction plan and have been working hard to further increase our funding by attracting more children to the School, particularly in Foundation Stage, while delivering more efficiencies to reduce our expenditure, while optimising resources for further School improvement.

The School has been successful in developing strategies to reduce the budget deficit while continually improving children's outcomes, as evidenced by the Ofsted Inspection in May last year, and through external School validations and School Data for 2016/17. We are also delighted that the School was over-subscribed for Foundation places this September 2017, reflecting the increased demand for places at the School, resulting in a full intake of 30 children, further supporting the School's budget.

The School's resourcing strategy will remain focused on ways to increase funding while further reducing expenditure, prioritising resources in the classrooms, to further improve children's outcomes, while supporting the School's journey from 'Good' to 'Outstanding' and delivering educational excellence.

We are actively developing our relationships with leading businesses in and around the Dronfield area, to further support our Resources Strategy for the School, while also looking at the potential to further enhance learning and development in the classroom.

In the current financial environment the School operates in we will need to be flexible and agile, taking advantage of developments in the market to work smarter, building additional capacity from implementing innovative solutions, such as online payment systems for parents /carers.

The above initiative has been extremely successful moving the School to becoming cashless, providing our parents/carers with a much more modern and convenient way of paying for School services, while saving the School office up to 6 hours per week in administration. The time saved is being used much more productively, to help identify further savings against the budget, while further improving children's outcomes.

## **Effective Leadership, Management and Governance:**

The strategy in the area of School leadership and management will remain focused on creating a culture that enables children and staff to excel and where there is a commitment to setting high expectations for the conduct of children and staff and where relationships between staff and children are excellent.

School Senior, Middles Leaders and Governors will focus consistently on improving children's outcomes, including the most disadvantaged children.

Governors will continue to systematically challenge the School's Senior Leaders to ensure effective allocation of staff and resources, including pupil premium, sports premium and SEN funding, to ensure excellent outcomes for all children.

We will remain focused on clear and effective two way communication with, parents/carers and staff, to support continuous performance improvements, by focusing on the impact of our actions taken towards School improvement and improving the outcomes of all children.

Parental engagement remains a key priority and we will continue to undertake a Governor Parent/Carer Survey in January of each year, to assess perceptions of the school and how effectively it is run to support our continuous improvement culture. This will include producing a Survey Report to share with parents and carers, summarising the results and the improvements identified from the survey, which the School Senior Leadership Team and Governing Board will take forward.

The Governing Board have also recently implemented an 'Annual Governor Staff Survey', to assess employee engagement levels, while further improving two-way communication with staff. The survey will help identify opportunities for further improvement, supporting the School Senior Leadership in this important area.

School Senior Leaders and Governors will use effective performance management that leads to continuous professional development that encourages, challenges and supports teachers' continuous improvement, ensuring teaching is highly effective across the School.

Performance management will also be introduced to the Governing Board in 2017/18, with the Chair of Governors appraising the Committee Chairs and the Committee Chairs appraising their respective committee members. This process will help ensure all governors have clarity around their respective roles and responsibilities, performance and training and development needs. The Chair of Governors will also undertake a 360 degree appraisal twice during the 4 year term of office.

School Senior Leaders and the Governing Board will also build strong partnerships with Universities, working collaboratively supporting teacher training placements, which in turn will support our children's outcomes, while promoting the School as an excellent place to work, attracting future teacher talent to support succession planning into the future.

The School leadership and management culture will encourage staff to reflect on and debate the way they teach, to ensure best practice is shared and that staff feel involved in their own professional development. Non-teaching staff will also be encouraged to contribute their ideas and experience and feel involved in the effective running of the School.

School Senior Leaders and Middle Leaders will ensure children's spiritual, moral, social and cultural development and within this, the promotion of fundamental British values, are at the heart of the School's work.

We will ensure a broad and balanced curriculum, with clear opportunity and progression, which inspires children to learn and that the range of subjects helps children acquire knowledge, understanding and skills in all aspects of their education.

School Senior Leaders, Middle Leaders and Governors will ensure that Safeguarding is effective and the 'golden thread' that runs throughout the School in everything we do, supported by a culture of vigilance, where children's welfare is actively promoted and that children feel listened to and safe.

The School Senior Leadership, Middle Leadership and Governors will also develop partnership opportunities where they exist, to further support School improvement and children's outcomes. This has been recently evidenced by the Schools involvement in the 'East Meets West' Global School Improvement Project, working with the Xienhe Educational Organisation in Shanghai, China.

This exciting initiative involves a teacher exchange programme, fully funded by the project and opportunities for the children to form links with the Chinese children in the Schools in Shanghai, improving their global and cultural education. The project aim is to evaluate what can be learned from both the Chinese and Western teaching practice, to facilitate a teaching model to further underpin School improvement and teaching practice.

### **Training and Development:**

We are working hard to allocate resources and to identify cost neutral opportunities, to support continuous professional development for School staff including governors. This will be key in supporting our continuous performance improvement as a School.

Examples where we have recently supported continuous professional development of School staff and governors at nil cost are:

- £7,500 of funding obtained from a Derbyshire Teaching School Alliance that was invested in a structured programme of development.
- The School's participation in the 'East Meets West' Global Education Project will support School improvement, as well as a fully funded teacher exchange trip to Shanghai, for two of our teachers, to observe teaching practice in Chinese Schools. The Project is funding all of the above at no cost to the School.

- The Chair of Governors and ‘Curriculum and Standards’ and ‘Resources’ Committee Chairs are on a Governor Leadership Programme, fully funded by the National College for Teaching and Leadership.
- The Clerk to Governors is on a training and development programme fully funded by the National College for Teaching and Leadership.
- The recently developed Partnership of Dronfield Schools is also providing more opportunities for School staff and governors to share and further develop best practice and learning.

### **Innovation, School Improvement and Change Management:**

The School’s Governing Board and Senior Leadership will continue to be externally focused on School improvement and children’s outcomes, identifying opportunities to share best practice, being innovative to develop creative solutions to the challenges that arise, but also ensuring effective change management.

While the objective is to minimise change across the School, there will always be factors outside of the School’s control, where change is inevitable, whether responding to financial imperatives, staff leaving the School, maternity leave or illness.

Effective change management will involve all stakeholders at the School, including children, parents/carers, School staff and governors, ensuring effective two way communication to ensure that any change is explained clearly, together with the rationale for the change and the benefits to School improvement and children’s outcomes. Changes will continue to be robustly monitored and reviewed to ensure that they are effective in further improving children’s outcomes.

### **Communication:**

The School’s Senior Leaders and Governors Communication Strategy will continue to ensure communication is open and effective with children, parents/carers, staff and other stakeholders and that levels of engagement with the School are strong.

We will continue to communicate periodically throughout the Academic Year via a Governor Newsletter, to help keep parents and carers informed of news and developments across the School.

How well we are communicating will be assessed and reviewed annually, by the use of surveys, with feedback listened to and acted upon where appropriate, to ensure continuous improvement in this important area.

### **How to contact the Governing Board:**

Information about the School’s Governing Board is available on the Governor’s Page of the

School's Website together with the following email address to contact Governors –

<mailto:chairofgovernors1@williamlevick.derbyshire.sch.uk>.