



GOVERNOR IMPACT STATEMENT 2022-23 (DRAFT)

Each academic year the Governing Body is obliged to report on its actions and the impact they have on the running of the school. The main thrust of this year has been to continue working with the headteacher, staff, parents and pupils to address the challenges created by COVID 19, expanding the recovery programme and returning the school to a normal learning environment.

Leadership and management

Strategic - Long term:

- Reviewed the 5 year Strategic Plan November 2022
- Continuing to develop measures to achieve the SIAMS inspection criteria for "Good Schools".
- Embedding the former Corvedale Children's Centre Nursery as an intricate part of the school and increasing the number on roll for long term school sustainability.

Strategic - Short term:

- Working with staff to meet COVID19 restrictions and educational challenges .
- Returned to normal governance after COVID19 needs.
- Continuing a recovery programme for COVID19 as part of the SDP.
- Maintain the rolling programme of policy reviews.
- Resources Committee delivered rolling programme of building maintenance with improved lighting and decoration including the nursery.
- Actioned the asset management action plan in accordance with requirements of 2022 DFE and diocese and continuing to meet new diocesan administrative criteria as it arose.
- Maintaining a balanced budget and taking measures to ensure there will be no budget deficit over the next three years.
- Maintaining a dialogue with parents . Parental questionnaire completed in November 2022 - 97% of parents approved of how the school responded to COVID 19.
- 95% of parents in the Parent Questionnaire in November 2022 said that the school was well led and responsive to their concerns.
- Appointed a new foundation governor.
- Governor communications through Governor Hub increased.
- Scheme of Delegation completed and adopted in November 2022.
- Terms of Reference for committees reviewed.
- **Shropshire School Improvement Governance audit** October 2022 rated the potential impact on school improvement of the Governing Body as "HIGH" with all key statutory responsibilities met.
- Governor annually engage with the Headteacher's performance management review and set new targets.
- **The Local Authority** still judges the school as requiring only low support.
- Ensuring staff work/life balance-adjusted the Head teacher's hours to take nursery management into account.
- CPD-"The Governors Role in School Improvement" and Governors completed further Ofsted training.
- Staff Questionnaire.

Quality of Education

- Continuing to employ the number of teachers to keep class sizes relatively small and meet specific needs.
- Standards Committee Link Governors have liaised with teachers to review performance of subjects and have conducted school visits in line with the new Standards Committee meetings agenda.
- Continued to employ an additional teacher to aid our recovery programme.
- Governors are working on the criteria to achieve at least “Good” at future SIAMS inspections.
- Governors as well as staff continue with their own professional subject development.
- Continue to fund resources required to improve the quality of teaching.
- Parent questionnaire November 2022 had 97% of parents saying that their child was well taught and made progress, 97% that they were fully informed about their child progress and 100% that they were satisfied with the range of subjects taught.
- Governors are focussed on ensuring that a truly broad and balanced curriculum in line with Ofsted criteria is in place
- The School Self-Evaluation checked against Key Performance Indicators used to develop the School Development Plan 22-23 which still noted the areas identified for improvement by Ofsted and the School Improvement Advisor.
- Many of the SDP objectives set in November 2022 centred on prioritising the improvement of outcomes in essential knowledge and skills to allow children to achieve and progress in Mathematics, Reading and Writing, and Science within a recovery plan.

Internal data and KS1 & 2 results for July 2023 show that the school is now in line with national/Local Authority figures in core areas . This would indicate that the SDP objectives for 2022-23 were well-targeted.

Personal development

- Ensured that all safeguarding arrangements were fit for purpose including COVID measures.
- Monitored the number of children on roll which remains steady but due to a large year group leaving in the summer and the upheaval of the nursery closure in 2021 numbers have dipped this September.
- Monitored attendance figures especially with regard to COVID outcomes and children possibly being lost to education. No evidence of this.
- Stabilising the emotional well-being of the whole school remained a priority in 2022-23.
- 100% of parents in the November questionnaire said that their children were well looked after in school.
- Extra-curricular activities returned to pre Covid levels Sports Premium review included an encouragement of extra-curricular activities. 97% of parents in the Parental Questionnaire agreed with this.
- T&F group looked at Cultural Capital/British Values promotion.
- 90% of parents in the Parental Questionnaire felt that the school communicated well the importance of staying safe on line.

Behaviour and attitudes

- Behaviour in school remains good overall but we also recognised the specific needs of pupils who displayed challenging behaviour. Parents Questionnaire November 2022 said that 100% of parents believed that the school promoted good behaviour.
- Embed our vision and values which were adopted during 2021. T&F group set up to monitor the impact of this action regarding SIAM's progress.
- In the parent questionnaire November 2021 100% of parents said that the school provided a safe and happy place to learn.
- New guidelines for Link Governors focussed on questions to ask pupils during their visits on. These questions reflect current Ofsted focus on dialogue with pupils.

The Governing Body of Corvedale Church of England Primary School & Nursery
November 2023