



Governor Impact Statement 2018-19

Kingsweston School

Kingsweston School - Governor Impact Statement 2018-19

This document serves to evidence the most recent impact of governance upon the school (the academic year 2018-19) and its effectiveness in relation to the governing body's core functions. A longer term view can be gleaned by reference to previous versions of this document and the current Self-Evaluation Form.

The three core functions of governance are:

- **Setting the strategic direction of the school.**
- **Creating robust accountability systems and holding the school to account.**
- **Ensuring financial probity.**

This document is retrospective, capturing the work of the governing body against its core functions and the impact that this has had. This will be published on the website at the end of each academic year.

Please note this is a summary document. It is meant to neither replace nor replicate the content of other evidence bases such as the School Development Plan or committee meeting minutes.

1. Setting the strategic direction of the school

<i>Action</i>	<i>Impact</i>
The early appointment of a new Deputy Headteacher from term 5.	<p>The appointment at the beginning of the summer period had the following key advantages:</p> <ul style="list-style-type: none"> • The opportunity for the new DHT to work alongside the Family and Systemic Therapist , a key influencer of values and school culture, before her retirement in August. • The new DHT would have a comprehensive induction and transition while the outgoing co-Headteacher was still in school enabling the new post holder to be 'up and running' immediately. • The DHT would be an active participant in the development of revised systems and processes of self-evaluation which reflect the new (leaner) leadership structure and the revised Ofsted inspection framework which comes into force from September 2019. The thinking which informs the development of such revisions draws directly from the vision and values of the school so the active engagement of the new post holder would be an excellent means of sharing value-driven expectations and explicitly linking them to their operational impact.
To consider the future of the school in relation to collaboration, partnership and potential academisation.	<p>Governors have a strong history of supporting and promoting collaboration both locally and regionally. The Chair leads the Bristol LDD school collaboration group and one of the co-HTs co-ordinates a regional partnership of special schools. As a result the school is confident in areas such as moderation and has both given and received support in relation to priorities for development (e.g. supporting governance, seconding leaders, sharing our self-evaluation strategies, sharing our safeguarding strategies, sharing our positive behaviour support work, see more below).</p>

	<p>Governors continue to maintain a watching brief with regards to the potential for academisation/ federation. The Steering Group of the Governing Body reviewed the context and the case for moving to academisation but found no strong case for the Full Governing Body to change its current stance particularly in view of the financial impact of current building projects in the event of academisation. The FGB accepted the Steering Group's recommendation to this effect and asked for a further review during the next academic year.</p> <p>Separately, Governors approved in principle a collaboration agreement proposed by Shirehampton Primary School regarding governor participation on panels at hearing meetings. This will be part of a wider review of the Service Level Agreement between the two schools for Kingsweston Centre, Shirehampton.</p>
Creation of an additional SLD strand classroom.	Governors approved the creation of an additional primary class on the Napier Miles site to reflect increased pupil numbers.
The refurbishment of the KEEP building.	The school's provision for pupils with the most complex needs (known as the KEEP) is currently housed in an old prefab building which has a limited future. Governors have been monitoring the situation closely and have lobbied Local Authority officers directly and via the co-Headteachers for funding to build a replacement on the Napier Miles site. During the year confirmation was received that funds would be made available to upgrade the current building as a short term measure and start work during the academic year 2019/2020 on a new building. This will greatly enhance the existing provision and allow the school to respond positively to the growing demand for this type of education bringing real cost benefits to the LA.
The development of new post 16 premises.	Governors approved the full renovation of classrooms and associated spaces at the Napier Miles site. Work also includes major changes to the playground which is currently steeply sloping. The development will result in welcome improvements in the way we meet pupil needs, accessibility and aesthetics.
Development of the large sports field at Napier Miles site.	We have already developed Forest and Meadow Schools on the former playing field both of which are proving successful additions to our curriculum. To make even more effective use of the remaining space, making it more accessible and meeting the needs of pupils from all sites, Governors approved the creation of a pond, Roundhouse and creative arts area, including a music park.
Refurbishment of premises at Kingsweston Centre, Shirehampton Primary School.	Governors approved refurbishment work to four classrooms and the foyer, and the creation of new breakout and office space. Together with work last year to upgrade the outside play area, this brings the provision much more in line with the needs of pupils on this site which have changed significantly in recent years.
Following the Rochford Review Governors have prioritised a review of assessment practices.	The review of assessment practices initiated last year reached a conclusion in 2019 with the purchase, approved by Governors, of the most appropriate assessment tool. The school is now well placed to develop and implement new assessment procedures, best suited to the school's needs. The job description for the new DHT places curriculum and assessment at the heart of the role.

Implementation of the General Data Protection Regulations so far as they affect the school's operation.	To meet the new GDPR requirements in the most cost-effective and efficient way Governors approved the appointment of expert consultants to support the initiative's introduction and fulfill the key role of the school's Data Protection Officer. Following a GDPR audit of existing practices a revised set of policies and procedures has been approved.
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2. Creating robust accountability systems and holding the school to account

<i>Action</i>	<i>Impact</i>
Accountability processes have been refined so that they can be delivered in an efficient manner which reflects our organisation for learning.	Developing our accountability processes such that they are both succinct and enable governors to challenge and support is an ongoing process. The last year has seen governors give feedback to a variety of staff and school leaders about both the style and structure of information and data received. The minutes evidence the challenge and support that governors have been able to provide as a result. This is a continuously evolving process and facilitates a productive dialogue between governors and staff members at all levels.
Restructure of the School Development Plan and Self-Evaluation Form to reflect the school's developing needs and Governors' changing requirements for information in the light of the new Ofsted framework.	This continues as an iterative process and will leave the school community well placed to respond to the evolving demands of the education environment.

3. Ensuring financial probity

<i>Action</i>	<i>Impact</i>
Review of the financial reporting structure.	Governors approved changes to the format and content of the financial reports it receives, in the light of changes to the LA's revised financial reporting timeframes.
Reviewing and agreeing a revised staffing structure with reference to the available budget.	We have a revised staffing structure fit for purpose, reflective of the size and organisation of the school and one which works within the available resources. This is continuously reviewed within the context of fluctuating pupil numbers and need as well as the resources available. During the year Governors approved changes in the IT team, the Post 16 department, KWC, Shirehampton and the Forest School, and increased capacity in the area of Careers Education, Information, Advice and Guidance (CEIAG).
Use of the surplus balance held in the school's charitable status fund.	A significant surplus has grown over time in the School Fund, which is earmarked for use for the benefit of all pupils in keeping with the school's charitable status. Governors approved the use of the majority of these funds for building a Roundhouse as part of the development of school's sports field (see above).

