



Madley Primary School

Chair of Governors Report to Parents and Governing Body Annual Impact Statement 2023-24

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1. INTENT

1.1 To be an outstanding school that provides the highest possible standard of education in a nurturing caring, child-centred values environment.

1.2 We commit to recruit, develop and retain inspiring staff of the highest calibre who, through their continuous drive for improvement and innovation, create an enriching and supportive environment where children are eager to learn. Every individual in our community is valued and all success is celebrated. The children are encouraged to develop the moral values, confidence and resilience to make a difference. By striving for excellence in all we do and become the best we can be.

1.3 The government has high expectations of governing bodies. They are the strategic leaders of our schools and have a vital role to play in making sure every child gets the best possible education. For schools such as ours this is reflected in the law, which states that the purpose of governing bodies is to 'conduct the school with a view to promoting high standards of educational achievement at the school'.

1.4 In all types of schools, governing bodies should have a strong focus on three core strategic functions:

- Ensuring clarity of vision, ethos and strategic direction
- Holding the Head Teacher to account for the educational performance of the school and its pupils, and the performance management of staff
- Overseeing the financial performance of the school and making sure its money is well spent.

1.5 The governors bring a wide variety of experience and expertise to the school, and this helps ensure that the school is moving forward, and standards are constantly raised in a way that is in line with the overarching culture and vision of the school, along with the statutory directives from the Department of Education.

1.6 Governing bodies of maintained schools are required to publish an annual statement setting out the key issues that have been faced and addressed by the governing body over the last year, including an assessment of the impact of the governing body on the school. This document is a strategic statement, updated and modified to meet these requirements and published annually.

2. CONTEXT

2.1 The governing body, senior leadership team and staff continue to manage expectations, critique day to day operations and have continued to provide the absolute best support and education possible.

2.2 The School has not yet received a visit from Ofsted but we are expecting a visit in the near future and certainly 2024 to 2025 school year.

2.3 In the most recent Ofsted inspection (Feb 2019), Madley Primary School was rated as good. It stated that, the leadership team has maintained a good quality of education. The Headteacher, Lee Batstone, leads the school with integrity and commitment to create an outward looking and ambitious culture. Since the last inspection the leadership has continued to develop with the deputy head Clare Lee completing her MPQH.. Senior leaders take active responsibility in implementing and leading improvements across the school. The Governing Board continue to carry out visits with focus on key areas, holding the SLT to account and with a particular focus on subject leaders.

3. IMPLEMENTATION

3.1 As governors, we work alongside the senior leadership team and teaching staff to set strategic goals and targets for the school and monitor the school's performance in several ways. We also evaluate ourselves to ensure we are performing to the best of our ability and annually review the impact we have had on the school throughout the year.

3.2 SCHOOL FINANCE

3.2.1. The culture of the school has always been to embrace change and to exploit it to the full. Careful financial planning during recent years has enabled us to keep staffing at high levels and keep a varied, engaging curriculum. Education budgets both locally and nationally are under significant pressure and with the unknowns of Government policy and financial aftermath of the global financial crisis. We continue to be creative in making the best use of the financial resources we do have and are grateful of the support from the PTA and the local community.

3.2.2 The funding a school receives is determined by numbers of pupils, social demographics and the decisions made by local and national government. The financial year runs April to March; the school year September to August. As small changes in school demographics can cause significant budget and funding changes, school finances are, year on year, a major challenge to all involved. One of the governing body's main duties is "ensuring financial solvency and probity with effective management of financial resources. This covers day-to-day practice as well as wider management, ranging from belt-tightening in difficult times to deciding priorities when funds are available.

3.2.3 Although governors do not play a daily role in financial matters, members of the Finance Committee along with the Local Authority carry out a number of checks throughout the year as part of the annual financial self-assessment known as the Schools Financial Value Statement (SFVS). The Finance Committee undertakes a financial audit each term and works in collaboration with senior leaders to make financial decisions based on sound financial principles.

3.2.4 Longer term planning can be helped by knowing likely numbers of pupils. The committee chairs and the Headteacher work collaboratively to compile the Pupil Premium report, an important document which triangulates where the school has spent their Pupil Premium grant, the impact it has had and how success is measured. The Headteacher gives regular reports to the full governing body about how funding and particularly how Pupil Premium Funding is being spent.

3.2.5 Local planning regulations sometime stipulate that developers contribute to Schools and other local services as part of the granting process (referred to as a S106). Madley School has been fortunate enough to be awarded a sum of money following completion of the large-scale housing development on the Bridge Sollars road from the village. It is still not known the final value and time of distribution but will be a well-received contribution to the school finances but on receipt it will be allocated in line with stipulations attached.

3.2.6 Significant time and investment is required to maintain and upgrade the schools IT systems and several contracts are in the process of being renegotiated and renewed. This is not without its own set of challenges, but we believe there are efficiency savings to be had and support and interaction with the new system should help staff making day to day operations easier for all.

3.3 STANDARDS

3.3.1 Governors hold the headteacher to account for the educational performance of the school and its pupils. Progress and attainment data for all children across the school, including vulnerable groups, is analysed by a committee. Data applies to reading, writing and maths. Analysis is done at varying levels, including year groups, classes, pupil premium, high ability and boys/girls.

3.3.2 Governors use a range of data to enable them to benchmark the school's performance against other similar schools and nationally. Governors use specialist systems such as Analyse School Performance (ASP). Pupil Premium, LAC and SEN children are reviewed separately. Senior leaders gauge impact of additional funding and outcomes, and an annual report is published on the school website. Standards committee and link governor monitor and report in an ongoing cycle. The brief of this committee also extends into discussions about the wellbeing of the pupils and how this is being supported by the school. The standards committee is led by an educational professional.

3.3.3 Governors and senior leaders engage in the school improvement plan, identify weaknesses and target those weaknesses for improvement. Maths across the school has been highlighted as an area that needs attention. The school has worked with a variety of experts and look for best practice examples in other local schools. Standards has been scrutinised with a particular emphasis on Maths with encouraging signs and this will remain a priority into 2024-2025.

3.4 SAFEGUARDING

3.4.1 The importance of Safeguarding in school is highlighted by the emphasis OfSTED puts on safeguarding in their overall judgement at inspection. It is clear to see how seriously all the staff and governors take the subject of safeguarding and the commitment of governors to this important area of school life. On-going Continued Professional Development (CPD) enables governors to fulfil their safeguarding role to the best of their ability, providing challenge and support to the Designated Safeguarding Lead (DSL), Deputy DSL and all school staff. All governors have a sound knowledge around this subject and Madley has a designated Safeguarding governor with more in-depth knowledge.

3.4.2 Safeguarding training has increased the governing boards overall knowledge of current safeguarding legislation and has expanded awareness of school policies and procedures and how they are implemented. Governors complete the following annual training

- PREVENT
- Safeguarding Level 1
- Keeping Children Safe in Education
- Online Safety

3.4.3 Safer Recruitment Training has also been completed by some governing board members. It is planned to roll this out all board members.

3.4.4. Induction of new staff, governors and volunteers is thorough. Safeguarding booklets and information from the Safeguarding Team cover an extensive range of safeguarding issues, including signs to look for, and actions to be taken. These are regularly updated, with staff & governors being tested informally on their safeguarding knowledge and understanding.

3.4.5 All members of staff, governors and volunteers engaged in regular activity with children and vulnerable adults require a current, valid DBS. Governors regularly check the Single Central Record and record they have done so.

3.4.6. Governors help to formulate responses and actions to safeguarding issues, such as ensuring adequate budget is spent on keeping the premises secure (fence/gate, GDPR compliant signing in/out system, maintenance to keep school in a good material state and allocating finances when new issues arise). This helps ensure pupils are well cared for in a safe and secure environment.

3.4.7 The school's Educational Psychologist and Safeguarding Team work with children to ensure that pupils are feeling safe and their voice is heard. The pupils' voice is very important, and governors demonstrate that we listen to pupils. Governors triangulate evidence of what we hear and see from staff and monitoring walks and what pupils are also saying and experiencing.

3.5 GOVERNOR WALKS

3.5.1 Governor learning walks have continued through the academic year with a rotating focus that is agreed during an annual work plan review. Reports are prepared and reviewed at the following Governing Board meeting with findings and or recommendations discussed. These walks conducted with members of staff, give governors a greater understanding of all areas of the school and the curriculum. During curriculum walks, governors have the opportunity to talk to a selection of children about their learning experience and their view of their own progress. Governors hear pupils' views directly and children reinforce their understanding of their own achievements.

3.5.2 All governors will complete learning walks and submit a report to the Headteacher. A schedule of walks has started, and the following has been completed in 2023:

- Safeguarding
- PE
- H&S
- Reading
- Maths Deep Dive

3.6 INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

3.6.1 ICT is an area that due to its nature requires continuous improvement. A project to upgrade the infrastructure within the school is ongoing. The School Business Manager has liaised with D&D Network Services and the new provider to progressively roll out the migration and updates as time and contract obligations allow.

3.7 GROUNDS AND BUILDINGS DEVELOPMENT

3.7.1 Continuous development of the site. The standard to the roof has been poor but a comprehensive re-roofing project was organised and funded by the LA which has been implemented and completed. For this the Solar Panels needed to be removed but are located back in position and generating green energy whilst also benefitting the School Financially.

3.8 THE GOVERNING BODY

3.8.1 . The Governors play a key part in the success of a school and Ofsted has increased its scrutiny of governing body performance. Between Ofsted inspections, we rely on self-evaluation to monitor our own performance, but we need to work on the following:

- Work closer with the senior leadership team to understand the curriculum and cohort difficulties.
- Ensure we have a good understanding and acceptance of our role and responsibilities as governors.
- Increase engagement with the PTA as part of self-evaluation.
- Continue to put pressure on the LA to meet its obligations, with regards to finance, building and maintenance and general infrastructure.

3.9 GOVERNOR TRAINING

3.9.1 The governing body has conducted a skills audit of all governors. This ensures the GB has the skills and knowledge required. Its impact is to inform training needs, further ensuring that our governing body has the right level of knowledge, skills and experience to deliver at the highest level. Governors have taken personal responsibility to ensure training needs are met and this training is regularly recorded in meetings. When individual governors attend training courses, their experience and knowledge is shared at meetings of the full governing body.

4. IMPACT OF THE GOVERNING BODY

4.1 When a school is performing as well as Madley Primary School, the governing body is not faced with overseeing drastic measures or remedial action. However, there is still much that a governing body can do to support the school in its pursuit of improvement. Below is a list of governing body activities 2015-2022 and their impact.

UNDERTAKING	IMPACT
Committee structure	The governing board allocated specific governors to committees using their specialty and profession experience. This creates efficiencies and high levels of effectiveness. Governor skills audits ensure training is directed to relevant roles.
Training	Courses, briefings and access to online professional sites such as The Key and the HGA ensure governors keep their skills and knowledge up to date. Governors are able to confidently hold to account the school and its senior leadership team.
Governor walks	Governors regularly visit the school to experience new teaching and learning initiatives in action. Governor walks enable professional engagement and shared expertise. Governors pair with subject leaders and senior leaders to understand and review practice and process in real time. These include curriculum subjects, finance, maintenance, safeguarding and H&S. H&S, maintenance, safeguarding and security walks form an important part of the school's overall safeguarding practice and is paramount to the overall upkeep of the school, the premises, grounds and people who work within it. Governors are more informed regarding

	maintenance and as a result, have confidently held the Local Authority to account. Finance walks have resulted in efficiencies in systems and procedures, making cost savings and enhancing effectiveness.
Link Governors	Governors with interest, expertise and experience are allocated roles as link governors. This enables higher levels of professional engagement with the school resulting in greater challenge and shared understanding. Areas with link governors include: • Safeguarding • H&S • Curriculum subjects and enrichment • SEND/LAC/PP • Finance
Curriculum visits	Governors often attend school curriculum or residential visits. This has a variety of impacts – it allows governors to meet both children and staff and to understand the learning methodology behind what makes Madley so special. Governors observe the benefits during the visits and as adult helpers have clearance and safeguarding awareness.
Safeguarding Committee	Our Safeguarding Committee complete checks and audits each year in accordance with the Health and Safety Policy. The Safeguarding Governor audits the safeguarding and child procedures throughout the school. Including policies, training, Single Central Record and completes annual self-assessments audits required by the LA. The Safeguarding Committee ensure that Madley Primary School continues to be a safe environment to teach and learn.
Finance Committee	The Finance Committee monitor and review all financial data. They review all existing contracts and drive VFM. This includes cleaning, IT, printing, reprographics and communication systems. They also monitor usage of utilities annually. The Finance committee along with the Chair of Governors complete the School Financial Value Standard self-assessment audit annually and submit to the LA. The Finance Committee ensure financial integrity and probity at all times.
Standards Committee	The Standards Committee review academic improvement and achievement. Governors are aware of how children are performing, where there are issues and ask challenging questions to ensure that any identified problems are addressed in a timely manner. This is scrutinised through discussion with the senior leaders and subject leaders. The information is also triangulated through looking at pupil work and talking to targeted pupils. This ensures that the Governing Body know throughout the year how the school is progressing towards the school priorities and targets.

5. **PROJECTS FOR 2024-25**

- IT refresh – To continue and complete upgrade infrastructure to the Cloud, implement SharePoint and create an integrated learning environment.
- Progressive rolling upgrade of IT equipment
- Vehicle electric charging points - aspiration to create charging points for staff and members of the local community on a discounted pay basis.
- Electric minibuses – as minibuses become obsolete, replace with electric alternatives.

- Comets Meadow – To utilise and continue to develop this space to create an inspiring community growing space and small holding.
- School Bees – To enrich the curriculum with the colonies already in residence, add additional colonies and look for further potential Enterprise activities.

6. CONCLUSION

6.1 Governors play a key part in the success of a school and Ofsted has increased its scrutiny of governing body performance. Between Ofsted inspections, we rely on self-evaluation to monitor our own performance, but we need to work on the following:

- Work closer with the senior leadership team to understand the curriculum and cohort difficulties.
- Ensure we have a good understanding and acceptance of our role and responsibilities as governors.
- Increase engagement with the PTA as part of self-evaluation.
- Continue to put pressure on the LA to meet its obligations, with regards to finance, building and maintenance and general infrastructure.

6.2. The governing body has conducted a skills audit of all governors. This ensures the GB has the skills and knowledge required. Its impact is to inform training needs, further ensuring that our governing body has the right level of knowledge, skills and experience to deliver at the highest level. Governors have taken personal responsibility to ensure training needs are met and this training is regularly recorded in meetings. When individual governors attend training courses, their experience and knowledge is shared at meetings of the full governing body.

6.3. It has been a very busy year with many highlights for all the year groups including a Royal visit to Forest School by the Prince and Princess of Wales, the continued development of Comets Meadow, establishing the new school Bee venture 'Mrs Lees Bees' and some excellent discos. The Christmas Concert enjoyed a new format and brought together the whole School in celebration. Such important real-world skills continue to be instilled in the children with local Enterprise visits and the subsequent Year 6 Enterprise events which enriches the school and local community.

6.4 At Madley Primary School, we are blessed to be surrounded by happy and positive people; staff, parents, children and governors. This is not down to luck. In an age when performance is expected to be intensively measured, the school wants to be a high achiever. However, there is much more to success than can be expressed in bare statistics.

6.5 Visitors to the school, whether they are prospective parents or education professionals, remark on the warm, happy and friendly atmosphere and staff regularly receive praise regarding children's behaviour and enthusiasm. The school continues to be praised by parents and it excels in its wide and varied curriculum whilst frequently enjoying very positive comments about the children's behaviour and conduct when on curriculum visits. With stretched school budgets the wonderful support received from the very hardworking PTA adds to the richness of activities, resources that the school is able to offer the pupils helping everyone be the very best they can be. The PTA do a great job and are so vital for the school both socially and financially. We continue to extend our heartfelt thanks to all involved in organising, especially the teachers and LSA's who give their own time to make these events extra special for our children. Finally, on behalf of our Governors, I wish to extend a big thanks to you the parents, guardians, grandparents for your continued support which makes it all worthwhile and ultimately benefits the children.

ANDREW PRICE-GREENOW
CHAIR OF GOVERNORS
Dated: Summer 2024