



ELMS FARM PRIMARY SCHOOL GOVERNING BODY IMPACT STATEMENT September 2020 – August 2021

At Elms Farm Primary School, the governing board recognises the importance of identifying and demonstrating the impact of its own governance. The governing board consider this impact statement as an effective way to share the strategic work of the governing board and the contribution to and impact on school improvement and development.

Governance structure

The governing board has the strategic responsibility for the effective management of the school, acting within the framework set by national legislation and with due consideration to the policies of the Local Authority, The governing board meets as a whole board at least once per term.

The governing board’s strategic objectives

The governing board has agreed a strategic plan that sets out the long-term goals for the school. This plan describes what the school will look like in three to five years’ time and is underpinned by the school’s ethos, vision and values. The governing board’s strategic plan is set out into four sections:

- Finance and revenue
- Teaching, learning and curriculum
- Buildings and environment
- Staffing

The table below explains the governing board’s strategic aims and details the progress made towards the aims of its strategic plan this academic year.

| The governing board’s strategic aims | Progress towards achieving strategic aim | Impact identified so far |
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| Finance and revenue | | |
| To maintain a balanced budget | The school has successfully achieved a balanced budget this year. Cost savings have been identified through benchmarking activity and the three-year forecast has been planned to avoid any deficit. | All current staffing levels have been maintained. The newly acquired catch up fund has been used to ensure all pupils with identified needs are supported to catch up following a disrupted year because of National Lockdowns. |
| Teaching, learning and curriculum | | |
| To embed the school’s ethos and values into the culture of teaching, learning and the curriculum, and associated policies. To review the curriculum to ensure it meets the needs of the National Curriculum and the pupils of Elms Farm. To continue to improve the attainment and progress of all | The school has successfully published and embedded the new school values motto: Ambition, Community and Equality. The curriculum has been reviewed, revised and shared with all staff so that the knowledge and skills that are taught are progressive and age related. Over the last year a programme of monitoring for all subjects has been introduced and is being embedded in to the monitoring cycle. The external tests (KS1, KS2, phonics and | The staff, governors, pupils and parents are aware of the underlying values that are referred to on a regular basis. Pupil voice indicates the pupils are enjoying the revised curriculum. Book looks indicate all staff have high expectations and are adhering to policy. Internal data indicates a continued improvement in progress measures, |



ELMS FARM PRIMARY SCHOOL GOVERNING BODY IMPACT STATEMENT September 2020 – August 2021

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| pupils, aiming to meet and exceed national results. | EYFS) were cancelled due to the pandemic so the school is unable to publish this data. | gaining momentum towards national averages |
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Buildings and environment

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| To implement a rolling plan for decoration and refurbishment of the interior and exterior of the buildings, based on the conditions report. Ensure the schools Fire Risk assessment adheres to all regulations and legal requirements | <p>The rolling plan for decoration continues to be implemented.</p> <p>Ensuring the school was covid safe was also high on the agenda for the BSM and SLT.</p> <p>The Reading room was redecorated and repurposed. Two classrooms have been decorated. The entrance Hall and corridor have also been redecorated, refurbished and repurposed in line with the vision of the new Headteacher.</p> | <p>Risk Assessments indicate that the school was covid secure and was able to welcome pupils with confidence after the National Lockdown in January.</p> <p>The staff and children have commented favourably re the upgraded classrooms, reading room and entrance hall.</p> |
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Staffing

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| The headteacher and governing board will regularly review the school's staffing structure in line with any changes to the school's context and improvement priorities whilst considering financial sustainability. | Termly meetings discuss the staffing levels. | <p>There have been several changes during this academic year.</p> <p>The Governors appointed a new Head teacher and a new Deputy Head teacher.</p> <p>The English lead resigned to move to Wales. The Governing Body reviewed the English Lead role and it was decided that it would be beneficial to split the role into two parts. Following interviews the roles were taken by two internal candidates.</p> <p>A new Pastoral lead was appointed as CP lead.</p> <p>The SENCO has extended her role to oversee the work of the pastoral team, thus strengthening the equality arm of the school vision.</p> |
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The school development plan (SDP)

The governing board work in partnership with the headteacher and senior leadership team (SLT) to set the priorities for the school's development each year. The governing board are responsible for holding the school leaders to account for the progress made towards achieving the objectives and aims of the SDP. This can be achieved in a number of different ways. The following table provides an explanation of how the governing board has contributed to and monitored the SDP during 2020 – 2021.



ELMS FARM PRIMARY SCHOOL GOVERNING BODY IMPACT STATEMENT September 2020 – August 2021

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| Governing board contribution to developing the SDP | Members of the governing board collaborated with the headteacher and SLT to review the SDP against existing Ofsted priority areas and pupil outcomes. |
| Governing board activity undertaken to monitor the progress of the SDP | Governors met with subject leads and senior leaders to monitor and review the progress of the SDP. This was fed back to the full Governing Body meeting. The SDP was a standing agenda item that was discussed at every meeting. A governor attended the Round Table Meeting with the BEP representative. |
| Impact identified so far this academic year | In-year assessment data showed that the gap is closing between school and national averages.. External moderation including two Ofsted Monitoring Visits, indicated good progress towards the objectives of the SDP. |

Committees

Delegating aspects of our governance responsibilities to committees enables the governing board to remain strategically focussed on the agreed key areas of school development and work in an efficient way. It is decided which governors will join each committee by analysing governors' skills and experiences through a skills audit and assigning committee membership accordingly. Committee membership and the committee structure is reviewed at the beginning of each academic year.

We currently have the following committees in place and the table below provides an overview of the focus and work of each committee during 2019 2020.

| Committee | Overview of work this year | Impact of the committee |
|--|--|--|
| Pupils', Curriculum, teaching and Learning Committee | The curriculum committee has continued to review whole-school data analysis after each termly assessment window. This anonymised data has been broken down into year groups and specific groups of children, e.g. boys and girls, PP. The committee has also supported the review of the curriculum, meeting with subject leads and engaging in discussions to understand the changes in the curriculum. The Governors have ensured that the vision of the school – Ambition, Community and Equality underpins the new curriculum. | Governors have been able to monitor in-year progress and attainment and triangulate this with book looks and pupil voice monitoring reports. . This has given governors a clear picture of the progress of specific groups of pupils which has been analysed against the SDP priority areas. The Governors have a clear understanding of the progressive and challenging curriculum throughout the school. The vision of the school is evident throughout the school - in the children's work, on the walls of the building and in parent communication. |
| Finance, staffing and Buildings | The finance committee has undertaken close scrutiny of the finance reports, produced by SFS. The committee has questioned the Headteacher and SFS advisor re spending and costs. | The Governors have a clear picture of finances both for the year 2020 2021 and for the next three years. |



ELMS FARM PRIMARY SCHOOL GOVERNING BODY IMPACT STATEMENT September 2020 – August 2021

Monitoring activity

One of the key functions of the governing board is to undertake strategic monitoring activity – the purpose of which is to triangulate information shared with governors by the SLT. Due to the pandemic and the partial closure of schools other monitoring visits were postponed during 2020 2021.

The governing board undertakes a wide range of monitoring activities including:

- Monitoring visits to school to meet with subject leads and discuss aspects of the SDP
- Inviting members of the SLT and Subject leads to governing board and committee meetings to report on key areas

The table below gives an overview of governor monitoring activity during 2020 - 2021:

| Monitoring activity | Reason for monitoring activity | Impact of monitoring activity |
|---|---|---|
| Round Table Review Meetings once a term | To monitor the progress of the SDP and action plans towards the long term goals. | The Governors have a clear picture of an external advisor's view of the progress that is being made. |
| Safeguarding Monitoring Visit | To ensure all policies and procedures related to safeguarding are being adhered to. To ensure the SCR is up to date and compliant. | The Governors were assured of compliance and safeguarding is effective. |
| Monitoring visit with SENDco | To ensure that the needs of pupils SEND are being met. | The Governors were given a clear picture of the needs of pupils, the strategies being used and the outcomes |

External evaluation

Engaging with external professional expertise supports the governing board to hold the school leaders to account and to triangulate all of the sources of information and evidence it receives and access as well as ensuring it fulfils its statutory responsibilities and maintains compliance.

Below is a summary of the external support the governing board has accessed during 2020 2021 and the impact of that support:

| External expertise | Reason for external expertise | Impact of external expertise |
|--------------------|--|---|
| BEP advisor | Termly visit to carry out Round Table Meeting | The BEP advisor has effectively questioned members of the Senior leadership team, including the Chair of Governors in order to clarify progress towards long term goals. He met with subject leads in order to prepare them for the imminent Ofsted visit. |
| English Hub | To support improvement in teaching of phonics and early reading in | The governors have been informed of the progress that the school has made to implementing consistent, challenging early reading lessons, The school engaged |



ELMS FARM PRIMARY SCHOOL GOVERNING BODY IMPACT STATEMENT September 2020 – August 2021

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| | EYFS and KS1. | with the hub for this additional year as the phonics programme had been disrupted due to the pandemic. |
| External courses | New members of the Governing body | Governors have an indepth knowledge of their role and function. |

Governor training

The governing board takes their responsibility to stay up-to-date seriously and places high importance on this. The table below shows all of the various training and continued professional development (CPD) the governing board has undertaken during 2020 - 2021:

| Governor | Training or CPD undertaken | Impact of the training or CPD |
|---------------|--------------------------------|--|
| All governors | Safeguarding | Improved monitoring of safeguarding the single central record. |
| Stuart Lomax | Safer Recruitment | Improved knowledge skills required for safer recruitment |
| Hayley Sumner | Safer Recruitment | Improved knowledge skills required for safer recruitment |
| John Griffin | The role of the governing body | A deeper understanding of the role and function of the Governing Body. |

Governing board priority areas for 2021 – 2022

To remain in line with the development of Elms Farm Primary, and to continue to drive improvement through our strategic work, the governing board has identified the following areas to be focussed on in 2020 – 2021 :

| Proposed monitoring activity | Link to SDP | Intended impact of monitoring activity |
|---|--|---|
| Covid 19 To ensure a Recovery Curriculum is in place in readiness for all pupils to return to school | Leadership and Management Action Plan Teaching and Learning Action Plan | SLT are held to account for the successful implementation of the recovery Curriculum that closes the gaps in attainment and progress that have opened during school closures. |
| Covid 19 To ensure SLT are allocating the Catch Up funding effectively and efficiently for the benefit of the pupils. | English Action Plan Maths Action Plan Wider Curriculum | The Governors are aware of the Catch \up funding, how it can be spent and the impact it is having. |



ELMS FARM PRIMARY SCHOOL GOVERNING BODY IMPACT STATEMENT September 2020 – August 2021

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| <p>Curriculum</p> <p>To continue to monitor the implementation of the revised curriculum and to be informed of the development of the assessment procedures in all subjects</p> | <p>Action Plan</p> <p>SEND Action Plan</p> | <p>The Governors are made fully aware of the impact the new revised curriculum is having on the attainment and progress of pupils throughout the school. The Governors are consulted and informed of the assessment procedures that are put in place..</p> |
| <p>Staffing</p> <p>The Governors will carry out an annual review of the staffing structure.</p> | <p>Finance papers</p> | <p>The Governors will be made fully aware of the needs of the school, how to effectively and efficiently ensure the best education can be offered to all pupils.</p> |

Pandemic Note:

During the year the Governing Body continued the meetings virtually so that members of the Governing Body did not have to come into school.

The Governing Body have supported the Head Teacher and senior leaders to navigate through the legislation and guidance to ensure that the community was supported through a very difficult time and the school was made covid secure. Additional meetings were held to review and adopt Risk Assessments, monitor spending associated with Covid and to ensure the wellbeing of staff.

The Governing Body understand that this support will need to continue throughout 2021- 2022/ They will continue to support, advise and monitor the actions of the Senior Leadership team in order to achieve the long term goals.