

BEACON ACE ACADEMY IMPACT GOVERNANCE STATEMENT – JULY 2019

This report is intended to be an accurate reflection of the governance activities throughout the academic year. As last year we are assessing 'impact' as – H,M,L.

The following areas of activity will be

- Clarity of vision, ethos and strategic direction
- Accountability of head teacher for the performance of school and pupils
- Oversight of academy monies and 'value'

CONTEXTUAL INFORMATION

In this, only the second year of our academy's life as a primary and nursery establishment we are able to record some outstanding achievements and progress towards our overarching commitment of creating an outstanding school to serve our community. The bedrock of this has been the support of our community, the attitude to learning of the vast majority of our children and the high standards of our staff. Additionally, our school has benefitted from support from other academies in the Trust and the superb central team whose officers have monitored and challenged our development.

This year it is appropriate to acknowledge the contribution a number of people have made to our academy. In particular the inspirational long service and leadership of Sally Attwell whose vision shaped our development over twenty three years. Alongside Sally, Denise Gillet was a well-respected personal assistant and correspondent to the governors. Two other staff members who served on governing bodies this year were Mrs. Harty and Mrs. Penk. All of these contributed to the vision we now share.

ACTIVITIES ENSURING CLARITY, ETHOS AND STRATEGIC VISION

- The strategic direction is central to the SIP- this is agreed with governors and Trust officers. This is then monitored by external scrutiny through the Ofsted and 'Challenge Partner' initiatives. Reports of progress and internal monitoring enable governors to effectively challenge and support.(H)

- Governance recruitment remains an active issue for the LAB as we scrutinise skills to complement the existing abilities- currently three new governors are being inducted. (M)
- Governors adopt key areas of responsibility in addition to the overarching responsibilities common to all – Pupil Premium (disadvantaged), Sports Premium, Safeguarding, SEND, Compliance. (H)
- The safeguarding governor has been pivotal to the academy's strong performance at a safeguarding audit and the positive feedback received from the section 157 return (H)
- Governors have responded to Ofsted feedback by working with staff to respond to attendance issues(H)
- Governors attend courses and conferences to update information and key skills.(H)
- Governors are able to monitor termly and use findings to challenge and support the strategic direction as laid down in the head teacher's report. (H)
- This quality of monitoring was scrutinised by Ofsted in May and governors were congratulated on the 'challenge' and contribution to the academy direction of travel.(H)
- Governors themselves were challenged by the Ofsted team and were able to demonstrate sufficient rigour to help the school achieve a 'GOOD' judgement (H)
- Governors attend a yearly review of the school's performance led by the C.E.O.- this enables the LAB understand the impact of data on planning.(H)
- Governors are involved in staff appointments and receive performance management data to understand teaching and learning.(M)
- Governors' self -review performance and plan interventions to increase the level of knowledge and understanding. (H)
- Governors are actively involved with Trust officers in development of the learning environment.(H)
- Governors attend parent/teacher meetings and SIP priority meetings – Attendance and SLT Planning.(M)

ACCOUNTABILITY – PERFORMANCE OF SCHOOL AND PUPILS

- Termly reports from governors include monitoring reports on – Science, SEND, Writing, ICT , Pupil Premium, Sports Premium- discussed with the LAB and used to develop action points for development.(H)
- Governors have a Safeguarding lead , and monitor compliance role (H)
- Governors monitor both formative and summative assessment data and relate findings to school priorities.(H)
- The school’s challenge partner briefs LAB members on progress toward SIP targets.(H)
- Governors are invited to council meetings and to assemblies to experience celebratory occasions and concerts in the community.(H)
- Governors are invited to Trust meetings to enable the school to receive a steer on the wider picture.(M)

OVERSIGHT OF FINANCIAL PERFORMANCE

- The school site development meetings with governors and Trust officers enable governors to be informed and be involved in decisions regarding priorities.(M)
- The governors receive budget monitoring reports to ensure initiatives are cost effective.(H)
- Governors monitor Pupil Premium and Sport Premium Budgets to link SIP and financial constraints.(M)
- Governors are signatories to enable financial controls.(M)
- Lottery funding is bid for to enable developments-play equipment
- In collaboration with the central team the academy has benefitted from CIF bids which have had a transformational effect on the learning environment, both in terms of safety and climate for learning (H)
- Current CIF bids are addressing fire safety and the refurbishment of the academy’s ARB provision in collaboration with the county council(H)