



GOVERNOR EFFECTIVENESS REPORT 2016/17 ACADEMIC YEAR

Introduction. This is the first Governor Effectiveness Report. It is designed to provide a small number of benchmarks that will enable governors at St. John's to monitor their own effectiveness and to raise standards of support and scrutiny as necessary. The Report is a public document.

1. Governor numbers, recruitment and retention

At the end of the 2015-2016 Academic Year we had 10 governors and 2 associate governors. Issues have arisen during the course of the 2015 - 2016 academic year in respect of the workload experienced by governors and the need to recruit new governors with specialist skills.

Towards the end of the year a committee chair resigned as a governor. This has left a significant gap in our overall capacity to meet the growing workload.

Governors have set a target of recruiting two new governors with suitable experience during the course of the autumn term.

2. Governor Attendance at Meetings

Governors are expected to attend all Full Governing Body meetings. They are also expected to join one of the two committees and attend all meetings. On average, this means attending 10 to 12 meetings a year.

Ed. Welfare Attendance - Five Meetings held (Membership five governors and two associate governors). There were two meetings with 2 governors absent and two meetings with 1 governor absent. The fifth meeting was fully attended.

Business Committee Attendance - Five meetings held (Membership seven governors and one associate governor) There were two meetings with 2 governors absent and three meetings with 1 governor absent.

Full Governors Attendance - Seven meetings held (Membership ten governors and two associate governors). Additional meetings took place in respect of the Nursery Extension. There were two meetings with 3 governors absent, one meeting with 2 governors absent, three meetings with 1 governor absent and one meeting fully attended.

Impact of attendance on governor effectiveness. A significant proportion of apologies received relate to the professional commitments of two governors. The skills and experience that these governors bring is such that the Chair and Headteacher both consider that their presence on the governing body is important. It is a factor, however, in terms of workload distribution and the shortfall in governor visits.

3. School Visits by Governors.

A new Governor Visits Policy was implemented this year. This involved the agreement of a Visits Programme at FGB and the monitoring of the visits via the electronic submission of reports and feeding reports back to governors. The target set in the new Governor Visits Policy is 3 formal visits per governor per year. Associate Governors, as members of staff, are not expected to submit reports although they may do so if they wish.

In the 2015 – 2016 academic year a total of 20 reports were submitted with a target of 30. As a result there are some gaps in the independent review of the SDP. Observations of Pupil Premium initiatives, behaviour and the Collective Act of Worship are not considered sufficient to provide a full and independent picture.

Nonetheless, the number of written reports submitted has increased significantly on the previous year and the quality of written accounts has improved greatly. In relation to the School Development Plan were submitted as follows:

A1 & 2. Behaviour Policy & Lunchtime/Playground Behaviour

Three Reports submitted.

Commentary. The play pod referred to in the School Development Plan did not come into full use until late in the summer term. Two further visits are needed to monitor the impact of its implementation on playground behaviour patterns.

A3 & 4. Rights Respecting School Award & Collective Act of Worship – pupil engagement in the Collective Act of Worship

Three Reports submitted in respect of the implementation of the Rights Respecting School Programme. One additional report received in respect of the Harvest Assembly.

Commentary. There is a significant shortfall in the monitoring of the Collective Act of Worship. Insufficient data was collected to provide firm evidence that the SDP initiatives have progressed sufficiently. Data does show, however, that the initiatives are being implemented.

B1 – Assessment

No Reports.

Commentary. This aspect of the SDP was interrogated at various times at Committee and Full Governing Body level, particularly during the presentation of data by the Deputy Head.

B2 – Parental involvement in Foundation Stage

Two Reports submitted.

Commentary. Three governors attended an event designed to explain aspects of the Foundation Stage literacy curriculum – specifically phonics teaching - to parents with two detailed reports submitted. This was a very successful event with all but two parents attending. It was very well organized. The progression of this initiative was apparent.

B3 – Pupil Premium

Two Reports submitted.

Commentary. There were two visits made by the same governor in respect of the allocation of Pupil Premium funding. One visit was an observation of the Nurture Group. The second visit was a discussion with the teacher responsible for SEN. These visits provide a sound picture of work in progress. A number of further visits are needed, however, to explore the full range of

initiatives. Research and review has taken place at Committee and FGB level and monitoring, overall, is considered adequate but incomplete.

B5 & 6 – Raising the percentage of children that pass Yr 1. phonic screening and those reaching the expected level in writing by the end of KS1.

Seven reports submitted.

Commentary. Reception, Class 1 and Class 2 were all observed. Detailed reports were produced. Sufficient data was presented by governors and staff reporting at committee to demonstrate that the initiatives in this area are progressing well and have been well-resourced.

Other Visits - Developing Maths leadership across the school.

One report received.

Commentary. One governor met the new maths co-ordinators and received a full briefing from them to gain an understanding of their role and discuss the impact of their training, action plans and new initiatives for the year. The briefing was followed by a learning walk where the governor observed how maths was being taught across the school and the use of interactive maths displayed

Other Visits – Children Looked After

One report received.

Commentary. An extremely detailed report was received in respect of an interview between the governor and the SENCo. The report reflected the needs of specific children and provides a detailed and very useful analysis and commentary on the support that the school offers to children identified in this way.

Summary. The reporting of visits demonstrate real and effective observation of the school at work in the identified areas. The quality of report writing is high. In the coming year our target will be to ensure that all key areas of the SDP get equal coverage and the numbers of reports submitted reaches our target.

4. Monitoring Safeguarding

The Governor responsible for Safeguarding has met once a term with the Headteacher in her capacity as the Designated Safeguarding Lead. Each meeting has had an agreed agenda. In the last year the meetings have covered the following key topics with the resulting outcomes:

Topic	Outcome
A review of the Child Protection Policy and Procedures	A complete overhaul and updating of the policy and procedures resulting in a more detailed, user friendly and practical manual which is available in hardcopy in the staffroom.
Safeguarding policy reviews – on-going	A formal agenda item early in the year resulted in new policies and procedures covering sun safety and first aid. Although the school had procedures in place these needed to be formalised to ensure clarity and consistency. Since then, under the

	<p>Safeguarding umbrella, the school has created the following new policies and procedures relating to:</p> <ul style="list-style-type: none"> Supporting children with medical conditions School visitors, incl. visiting speakers.
New Prevent Duty	Policy and procedures have been incorporated into the CP Policy and Procedures. The Head and SG underwent Prevent training which was then delivered to the rest of the school
Safeguarding Review	The school is determined to ensure a high standard of safeguarding practice and procedures. To this end the head and SG have developed a template of what they consider is meant by outstanding practice and will evidence the school against this to identify strengths and areas needing improvement. In addition, the head and SG reviewed the performance of the school against 10 safeguarding issues and provided the results of this audit to the full governing board.
Keeping Safeguarding top of mind in the school	A safeguarding/child protection information board was created in the staffroom at the start of the Autumn 2015 term.
Managing disclosures	An aide memoire on the approach and action to take when a child discloses has been issued with an aide memoire which fits on the back of their school identity card.
Record keeping review	In the academic year 2014/15 the SG and head reviewed the record keeping of children in child protection or other measures.
Assessment of children to determine if they feel safe within the school - survey	Under the Rights Respecting Schools' Initiative, a survey was undertaken amongst pupils to assess their feelings of safety within the school. Actions arose out of this.
E-Safety	The Head and SG reviewed the E-safety tool: 360 Degree Safe Tool. It was agreed that this would be a good tool to review our school e-safety and would be considered in the new academic year

5. Strategies to monitor Pupil Progress - ensuring that reported outcomes have been appropriately evaluated by governors.

Assessment data has been presented to the Ed Welfare Committee on a termly basis. Each report is discussed in committee and the school provides information on the interventions where improvements are needed; this is in addition to the information contained in the termly Headteacher's report presented to the FGB.

It is worth noting that this year has been challenging for the school due to the change in the way in which pupils are assessed and teachers have spent considerable time getting used to the new approach and accompanying software. The progress of the introduction of this new system has been raised regularly at the committee meetings and monitored.

The use of Pupil Tracker software is, however, a new initiative and there have been many changes in recording assessment at KS1. **Governors should consider appointing a governor with specific responsibility for data.**

6. Monitoring School Finances

The school Finance Officer Ann Durbin, provided financial reports on 10th November, 17th March and 28th April.

The level of interrogation of the accounts has been excellent and the outcomes reflect an appropriately conservative approach to expenditure with all funding and expenditure being fully identified.

The one significant area of concern is the Nursery Extension (the leasing of Orchard Court). The figures presented to the Governors by SCC were reviewed in detail and an independent Business Plan drawn up and reviewed by Governors. Whereas the outcomes indicate that the Nursery Extension may well break even in two to three years this is dependent on child recruitment. As part of this initiative all Nursery related finances now have a separate cost centre for analysis purposes so the situation in respect of the profitability of the Nursery as a whole is now much clearer.

This has been a good example of the Governors working closely with senior management and the finance officer to achieve greater clarity and understanding of the financial implications of strategic decision-making.

7. Policy Reviews

The review of policies is delegated to the committees. Once reviewed, the policies are circulated to all governors and their approval reported at the next FGB meeting. All policies identified as being in need of review by the Ed. Welfare Committee were reviewed in detail and some substantially re-written. New policies have been written where their need has been identified such as the policy to support children with medical needs.

The 'fit for purpose' of policies as part of their renewal has also been explored and changes made where appropriate; for example the introduction of a new Social, Moral, Spiritual and Cultural policy which now incorporates the former spirituality and PSHE policies and British values and the Rights Respecting Schools Initiative. Under Rosemary Cooke's

stewardship policy review by the Education Welfare Committee was thorough and detailed and the general calibre of policies improved and made more user friendly.

Policy Reviews completed by the Education Welfare Committee

- Anti Bullying Statement
- Child Protection
- Behaviour
- Collective Worship
- Early Years Foundation Stage
- E-Safety
- First Aid
- Home School Agreement
- Safeguarding policy statement
- School Governor Visits
- Special Educational Needs
- Supporting Pupils with Medical Conditions
- Sun Safety
- Visitor and visiting speakers
- Volunteer Policy and Code of Practice

The SMSC policy was deferred to the autumn term to give teachers time to read the policy statement and comment.

Policy Reviews completed by the Business Committee

7 policies were reported as due for review, or overdue at the November meeting. The following were successfully reviewed during the course of the year.

- Teacher's Pay Policy
- Finance Policy
- Freedom of Information Policy (ELIM)
- Safer Recruitment Policy

The following policies were also identified as due for review. Two only require the adoption of SCC standard policies.

- Complaints Procedure (SCC Policy)
- School Financial Value Standards (SFVS)
- Teacher Appraisal (SCC Policy)

Notes: The SFVS Policy requires substantive work in developing a framework that will make the reporting under this policy meaningful. Work needs to be done on which schools might be used to provide benchmarks.

8. Governor Training

17 paid-for training places were reported at the beginning of the academic year. This had the unfortunate effect of a belief that rationing was necessary and one or two governors attended less training than might have been the case. Other issues arose because of the cancellation of training. Nonetheless, the take-up of training places was disappointing and governors need to be encouraged and supported to attend. Training has since changed to a pay-as-you-go package.

A Governor Training Policy is needed, and it might be summarized as follows.

- a) Governors encouraged to attend training in pairs to increase enjoyment and the quality of feedback.
- b) Governors expected to deliver a brief oral report of their training, and, where necessary, to indicate where practices need to change.
- c) The available training packages scrutinized by the governor responsible for training and recommendations made in respect of very important courses.
- d) Governors encouraged to train!

Training attended in the 2015 – 2016 academic year.

Rosemary Cooke	Early Years Foundation Stage Prevent Training Phonics Safer Recruitment
Kirsty Smith	Governor Induction training
Wendy Turner	Prevent Training
Chris Trwoga	Phonics Prevent Training
Julie Inder	Induction Training