

## Forge Valley School

### Governors Annual Statement and Impact Report 2015-2016

***Our vision is that Forge Valley School is a safe, inclusive learning community where pupils and staff learn and thrive together.***

***Our ethos is based on the belief that, Ambition and Endeavour brings Success.***

***We aim to develop our pupils into well rounded, morally grounded resilient individuals ready to take their place in a dynamic and diverse 21<sup>st</sup> Century.***

The role of the Governing Body is an intrinsic part of leadership at Forge Valley School, although often unseen by the school community. This report is one way in which the Governing Body articulates their role in leadership, their impact on school improvement and offers transparency about their activities.

The Governing Body is committed, effective and efficient. Governors receive excellent training and the sufficient level of information to help them clearly understand how well our pupils are progressing. They appreciate the importance of pupils, parents, carers and staff being confident and satisfied with the leadership and management of the school. Every effort is made to regularly communicate with all groups, this is shown by attending parent's evenings and other events, carrying out surveys and organising 'Governor in School' days.

#### **Our Core Strategic Functions**

1. Ensuring clarity of vision, ethos and strategic direction
2. Holding the Headteacher to account for the educational performance
3. Financial Management

#### **School Improvement Plan (SIP)**

Governors work with the Headteacher and the Senior Leadership Team in the writing and monitoring of the SIP. The SIP determines priorities and sets aims for the next academic year based on school self-evaluation and data analysis. The SIP sets clear aims, key tasks which will be completed in order to achieve the aims and the success criteria in order to measure outcomes. The SIP is regularly monitored and reviewed by Governors.

## **The Targets of the School Improvement Plan**

### **Leadership**

- To improve the capacity of the Senior Leadership Team
- To improve, further, governance at Forge Valley School
- To review the school's curriculum model for low ability pupils
- To continue improving the quality and consistency of Middle Leadership

### **Teaching and Learning and Assessment**

- Improve professional development further to encourage challenge and support teachers' improvement (JPD)
- To improve further personalised / bespoke CPD so that staff feel deeply involved in their own professional practice
- To provide more opportunities to develop pupil / staff/ parent voice
- To develop pupils' effectiveness as learners
- To establish deliberate practice to ensure the accelerated progress of disadvantaged pupils

### **Outcomes for pupils**

- Refine further our intervention procedures at Key Stage 3 and 4
- Strengthen literacy and numeracy across the curriculum
- Continue the narrowing of the gap especially in English and maths
- Accelerate further the progress made in core subjects
- Reduce further in-house variation by improving achievement in history, product design and art

### **Personal development, behaviour and welfare**

- Further improve pupil attendance especially the attendance of pupil premium pupils and instances of pupils being PA
- Improve further safeguarding procedures at Forge Valley
- To develop a mental health provision / facility at Forge Valley
- Improve further, pupil behaviour in all area of the school
- Improve further the school's rewards system

### **SEN/D**

- Improve the life skills of IR pupils
- To improve the identification of SEN/D through the better use of testing and assessment
- To ensure all staff are teachers of SEN/D

## **Effectiveness of the 6<sup>th</sup> Form**

- To improve the quality assurance processes of the Sixth Form
- To improve the leadership capacity of the Sixth Form
- To improve teaching and learning within in the Sixth Form
- To increase pupil numbers in the Sixth Form
- To improve the pastoral programme in the Sixth Form
- To improve the learning behaviour, department and attendance of pupils in the Sixth Form

Impact – This plan sets out the strategic direction of the school and allows Governors to support and challenge the Headteacher.

## **Governor Meeting Attendance**

The Governing Body currently operates as follows:

- Full Governing Body - Termly
- Full Governing Body (Development and Training) - Termly
- Resource and Finance Committee - Termly
- Standards Committee - Termly
- Health Safety and Well-being - Termly
- Link Governor rolls

Attendance at meetings is at a good level, any absences having been explained, accepted and approved by the Governing Body. There are no causes for concern at the level of commitment shown by any member of the Governing Body.

Impact – a fully informed Governing Body that carries its functions out well.

## **Headteacher Performance Management**

The Governing Body carries out the Headteacher performance management annually, with the help of an external advisor.

Impact – very challenging targets have been set to hold Headteacher to account.

## **Governor Training**

During this academic year Governors received training in a range of subjects through either whole Governing Body development or training meetings, online or from the Local Authority Governor section, including:

- Safeguarding
- OFSTED/ CIF
- Data analysis
- SEND
- Induction
- E-safety
- Curriculum/assessment changes

### **Governors Keeping in Touch**

Governors visit the school in order to monitor the SIP and also to get to know the school 'even better' by meeting with pupils and staff and giving particular focus to specific aspects of school. These are our 'Governor in Schools' days. They help Governors see first-hand the school in action day to day and its performance, also giving Governors an opportunity for a much improved dialogue with pupils and staff.

Link Governors are appointed to key areas including, Safeguarding, Health, Safety and Well-being, SEND, Literacy/English, Maths, Science, 6<sup>th</sup> Form and Pupil Premium.

Impact – allows Governors to find things out and challenge / support Headteacher.

### **Data Analysis**

Appropriate data is made available to Governors at termly meetings with verbal and written presentations from senior and middle leaders. Governors are encouraged to question and challenge in order to seek validation of the results being presented. Particular focus is put on pupil progress across all ability groups including vulnerable groups and high achievers and the effective use of Pupil Premium funding. Governors understand and are able to interpret RAISEonline well.

Impact – Governors able to independently draw conclusions and challenge Headteacher.

### **Financial Management**

Governors have worked with the school Business Manager, Headteacher and staff to ensure that the significant budget deficit has been reduced and is now managed effectively and that improvements are continuous. Governors have a good understanding and knowledge in this area.

Impact – school budget issues now resolved.

### **Policies**

Governors review all relevant policies on a timetabled basis to ensure that all information is current. Some policies are monitored and reviewed at TSAT level. Specific attention is paid to ensure that the school complies with the Department of Education policy list.

Impact – fully compliant.

### **Staff Recruitment**

The Headteacher and a number of Governors are trained in Safer Recruitment. Governors are involved in all appointments at a senior level and on occasions, other staff. The process ensures that high quality staff are appointed and that they share the ethos and vision of the school.