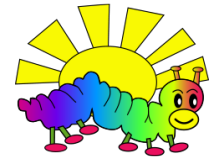


THE GATEWAY FEDERATION



GOVERNING BODY IMPACT STATEMENT

GOVERNING BODY IMPACT STATEMENT

2020 - 2021

Created by The Gateway Federation Governing Body

This Governing Body Impact Statement summarises the work we have carried out this year and gives an indication of our plans and priorities for the future.

The statement includes:

- How we work as a governing body.
- What each committee has been doing this year.
- How we align against the vision and values of the school.
- How we work with Mrs Atkinson (Executive Head), Mr Anderson-Kirby and Mrs Vines (Heads of School) towards the School Improvement Plan (SIP) and Development Plan (DP).
- Our plans to improve our effectiveness and impact as school governors.



SCHOOL VISION AND VALUES

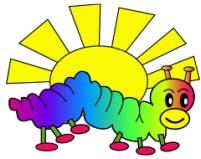
At Gorsley Goffs Primary School we aim to:

“Combine traditional values with standards of excellence.”

- We endeavour to provide a school day that excites, challenges and motivates each individual child.
- Children are taught in ways that promote excellence, enjoyment and independent learning.
- The school climate encourages and gives opportunities for perseverance, self-discipline, caring and respect towards each other.
- The school promotes opportunities for spiritual and moral development reflecting its Christian foundation.
- The school motto, with important rules, was written by pupils and staff:

“Show respect and always try our best.”

- We are polite and care for everyone.
- We help each other to learn and be happy at school.
- We move calmly around the school.
- We look after our school and keep it clean and tidy.
- We let others play and join in.



SCHOOL VISION AND VALUES

Our Vision at Lea CE Primary and Pre School

“Our school will provide a happy, healthy, secure and stimulating learning environment where all are inspired to achieve their very best. Teaching and learning should be fun and nurture a life long journey of discovery.

Our school will actively promote Christian values through our relationships with pupils, parents, colleagues and the wider community.”

At Lea C of E Primary and Pre-School our aims are:

Pupils

- To provide a challenging, yet supportive environment to stimulate, maintain and develop a lively enquiring mind.
- To encourage all pupils to reach their true potential and eventually become independent learners who value learning with and from others, i.e. have a positive attitude to life-long learning.
- To develop in pupils a sense of moral values which can form a framework for a sense of their own worth, and relationships with others, so that students become responsible members of society.
- To develop in pupils a positive attitude and strong sense of respect towards themselves, others and the environment.
- To develop an understanding, empathy and tolerance of other faiths and cultures.

Curriculum

- To offer a broad based curriculum in order to facilitate the acquisition of knowledge, promote enjoyment in learning, and to provide knowledge/skills to equip students for work and leisure as active, confident and responsible members of a rapidly developing society.

Community

- To develop a school community which affords equal value to all its members, is seen to be just and encourages mutual respect, concern for others and truthfulness.
- To foster close relationships between the school, the pupils' homes and the local community.



Gorsley Goffs SCHOOL ETHOS

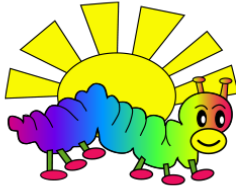
Visitors to Gorsley Goffs frequently remark on the happy, industrious and well-ordered family atmosphere. The size of the school means that every teacher knows every child. Not only does that ensure continuity of academic progression, but also security and a strong sense of school community and ownership by the children.

At Gorsley Goffs we aim to encourage positive attitudes towards self-discipline. High standards of personal behaviour are expected at all times. A great deal of time, thought and effort are spent on establishing an atmosphere of mutual trust and respect between adults and pupils.

We aim to make the school a place where pupils will feel safe and secure in an environment where they can work and play, sharing and co-operating with others. Pupils are expected to show thoughtfulness and awareness of the needs and rights of others. They are also encouraged to care for things they use and develop a responsible attitude towards their environment.

The children play a huge part in creating the school's ethos. They have many responsibilities such as being house captains, school councillors and those who are monitors for milk, music and composting!

<http://www.gorsleygoffsprimary.co.uk/visions-and-values/>



Lea C of E Primary SCHOOL ETHOS

At Lea Primary School it is our aim to raise standards by promoting a school ethos which is underpinned by our core values. These values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere.

Visitors to the school regularly comment on how wonderful and calm our learning environment is, enhanced by the beautiful school building. Visitors also say how supportive and caring the staff are, both to other adults within the school but most importantly towards the children, identifying and supporting the needs of all children and their families, linking in with the local community.

Recent inspections at Lea CE Primary and Pre School have said:

'Lea CofE Primary School is a happy and vibrant place for pupils to learn and grow. A sense of community pervades the school. The level of care and guidance from staff, coupled with a broad range of enrichment activities, contributes well to pupils' personal development'
Ofsted May 2018

The behaviour of the children is excellent. This is because it is founded on high expectations and aspirations which are rooted in the school's Christian character. The school has a clear understanding of spirituality with one child defining it as 'being true to God and yourself'. This has a daily impact on relationships within the school, enabling all stakeholders to feel supported as part of a family.

The school environment supports the children's SMSC development through the wide spread use of reflection areas inside and out.
SIAMS May 2016

HOW THE GOVERNING BODY WORKS

Members of the Governing Body are unpaid volunteers who have varied backgrounds and educational experience. There are Staff Governors (providing staff viewpoints), Parent Governors (providing parent viewpoints), Foundation Governors (representing the Goff Trust and the Diocese) and LA Governors (representing the Local Authority). All Gateway Federation Governors are committed to working together to ensure the children at Gorsley Goffs and Lea Primary receive as full, balanced and enriched education as practically possible.

Governors are assigned an area of responsibility by the Chair of Governors. These generally mirror the school staff's own areas of responsibility. Governors are then expected to co-ordinate with the relevant staff member to review the relevant school policies and performance through classroom visits. Governors usually conduct 2 to 3 such visits per academic year. These visits also enable Governors to get an insight into how children are engaging with the school policies and what that looks like from a classroom perspective. Governors then write a brief report for each visit and these are then shared with all Governors at Full Governing Body meetings.

There are 6 Full Governing Body meetings per academic year. The Executive Head provides a detailed school report to the FGB once a term that summarises amongst other things: staff training, pupil performance, key incidents such as safeguarding issues, pupil referrals or pupil exclusions, which have occurred since the last such report.

ROLE OF THE GOVERNING BODY

The Governors of the Federation have a range of duties and powers determined by the Government. Working in partnership with the Executive Head and Heads of School, the Governors meet as a full committee (Full Governing Body) or in sub-committees to discuss key issues and make decisions. Sub-committees meet at least once a term and report back to the Full Governing Body. These include Curriculum & Standards, Buildings & Finance and Staffing.

A key responsibility of the Governing Body is to be a '***critical friend***' by supporting and challenging the Executive Head and Heads of School on policy and performance. The Chair of Governors has a key responsibility in ensuring that the relationship and communication with these Heads is professionally maintained so that there is the best possible synergy between the Senior Leadership of the Schools and their Governing Body.

The Federation Governors are legally responsible for promoting and overseeing high standards and levels of achievement by: managing the school budget; appointing staff; establishing and reviewing performance management of staff; and together with the Heads: reviewing and maintaining school policies; setting targets for pupil achievement and monitoring progress against the Schools' Development and Improvement Plans.

CURRICULUM AND STANDARDS COMMITTEE

During this last year, the Curriculum and Standards Committee have met to agree terms of reference, appoint a chair and look at all aspects of the curriculum.

KEY RESPONSIBILITIES AND ACTIONS DISCHARGED DURING THE YEAR INCLUDE:

- SEND (Special Educational Needs & Disability). Ensuring the SEND register is up to date and that provision maps are in place.
- Reviewing SEND issues with SENco (Special Education Needs Coordinator) and ensuring correct procedures are being followed.
- To hold the headteacher to account for the monitoring of the teaching and learning of the curriculum.
- To ensure high expectations of behaviour at both schools
- To analyse published assessment data to ensure targets are met.

FROM THE SIP THE COMMITTEE LOOKS TO:

- To raise the standard of reading, writing and maths by increasing the number of children reaching age expectations in each year group.
- To develop a well thought-out, knowledge led curriculum which promotes mastery of skills, whilst allowing pupils opportunities, simulating experiences pupils are likely to experience in later life, be it employment focused or to do with day to day tasks like financial planning or keeping a home.
- To ensure our children are physically and mentally healthy - becoming a fit and healthy school!
- To create an inspiring outdoor learning zone for Rainbow Class (EYFS) at Lea.

- To provide a wraparound child care facility that is stimulating for the children.
- To raise the standard of writing across the school to ensure more children reach age expectations with a particular focus of children in receipt of free school meals and SEND.

FINANCE AND BUILDINGS COMMITTEE

KEY RESPONSIBILITIES AND ACTIONS DISCHARGED INCLUDE:

- Monitoring closely the use of the pupil premium grant, ensuring that it is used to provide effective provision for identified pupils
- Reviewing the progress of the refurbishment work on the school premises and subsequently assessing the impact following completion.
- Monitoring health and safety arrangements.
- Discharging its responsibilities identified in the school's development plan.
- Actively monitoring the financial position of the school, gaining assurance of healthy financial performance and a favourable financial outlook, drafting and reviewing the annual budget.

OUR PLAN TO IMPROVE EFFECTIVENESS AND INCREASE IMPACT

- Challenge the school to maximise the achievement and attainment of all learners
- Monitor the impact of the school staffing structure on teaching and learning
- Monitor the school curriculum to ensure pupil enhancement and national curriculum coverage
- Monitor the provision for extra curricular activities across the whole school.
- Strengthening of Governor and Staff partnership with regular attendance of Staff at governor meetings.

IMPACT OF THE GOVERNING BODY

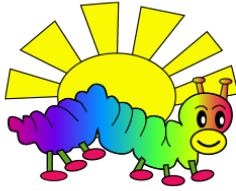
- Schools exceed expectation in fulfilling all statutory requirements.
- Challenge the achievement and attainment of all pupils under new framework.
- Ensure the schools' budgets are effectively managed, best value practice integrated to maximise impact of expenditure on pupil safeguarding, academic attainment and well-being.
- Proactive management of Headteacher Appraisal to secure impact of all staff Appraisal on pupil attainment and achievement.
- Audit and improve learning environment.



OFSTED'S JUDGEMENT ON OUR GOVERNANCE

Inspection Report: Gorsley Goffs Primary School, 28th November 2017

- Governors are highly supportive of the school. They are proactive and forward-looking. They visit classrooms, meet with different subject leaders and help with reading and swimming lessons. Governors have a good understanding of how well the school is performing because they have received training on analysing and interpreting data. They work in close collaboration with all staff and have built good relationships. Teamwork and cohesion are strengths.
- As one governor summarised, 'We work as one family.' Checks made after each meeting of 'how have we challenged, what have we celebrated and what else do we need to improve?' demonstrate the robustness of governors' own self-evaluation.



OFSTED'S JUDGEMENT ON OUR GOVERNANCE

Inspection Report: Lea C of E Primary School, 3rd May 2018 (Pre-Federation)

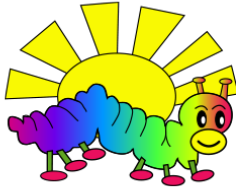
The governing body responded well to the inconsistencies that arose in the quality of leadership and teaching. They have been instrumental in putting in place a new leadership structure and recognised that their own understanding of performance data was not strong enough. After training from an external consultant, they now have a far better understanding of the strengths and weaknesses of the school. As a result of these actions, they are now better equipped to make a swift response should any inconsistencies emerge in the future.



SCHOOL IMPROVEMENT ADVISOR REPORT

Key features of strong practice identified from a learning walk, book scrutiny and pupil interviews by the SIP January 2019:

- A prompt and active start to the lesson ensured that no time was wasted and learning maximised.
- Strong relationships between staff and pupils with clear expectations of learning and behaviour. Classroom management is effective and routines are well established with pupils, enabling effective learning to take place. Pupils have positive attitudes to learning and this enhances their progress.
- Pupils are actively engaged. Collaborative learning is established, routine and group activities are structured so that everyone makes a contribution. When pupils work individually they are engaged and on task.
- Staff display good subject knowledge. They plan imaginative activities to secure progress for pupils.
- Grammar is taught effectively and linked to the teaching of writing.
- Questioning by adults is effective and deepens understanding. Teachers respond and adapt the lesson of questioning in response to the feedback from pupils.
- Staff have acted upon previous advice and there is a consistency in the implementation of the school's marking policy.
- A culture of high levels of engagement, interest, resilience, confidence, courtesy, collaboration and cooperation is evident.
- In the EYFS writing environment pupils were observed undertaking a range of writing activities



SCHOOL IMPROVEMENT ADVISOR REPORT

Taken from the visit April 2019

- The leadership of reading is effective. The co-ordinator has excellent subject knowledge, is very enthusiastic and shows a commitment to improving outcomes, teaching and learning in the school. She has an accurate view of the provision and is keen to improve it further. She has a clear understanding of the data and implications for the provision of teaching and learning in reading. An action plan is in place with identified key priorities. She has contributed to staff meetings around the areas of focus identified on the action plan.
- A 'Reading Statement' has been written and this clearly states the approach to reading. The 'Rising Stars' published scheme has been purchased to support teaching and assessment.
- 'Cracking Comprehension' has been introduced into the school to ensure a whole school approach to the teaching of reading. Class teaching is taught regularly. Work in books indicates that there are opportunities for inference and deduction. 'Cracking Comprehension' was introduced recently, but evaluations suggest that it is supporting the development of reading skills effectively. The approach now needs to be embedded.
- The ability to use their increasing knowledge of grammar and text structure enhances pupils' comprehension. The pupils understand the purpose of the text.
- Teachers give pupils time to share ideas but there is also a good balance of teachers modelling answers for pupils.
- Teachers make clear links between grammar work and reading. Good terminology is modelled, and pupils are encouraged to use this. Pupils are able to undertake an analysis of the text. For example, highlighting key words and phrases.
- Teachers model reading emphasising pace, volume and expression.
- Teachers use effective questioning which is targeted at individuals. Pupils are questioned to check their understanding of the story and asked to predict, give opinions and use higher level reading skills as appropriate.
- Staff are promoting an enjoyment of reading. Most classroom environments have book areas and classroom doors have a reading display of the class book to encourage reading.
- A new library is to be installed.

GOVERNING BODY

CHAIR OF GOVERNORS

- Alison Clarke

PARENT GOVERNORS

- Guy Hollier
- Rebecca Wells

FOUNDATION GOVERNORS

- David Howell
- John Hyndman
- Annie Fisher
- Alison Clarke
- Rachel Marshall
- Liz Bishop
- Karen Taylor

VICE CHAIR OF GOVERNORS

- Annie Fisher

LOCAL AUTHORITY GOVERNOR

- Simon Swift

STAFF GOVERNORS

- Jamie Anderson-Kirby
- Sally-Anne Vines

HEADTEACHER GOVERNOR

- Diana Atkinson

CLERK

- Jan Falkiner

- If you have any queries or items you would like to raise with the Governing Body please speak to any of the Governors.
- You can also contact the Governing Body by email: governors@Gorsleygofts.hereford.sch.uk.