

Granby Primary
School

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GRANBY GOVERNORS' NEWSLETTER

& ANNUAL STATEMENT OF IMPACT

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Summer Term 2016

ABOUT US...

This version of the newsletter is our annual statement of impact—showing the impact of the work of the governing board.

We are going to put some photos of the governors on the website so that you can see who we are!

Have you seen the Governors' Notice-board in reception? It displays some info, photos and minutes of the last meeting.

Some of us are retired; some are stay-at-home parents; some work part time and some work full time

We meet in small groups called Phase Forums — one group for each phase — each term

We are looking for a couple of parents to join us in our phase forum meetings.

Check out the Governors section of the website for lots more information...

Dear Parents and Carers,

Welcome to the Governing Body's Annual Report to Parents. Because the Annual Assessment of Impact is a legal requirement to show the difference that Granby Governors are making to the educational outcomes of the school, this document is longer and more formal than our normal termly Governor Newsletter!



Granby Governing Board is made up of 14 members – 5 Parent Governors, 6 Co-opted Governors (some of whom are parents), 1 designated Staff Governor, 1 Local Authority Governor and the Headteacher. There is currently a vacancy for a Parent Governor.

Under the 'Governor' section of the school website, you can find out who we all are with type of governorship held, our term of office, any declaration of interest, our individual responsibilities (including committees we serve on) and each Governor's record of attendance at meetings.

You can also find out how we share our work amongst the committees and what each committee does by looking at the Terms of Reference under 'Governors' Committees'. This committee work feeds into full governing body meetings. Minutes of meetings (except where there may be confidentiality issues) are available under 'Minutes of the Full Governing Board' on the website.

The Governors' Statement of Behaviour Principles on the website is the guidance from governors to enable the Headteacher to determine measures to promote good behaviour and discipline amongst pupils and in the 'About us' section you can find our school's Vision (more details over), Aims, Values, Culture and Ethos.

Assessment of Impact 2015/16

This Annual Report is where we present our Assessment of Impact statement, which holds governors to account for our actions over the last year and demonstrates our effectiveness in improving outcomes for our children. Although Mr Fowler, the Headteacher, is responsible for the day-to-day running of Granby school, it is the Governors who are legally responsible for the governance of the school, promoting high standards of educational achievement throughout the school through our 3 principal functions:-

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

Quality of governance

This school year we were able to appoint a new school governor with financial experience, which has strengthened our Finance Committee's ability to ask probing questions and so better oversee the school's financial performance.

We have also appointed Rowena Bass, Rector of Saint Andrews Church Aylestone, as a co-opted governor and recently a new parent governor and a co-opted governor (also a parent). The link between school, parents and the local community generally is an important part of the Granby ethos.

Granby governors take advantage of the wide variety of training available to all school governors in order to equip ourselves with the skills and knowledge we need to do the job well. New governors have a Local Authority group training session and are supported in school by a mentor from the governing board who will lead them through the induction process, to enable them to play a full part on the governing board. All Granby governors aim to attend at least one training session per term, either to address a personal skills gap, to develop skills to fulfill a role on the governing body or to keep up-to-date with new governance legislation and the ever-changing educational landscape. We are also kept abreast of new school initiatives and changes in education by training from Granby staff.

As part of our commitment to continuing governor development, last year we commissioned an independent, external inspection of the governing body and throughout the year have been following a Governors' Action Plan (on the website) based on the recommendations. We will shortly be formulating a new Action Plan based on an external governance review of the Executive Committee of the governing board carried out earlier this month.

This commitment to training and development, self-evaluation (e.g. the Governors' 20 Questions document) and external review ensures we are aware of our roles and responsibilities and so are better able to carry out the 3 core governance functions. This also addresses succession planning on the governing body.

School Improvement

Governors are responsible for setting the school's strategic framework, identifying priorities for school improvement and monitoring progress towards these goals. We must provide challenge to the school and hold the Headteacher and senior leaders to account for improving the quality of teaching and learning and school performance – this is a core governance function. We do this through informed questioning in meetings, through regular monitoring and analysis of data on children's performance and progress and through visits into school to observe initiatives and school policies in place and to see their impact.

School improvement is monitored by governors in detail at the termly Phase Forum meetings where 3 governors assigned to each phase (Foundation, Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2) monitor, question and analyse the pupil data in the Phase report with the school Phase Leader – for Attainment and Progress, Quality of Teaching, Behaviour & Safety and Leadership. Governors also monitor the impact of the Pupil Premium Grant and its success in narrowing the attainment gap between these children and their peers.

Phase Forum data feeds into the termly full governing board School Improvement Plan meeting. The questions asked by governors (minuted) show that the Headteacher is being held to account for the pupils' performance. Granby governors also make at least one visit per term to school during the school day as part of their governing board monitoring role. (These visits also help governors get to know the school and its pupils which is essential if we are to make the best decisions.)

The major priority this year from the School Improvement Plan has been the target across the school to raise Maths attainment to that of Reading, with a higher percentage of children to be at or above their Age Related Expectation. From the latest data, Governors can see that Maths achievement is in line with this target and on monitoring visits into school have seen the teaching methods/interventions responsible such as Assertive Mentoring and Big Maths.

However, reading is not improving as quickly as Maths and so has been identified as a priority for next year. Raising the percentage of children at or above Age Related Expectations in writing has also been identified as a school improvement priority and some governors have seen 'Grammar Hammer' lessons in progress. The emphasis on Spelling, Punctuation and Grammar in the new curriculum has meant children need to make greater progress in this area to achieve Age Related Expectations.

The data shows the impact of allocating financial resources to Assertive Mentoring, Knowledge Transfer Centre phonics and the Growth Mindset 'can do' approach on the raising of achievement and attainment, improved behaviour and children starting to take ownership of their own learning.

Financial management

Governors look at financial statements and ask questions to ensure that the school makes efficient use of its budget and provides best value for money. Because we have appointed governors to fill a gap in accountancy expertise identified in a previous skills audit, our Finance Committee is knowledgeable and able to ask appropriate and challenging questions. At a time when school budgets are being cut in real terms, this efficient use of our budget and prudent planning means we are in a much sounder financial position than many schools.

Other governor activities this year

Over the year governors have been monitoring the school website to make sure we conform to statutory guidelines so it should be easy to find most information you need about Granby in one place now! We routinely update school policies on a rolling programme, or when legislation changes, if sooner.

We have been working with the School Council and the Parents' Action Group to develop our school vision statement which summarises the Granby way!

Our vision for Granby:

Generous
Responsible
Active learners
Nurturing everyone
Brave enough to try.
You can!

Normally, staff appointments would be considered to be within the day-to-day remit of running the school, but when a Deputy Headteacher (or Headteacher) is appointed, it is the responsibility of the governing board - with the Headteacher acting in an advisory role. The governing board selection panel would like to thank the School Council for the challenging, thoughtful questions they put to the candidates; the Parents Action Group for providing the questions in our parents 'Question Time' session; and the parents who fed back their thoughts in our 'vox pop' afterwards. This rigorous selection process ensured that we appointed the very best candidate and we are delighted that Mr Cross will come back after the summer break in his new role of Deputy Headteacher!

Granby already works closely with our local schools and in some wider collaborations, but in this changing educational landscape we, like other schools, have to consider all options, including the possibility of academy conversion, and our priority is to do whatever is best for our children at Granby. Mr Fowler, Mr James the vice chair of governors and myself have attended discussion groups and briefing sessions set up the local authority. A larger group of our Granby governors went to a presentation on becoming an academy, along with other Head teachers and governors from local schools, and we have had a presentation from a local MAT (Multi-academy Trust). A decision to become an academy would rest with the governing board but at the moment we are at an information-gathering stage only and are still examining all the options. There would be full consultation with staff, parents and the wider community before any decision was taken and governors would want to be sure that any proposed academy conversion would allow us to retain the unique nature of Granby and its links to our community.

Pupil Safety and Well-being

All school staff have a legal duty to act in accordance with legislation, Leicester City Council's guidelines, the school's Safeguarding and Child Protection Policy and Procedures and locally agreed inter-agency protocols. All staff

and volunteers who work regularly in school will be subject to the appropriate statutory checks and are appointed under Safer Recruitment procedures. (See Safeguarding and Child Protection Policy on the school website under 'About us'.)

On some visits into school, governors can monitor the correct safety protocols being followed and, depending on the focus of the visit, governors might sensitively use the 'Pupil Voice' interview to ask children how they are feeling in school.

Partnership and Community Engagement

We are continuing to develop a pupil voice within school through the School Council (who were involved in the Deputy Headteacher selection process), the Class Ambassadors who welcome any adult coming into the room with a brief description of what the current learning objective is, and involving students ideas through the 'Pupil Voice'.

One of the areas for development identified at our previous independent external inspection (2015) was closer links with parents. The Parents' Action Group that was formed as a result is now well-established and liaises through the school Office Manager, with a daytime and an evening meeting on the same day to accommodate a wider range of parents. A PAG Action Plan has emerged from this link. The PAG were also actively involved in the recent selection of our new Deputy Headteacher (see above).

Governors now regularly attend Parents Evenings to talk to parents at the last meeting helped parents to Parent View on the Ofsted site.

The mix of Co-opted Governors from the local community and Parent Governors on the Governing Body helps foster good community cohesion. (See also the Community Links on school the website.)

Granby has worked with local schools to share skills and ideas but governors have been meeting recently with a wider local group of local schools, schools from across the City and a local Multi Academy Trust, as we investigate the best educational options for our children, including possible academy conversion.

Governing Body Priorities for 2016/17 (not prioritised)

- Continue development of the Governing Board through the new Governors' Action Plan.
- Identify educational priorities for the year, including Reading.
- Continue to strive for high standards of educational achievement and the best education for every child by identifying and addressing barriers to learning e.g. This year the gap between Pupil Premium and non-PP children was not reduced (due to the raised expectations of the curriculum).
- Continue to develop communication within the Granby 'family' – school, pupils, parents and the local community.
- Appoint a new Parent Governor
- Governor safeguarding training update
- Continuing to explore options for the future, including academy conversion

The Granby Family

On behalf of Granby Governors, I would like to take this opportunity to thank Parents for supporting the school as you do. It's you, the staff and governors working together for the children that make Granby the great school it is, one that makes a real difference to the achievements and development of our pupils, which is what it's all about; and finally

Granby Governors would like to give a **HUGE** vote of thanks on her retirement as Deputy Headteacher to Miss Murphy for everything she has done for the children who have passed through the school in the years since she started teaching here – and for her legendary organisational skills! Enjoy your 'retirement'.

With best wishes,

Glenys Mulvany, Chair of Governors