What we as governors have achieved in 2015-16

(Completed at Governor Day on 28/06/2016)

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| Core Functions of the Governing Body | Area of School Improvement | What we have Achieved | Impact of governors |
| Ensuring clarity of vision, ethos and strategic direction | Vision of School | * Set new strategic objectives for the school that underpin all the work we do * Set a new vision and aims for the school after consulting with staff and parents * Vision communicated to all via staff meetings, website, newsletters, notice boards, new parents’ information book | School has a clear direction which will drive all improvement work completed.  Staff, families and local community are aware of the ethos and vision of the school and it is written in an easily understandable way. |
| School Improvement Plan (SIP) | * Agreed our school improvement plan and identified priorities for the school: * To improve behaviour management and engagement of children at adult led times * To close gender gap in progress and attainment * Expressive Arts and Design * Raising profile of governors * Embedding new leadership structure & school vision * Named governors monitored that tasks on SIP were being completed on their visits to the school * SIP Committee ensured continual school improvement was a priority for the school | School has a clear improvement plan to address its weaknesses and build upon its strengths.  Behaviour management of the children has been greatly improved and a greater degree of consistency is now seen between staff.  Learning time has been maximised and disruptions to learning reduced enabling better progress by children at adult led times.  Greater use of drama, puppets and storytelling during adult led times has led to better levels of engagement and learning by children.  Data shows that the gap between the genders has been reduced in most strands and closed in some.  Challenging headteacher in SIP meetings has helped drive the school forward. |
| RRSA | Been part of steering group (with staff and parents) which has led strategic direction of our Rights Respecting work | Raised awareness among staff and parents of the Convention on the Child & the ‘Rights’  Commitment of Recognition (the first part of the award) was achieved in October 2015  Rights of the Child beginning to be added to our curriculum through use of Ronnie the Rights Respecting Rabbit |
| Policies & procedures | * Website audited against DfE requirements * Signed off policies at regular governor meetings to ensure they are all reviewed within appropriate timescales * Governor visits taken place throughout year to ensure policies are being followed in practice e.g. SEND, Behaviour, safeguarding | School is compliant with statutory duties.  Staff and governors aware of and following school’s policies and procedures  Children are kept safe and safeguarded at all times. |
| Partnerships with the local community | Involvement with BEP’s (Birmingham Education Partnership) peer to peer review process encouraged by governors  Collaboration with other settings encouraged by governors   * Erdington Consortium * Birmingham Nursery Schools Trust * Joint INSET with Erdington Schools (Marsh Hill & Featherstone Nursery Schools and Oasis (Short Heath) Academy * Joint moderations and observations with other Erdington nursery and primary schools * Forest School sessions delivered by our staff (DH) to children from Honey Bears Day Nursery * Training given by our staff (SE & KK) to 2 groups of UCB early years students in Forest School using our site to deliver.   Ensured our social media presence was developed  Building relationships with our local community e.g.   * Councillors * Local MP * Local churches * Local shops and businesses | School continues to be part of a cross sector school improvement group of 3 nursery, 2 infant and 2 primary schools in the north of the city, reviewing the schools in turn, giving improvement advice and sharing good practice.  Our Peer to Peer Review in May 2015 resulted in:   * Action plan to improve behaviour management at adult led times, which has led to improvements across the nursery * Structure of day altered which led to improvements in children’s engagement at adult led times and maximised learning time at drop off times   Improved skills of practitioners and increased use of drama in nursery to develop children’s language  Ensured our assessment decisions are accurate and consistent with those of neighbouring schools  Forest School leaders developing relationships with practitioners from other settings & their skills in delivering training  School can now easily be found through internet searches and on Facebook, so new and prospective parents can find out about us.  Worked with community partners to raise over £900 for the school through our summer fair |
| Governance | * Strategic Governor Half Days held on 9th Feb and 28th June 2015 * Self-assessment against Governor Mark criteria completed * All governors have completed targeted visits to school * SIP targets, assessment data, safeguarding, health & safety, pupil premium, SEN, parent involvement, performance management and performance related pay have been monitored by individual governors on visits * Governor profile raised through newsletter, visits to school, website, attendance at events * Introduced performance management for the Clerk to the Governors * HM completed Leadership Development for Chair of Governors programme * Governor training completed * Safeguarding * Finance * Chairing introduction * Ofsted * Prevent | Governors have clear understanding of what they have impacted on, the things they are doing well and areas for improvement  Governors have ensured information given to them by headteacher in reports is correct  Statutory duties are being complied with  Parents are beginning to know who governors are and their role. Staff all know who governors are and how they can be contacted.  Clerk to governors has kept governors up to date with relevant information which has enabled them to perform their role more efficiently.  HM clear of role of Chair of Governors and has been more proactive in his role.  Governors more able to perform their roles and be an effective part of the strategic lead of the school. |
| Holding the headteacher to account for the educational performance of the school and its pupils and the performance management of staff | Performance Management | * Completed performance management of the headteacher * Confirmed with individual staff that their appraisal process was effective and being carried out appropriately | Performance management and support staff appraisal process has continued to drive improvement across the school. |
| Children’s Progress and Attainment | * Governor visits to school linked to specific areas to ensure they are targeted and purposeful * Governor visits monitor school’s performance in practice * Regularly discussed and challenged assessment data to ensure children in all groups were making good progress * Impact of pupil premium monitored termly * Reviewing and questioning data given in termly HT’s report * Children and parent questionnaires reviewed | Children’s progress and attainment continues to improve.  Intervention groups funded by use of pupil premium have enabled good progress of children in all groups |
| Safeguarding | * Safeguarding governor has been pro-active in ensuring we are following safeguarding procedures during safeguarding meetings with SE on 10/09/15 and 08/03/16 and giving challenge to SE around the things that we need to develop or improve * CPOMS implemented to improve safeguarding records and sharing of information / reporting on vulnerable children / groups | Improved safeguarding information given by reception staff to visitors (commented upon during an external health & safety audit on 17/09/15)  Safeguarding records more accurate and detailed on CPOMs & completed in a timely manner. DSL can be kept informed even when off site to ensure safeguarding of children and correct actions are taken. |
| Overseeing the financial performance of the school and making sure it’s money is well spent. |  | * Staffing and Finance Committee meets termly and reports back at Full Governing Body meetings allowing close monitoring of the budget and pupil numbers. * Quotations are obtained for all work according to the principles of best value * Cost savings are reported * Schools Financial Services monitor and advise on budget and support HT and Governors * SFS give Governors budget updates termly * Governors monitor use of pupil premium * Introduced school fund to enrich curriculum * Reviewed staffing and made effective changes * Implemented a critical incident plan * Financial Risk Assessment completed to ensure | Made improvements to the physical school environment:   * Developed a usable outdoor classroom off Woodland Room * Replaced rotten playhouses in garden with purpose built structure   Ensured best value / quality were obtained through competitive quotes  Ensured that we have been able to keep financially viable in uncertain times.  Have enabled us to reduce our costs in a variety of budget areas whilst retaining quality of provision  Good internal financial controls and a variety of plans for emergency situations in place |

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Chair of Governors: Haleem Majahid