



Our Vision

"Inspire, Learn, Succeed"

At Upton Westlea our vision is to create a primary school in which it's pupils 'succeed, learn and are inspired'. We want to help each child become a caring, confident and curious young person who has a passion for learning and achieving. We will do this by supporting, guiding and inspiring our children through excellent teaching practices. By working with our families we will create an aspirational school community in which everyone is valued and successes are celebrated.

Our School Council (September 2020) believes "Upton Westlea is a helpful, kind and encouraging school. We all treat each other the way we would want to be treated and we all work together as a team."

Governor's Role

The role of the Governing Body is an intrinsic part of the leadership of the school, although often unseen by parents and other community stakeholders. We are here to oversee that the school is providing the best for your child to the best of their capabilities. This impact statement is one way in which the Governing Body articulates their role in school leadership, the impact we have on school improvement and how we are transparent about all our activities.

The Governing Body is made up of a group of dedicated volunteers, who invest their good will and hard work for the sole purpose of improving the education of every child in our school.

Governors, together with the Headteacher, make important decisions on how the school is run. We are here to ensure that every child in the school achieves the best possible outcome during their time in our school. We act as a critical friend to the Headteacher and staff which means we both support and challenge them to ensure the best outcome for the children. We make decisions on policy and strategy for the school and are accountable to parents and carers as well as the wider community and OFSTED.

The Governing Body is measured by three core strategic functions:-

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

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 ethos and vision of the school, along with the statutory directives from the DfE.

We are here to help the school raise standards and improve performance by supporting the work of the Headteacher and staff while at the same time challenging them to ensure the best outcome for all of its children.

The governing body was constituted on 13th March 2019.

The governing body is made up as follows:

- The Headteacher who is a governor by virtue of their role
- 1 staff governor
- 1 LA governor
- 2 parent governors
- 6 co-opted governors appointed by the governing body following an audit of the additional skills the governing body requires.

The Governing Body is always keen to hear from parents and carers about their thoughts and ideas for the school and can be contacted via the school office. We often attend school events throughout the year, you will see us with our official badges on, so please feel free to say hello, ask us questions about the school and give us your views.

Governor Visits

Governors visit the school as part of our monitoring of the SSIP and of specific issues such as attendance and behaviour (although this has been significantly reduced this year due to COVID-19). Governors are linked to classes and subject areas and visit regularly meeting with staff and children. In this way governors' understanding of the school is greatly strengthened. Feedback on all visits is given to the full Governing Body meetings and this allows all governors to be kept informed about progress, and also to be aware of any concerns that need to be addressed.

The Chair of Governors has regular meetings / 'catch ups' with the Headteacher.

Training

All members of our Governing Body have and continue to receive training. The impact of this is that the Governing Body are kept abreast of the responsibilities with regard to the latest requirements and expectations. Governors are also knowledgeable of new initiatives/policies. Learning and actions from training are shared at Full Governors Body meetings.

Recent training has included:

Governors' Conference 2021: Kath Carruthers and Josette Foster - Thursday 25th February 21
To explore a new way of delivering whilst still providing the quality and experienced delivery that Governors expect (including Ofsted expectations)

Impact of Full Governing Body Meetings

Each term Governors are invited to attend two sub-committees:

- Curriculum committee
- Resources and Finance committee

In addition, Governors attend termly Full Governors meetings.

Governors also attend Governor open days, learning walks, receive feedback on book scrutinies and lesson observations, attend school events, receive a monthly Governor newsletter. This enables them to be aware of issues and support the Headteacher on a regular basis.

The impact of this is that Governors understand the areas of strengths and weakness in teaching and practice within the school. This enables them to challenge the Headteacher on how good practice within school is being shared for whole school benefit and how weaknesses are being addressed. The different sources of data (books, lesson observation, in-house data) enable us to triangulate information and ensure conclusions drawn from various sources are correct.

Headteacher Appraisal

The Governing Body carries out the Headteacher appraisal annually alongside Cathy Parkinson, School Improvement Partner. The appraisal process allows us to look closely at the performance of the Headteacher, have discussions about areas of strength and development in performance and set new targets against which the Headteacher's performance will be evaluated. Governors are also very keen to promote a manageable work/life balance for not just the Headteacher but all staff. Staff's mental health and well-being is a paramount priority for all Governors.

Further impact across the school

As Governors we celebrate the fantastic work around the school and provide challenge and support in areas that can improve as well as monitoring progress in all areas.

1. Strategic School Improvement Plan (SSIP)

The governors work co-operatively with the Headteacher, SLT and staff to write and monitor the SSIP. We have played an important role in the development of the SSIP and the monitoring of its progress throughout the academic year. In the previous year 2019-20 our focus has been on the following areas:

- To develop a comprehensive rationale for the whole school curriculum i.e. intent, implementation and impact which will work alongside the development of the role of middle/subject (including EYFS and SENDCo) leaders driving school improvement.
- To ensure best value of the Pupil Premium in order to close the gap between disadvantaged and others.
- To implement the ECERs action points across early years. To reduce the gap between advantaged and disadvantaged pupils so that a greater percentage of disadvantaged pupils achieve expected in Speaking, Reading, Writing and Maths. To Improve data.
- To raise the quality of teaching reading so that it is consistently good, resulting in improved attainment.
- To raise the quality of teaching writing so that it is consistently good, resulting in improved attainment.

The current SSIP is based on priorities identified from data, school self-evaluation and OFSTED priorities. The SSIP is set out with clear aims, the key tasks which will be completed in order to achieve these aims and the success criteria in order to measure outcomes. The SSIP is monitored and reviewed termly, normally in committee, with an evaluation overview being presented to the full governing body alongside the Headteacher's report.

The current targets (2020-21) of the SSIP are to:

- To continue to provide a safe environment in line with COVID-19 government advice ensuring all children, staff and families are safeguarded against harm during and after the pandemic and

adaptations to the curriculum and learning (including home and remote learning) enable and support effective learning for all.

- To enhance and support the effective teaching of Maths across the school by giving children more planned opportunities for Problem Solving and Reasoning.
- To improve the outcomes for all children in Phonics.
- To raise the quality of teaching so that it is consistently good, resulting in improved attainment.

2. Finance

Governors approved budgets across the year and fed into planning for the future in uncertain financial times, balancing prudence whilst ensuring children receive a broad and balanced curriculum. Governors have reviewed the Manual of Financial Control and the schools Statement of Intent. Governors have also completed the Schools Financial Value Standard (SFVS) with the Headteacher and Bursar.

Governors have approved:

- Purchase of a new phonics scheme 'Little Wandle Letters and Sounds' in conjunction with the Childer Thornton English Hub
- Edukey (Provision Mapping) Documenting, reviewing and evidencing interventions and supporting pupils with SEND all in one place and making it easier for our SENCOs to track costs, provision reviews and support pupil outcomes. This provides school with the potential to receive additional funding by using the evidence available.
- the purchasing and work to be completed on the new playground which included new equipment and MUGA being installed during April 2021.
- New broadband installation:

Following a notification that CWAC would no longer be supplying broadband it was necessary for school to review their future requirements. On comparison, Governors approved services with:

- 'Talk straight', also opting for a quicker speed of 200/200 as oppose to 100/100. The additional expenditure of £1500k will make a huge difference to the speed of the broadband within school.
- In addition the £585 filtering option includes the remote access for staff, enabling them to access files on the server, and includes the option to tag files that we don't want sending out of school which is great for GDPR.

These will both ensure compliance and make sure we are fully equipped should remote learning ever be required in the future.

- Photocopier:

The current RISO lease ceased on 9th March 2021 which led the Bursar to obtain three quotes

On review, Governors opted for the five year Vickers lease (**NEW RICOH IM C4500 (45 PPM)**) as the best value option. Although it was not the cheapest, it includes the facility to make booklets, and has a built in stapler which staff requested as value added items. In addition, a lower cost per copy

was negotiated along with the option to upgrade after 3 years, if school find it no longer meets their needs after that period.

This was compared to a 3 year lease but the costs were found to be significantly higher. As this is a brand new machine, under a 5 year warranty, Governors agreed that the 5 year lease was the most cost effective option.

3. Recruitment

Two governors have attended 'Safer Recruitment Training' ensuring the Governing Body have the skills necessary to recruit the right teachers for children at Westlea.

One Governor has supported in the appointment of a Grade 4 TA.

Governors have supported the Headteacher in accommodating the part-time requests of teachers returning from maternity leave.

4. School Environment

Governors have fully supported the Headteacher with building works/improvements within school including the new playground area including the MUGA and also the new Wildlife area on the school field.

5. Progress and Attainment

Data for all children across the school, including vulnerable groups, has been analysed. Data focuses on reading, writing and maths. Analysis is completed at varying levels including year groups, pupil premium, boys/girls, SEN, Forces. The impact of this is that Governors are aware of how children are performing, where there are issues, challenging questions can be asked to ensure that any identified problems are addressed in a timely manner. This ensures that the Governing Body know throughout the year how the school is progressing towards the school priorities and targets.

6. Link Governors

Link governors have responsibility for specific areas of interests and classes within the school. Each link governor receives an action plan for their subject and discusses issues, strengths and areas for development via face to face meetings or e-mails with their subject lead. The relationship built between the Governor and the Subject lead is invaluable to ensuring everyone has a clear understanding of the subjects in detail with the governors being critical friends and ensuring the subject lead is held accountable for their subject and action plans.

7. Statutory Duties

We are very mindful of our statutory duties as a Governing Body and over the course of the year we have paid particular attention to Health and Safety requirements, staff and pupil mental health and well-being and Safeguarding.

8. COVID-19 Pandemic

During the COVID-19 Pandemic, Governors took on a supportive role within the lockdowns and the remote learning. The Governors took an active role in checking risk assessments, looking and analysing roles and responsibilities. The Governors were supportive in focusing on all staff's well-being and work load.

OFSTED Feedback

We received an OFSTED inspection in November 2017 in which the inspectors visited all parts of the school and met pupils, staff and members of the Governing Body we were delighted to receive an overall rating of 'Good'.

With regards to governance in particular, the inspectors said:

"An enthusiastic, skilful and effective Governing Body"

"The Headteacher, staff, pupils and parents share the Governors strong and aspirational vision for the school"

"The Governing Body makes a positive contribution to school improvement. Governors have an accurate understanding of how pupils progress in their learning"

"Governors carefully check on the use of external funding for physical education and sport, the use of the pupil premium grant and SEN and/or disability funding for the Eden Centre. Governors ask pertinent questions and hold leaders to account in a firm but fair manner".

"Governors take their responsibilities very seriously. They are scrupulous in ensuring that they have the right level of skill and expertise. All Governors undertake training to develop their knowledge"

Members of the Governing Body

Mrs Sarah Cocks

Parent Governor

Chair of Governors

Member of Resources and Finance Sub Committee, HT Performance Management

Class Link - Year 3

Subject/Area Link - French, Gifted and Talented, Science

Mrs Jill Houlbrook

LA Governor

Joint Vice Chair of Governors

Member of Resources and Finance Sub Committee

Areas of Responsibility - Safeguarding (inc, PREVENT, GDPR), British Values, Mental Health and Well-being

Class Link - Year 2

Subject/Area Link - PSHE

Mrs Josette Foster

Joint Vice Chair of Governors

Co-opted Governor

Member of Curriculum Sub Committee, HT Performance Management

Class Link - Years 1 and 5

Subject Link - Maths and English

Mrs Lisa McCluskey

Co-opted Governor

Member of Curriculum Sub-committee

Areas of Responsibility - Governor Training, Website Compliance, Staff Well-being

Class Link - Year 3
Subject Link - Art, DT

Mrs Nicola Buckley

Co-opted Governor
Member of Curriculum Sub-committee
Area of Responsibility - Curriculum
Class Link - Year 4
Subject Link - Geography and History

Mrs Emily Rowlands

Parent Governor
Member of Curriculum Sub-committee
Areas of Responsibility - SEND, Pupil Premium
Class Link - Year 6, Eden
Subject Link - Music, RE

Capt Richard Cullen

Co-opted Governor
Member of Resources and Finance Sub Committee
Area of Responsibility - Health and Safety
Class Link - Year 5
Subject Link - PE

Miss Laura Dalton

Staff Governor
Member of Member of Resources and Finance Sub Committee and Curriculum Committee
Areas of Responsibility - EYFS, Administering Medicines
Class Link - Nursery and Reception
Subject Link - Computing

Miss Ella Bytheway Jackson

Joined Governing Body March 2021 - Committee (s), class and subjects to be allocated

Mrs Vicky Field

Associate Governor
Deputy Headteacher
Member of all committees

Mrs Kath Carruthers

Headteacher
Member of all committees

Priorities for 2021-22

1. Continue to visit school for meetings, assemblies, monitoring visits, open days and school events and ensure that all these are well attended with all Governors contributing.

2. To support new Governors and staff within their roles. To recruit, welcome and induct any Governors new to the team. To make every effort to ensure that the makeup of the Governing Body reflects the diverse nature of the school.
3. To continue to ensure well-being and mental health is kept a high priority for all staff and children.
4. To continue to support the staff, parents and children throughout the COVID-19 pandemic.
5. To ensure that Governors have a good understanding of data, reports and policies to allow for confidence to question and challenge as well as to celebrate improvements and success.
6. To ensure each Governor has completed up-to-date safeguarding training.
7. Each Governor to know what their new roles and responsibilities within the Governing Body are and be well equipped to carry them out.
8. To be involved in and prepared for dealing with any issues as they arise such as recruitment, health and safety, capabilities, OFSTED inspections etc.

Specific Future and Continuous Improvement

The Governing Body and SLT are constantly striving to improve and develop the school. Specific ongoing and future areas for improving and developing will include:

- Ensuring continued improvement in pupil progress and attainment across all ability groups including vulnerable groups
- Shaping the school's future curriculum

These will be addressed in the SSIP for 2021-22:

- **EYFS** - To implement the new curriculum. To implement the new 'Little Wandle' phonics scheme and to reduce the gap between non-disadvantaged and disadvantaged children.
- **English** - To implement a new spelling scheme that supports current practice. To address the use of non-negotiables throughout the school. To promote and encourage a 'love of reading' for all.
- **Early Reading and Phonics** - To implement a new Systematic Synthetic Phonics programme which will result in improved consistency and attainment.
- **Curriculum** - To develop a bespoke curriculum for Upton Westlea with full coverage of National Curriculum learning objectives.

If you would like to ask the governors any questions please contact the clerk, Mrs Nicola Stewart.
Email: schoolgovernance@edsential.co.uk

Please visit our webpage for more information relating to Governors.
<http://www.uptonwestleapprimary.co.uk/page/governors>

