

Chase Lane Governing Body – Self Review Governor’s Record of Action and Support Programme (GRASP)

Last updated March 2021 by the full Governing Body

This self-review document is for use by the Governing Body of Chase Lane Primary School to record and collate evidence of how effective and efficient they evaluate their governance. The purpose is to highlight through evidence based examples how good governance supports the successful outcomes of all pupils at Chase Lane and should be regularly updated.

Ofsted Categories: 1. Outstanding 2. Good 3.Requires improvement 4. Inadequate

1. Do we have the right skills?	Grade: 1
<p><u>Key questions:</u></p> <ul style="list-style-type: none"> Have we completed a skills audit of our Governing Body? Do we have the right skills on the governing body? Is our governing body representative of the whole school community? Is the size, composition and structure conducive to effective and efficient governance? <p><u>Evidence:</u></p> <ul style="list-style-type: none"> The skills audit is regularly updated every year with all governors taking part Continue to maintain a solid spread of experienced and new governors across parents, staff and community governors with wide ranging skills. The GB was re-constituted several years ago in line with the new regulations. We ensure that governors with relevant skills, knowledge and experience are involved in at least one sub-committee. As new governors join, they are asked to join the most relevant sub- committee. Governors are placed in sub committees to reflect their knowledge and skills With only 1 parent governor vacancy (out of 4) and good attendance, the GB is well placed and informed to make decisions 	

<ul style="list-style-type: none"> The GB has link governors in the key areas of Pupil Premium, Safeguarding/LAC, SEND, Training and Governor Recruitment, all members are available for the adhoc committees such as grievance, complaints etc. GB members with experience of recruitment at senior level in both public and private sectors were involved in the 2019 headteacher recruitment. <p><u>Actions 2020/2021:</u></p> <ul style="list-style-type: none"> Governor Services keeps the skills document up to date and the Chair ensures that all governors send information regarding training for updating for it to update for the Chair to review regularly. New governors with particular skills or specialism in areas where we no longer have them will be sought when vacancies arise. We have a board of 12 governors, comprising 3 parent governors, a staff governor, the Headteacher, a Local Authority governor and 6 co-opted governors; the composition is, in total, representative of the diversity of the community which the school serves. 	
<p>2. Are we as effective as we could be?</p>	<p>Grade: 2</p>
<p><u>Key questions:</u></p> <ol style="list-style-type: none"> Do we understand our roles and responsibilities? Are we well informed and knowledgeable? Do we receive good quality information which is relevant, accurate and concise? Do all governors contribute? <p><u>Evidence:</u></p> <ul style="list-style-type: none"> All governors have undertaken appropriate induction training provided by Governor Services, to understand their roles and responsibilities. The Governors’ Code of Conduct is reviewed and agreed by Governors at each September full GB meeting which all Governors have signed up to and sets out roles and expectations of governorship at Chase Lane. We are well-informed and knowledgeable as a GB. Individual Governors have expertise in certain areas, including finance, project and building management, IT, staffing and HR, and contribute to the GB on this basis as well as generally. We receive regular updates from Governor Services via bulletins and emails, and are promptly supplied with full and accurate documentation for discussion at GB meetings. All Governors contribute in meetings and it is expected that all Governors join one of the sub-committees. The latter has been the case since 2012. <p>Governors support the school and regularly attend school events (summer and Christmas Fairs, performances etc). One Governor makes presentations at the ‘Leavers Assembly’ and leads some assemblies. A variety of Governors attend regular one off meetings at the school such as book scrutiny meetings and talking to the school council about learning, participation and consultation, and continual improvement. Reports are written on these visits and shared with Governors who were unable to attend</p>	

<p><u>Actions 2020/2021:</u></p> <ul style="list-style-type: none"> • During the pandemic, training opportunities for the full governing body as a whole have been limited and the same applies to opportunities to visit school. • Governing body training in 2021 will focus on preparing for an Ofsted inspection and strategies for improving the educational outcomes for disadvantaged children. • Governors remain committed to attend the Authority’s Governors Briefing sessions on a rota basis – reporting back to the full GB in order to keep them informed. • Expectations of Governors are now agreed and when Governor input is sought, these are clearly laid out before anyone puts themselves forward. • The Chair meets with the head teacher on a weekly basis, either virtually or in person. 	
<p>3. Do we fulfil out statutory duties?</p>	<p>Grade: 1</p>
<p><u>Key questions:</u></p> <ol style="list-style-type: none"> a) Do we have a professional clerk? b) Have we appointed governors to the essential Link Governor positions? c) Are school policies monitored and reviewed, and records kept? d) Is the website updated with statutory information? <p><u>Evidence:</u></p> <ul style="list-style-type: none"> • We have a professional regular clerk who is very experienced and knows the school well. The full GB and the sub-committees are clerked professionally by the same clerk and serviced by the Authority’s Governor Services team, with whom the school has a contract. • The focus of Link Governor roles is annually reviewed in line with changes made by central government. In line with the school development plan, we currently have Link Governors for Pupil Premium, Safeguarding/LAC, SEND and Well-being. These meet with the relevant staff member(s) at least termly and as needed. In addition, there are governors with responsibility for Training and Governor Recruitment. • School policies are monitored and reviewed on an annual cycle, or as required by the relevant policies. Most GB meetings include an agenda item for policy matters – to review, monitor impact of, or to consider new policies. Policies are cross-referenced to ensure consistency and the highest level of practice e.g. safeguarding and whistleblowing. • The school website is regularly updated with the relevant statutory information. 	

<p><u>Actions 2020/2021:</u></p> <ul style="list-style-type: none"> • The clerking arrangement is reviewed annually by Governors to ensure best service and value for money. Since 2011/12 the timetable for all GB and sub-committee meetings has been set in advance in order to secure commitment by the clerk. • Link Governor roles are reviewed annually at the first GB meeting of the school year. The Chair, Vice Chair, Link Governors and membership of sub-committees are elected/decided each year at the same time. • In line with the ongoing review cycle, the GB has made efforts and will continue to cross reference policies where required. 	
<p>4. Do we hold school leaders to account?</p>	<p>Grade: 1</p>
<p><u>Key questions:</u></p> <ol style="list-style-type: none"> a) Do we understand the school performance data well enough? b) How effective is the performance management of the Head Teacher? c) Are our financial management systems robust and how well do we ensure best value for money? <p><u>Evidence:</u></p> <ul style="list-style-type: none"> • Governors have a good understanding of school performance, with very good progress made in this area over the last year particularly as noted in the full GB minutes and sub-committee minutes. Governors also ask challenging questions. • The performance management of the Head Teacher has been carried out professionally and in line with regulations by a sub- committee of Governors (Chair, and at least one other experienced Governor - 10 years service and previous involvement in the process). The school Improvement Consultant advises and attends the meeting. A written report is made, including an assessment of the previous year’s performance against targets. Challenging targets were set for 2020/2021 in line with the School Improvement Plan. It is established practice also to hold a mid-year review to provide a check against progress. • The school is managed well financially and is in good financial health – see budget for evidence. We submit an annual SFVS which is a joint review completed by the Head Teacher, School Business Manager and members of the Finance & General Purposes Committee. • See minutes where governors support and challenge • Link governors have regular meetings and write reports which are brought to full governor meetings where other governors ask questions. 	

<p><u>Actions 2020/2021:</u></p> <ul style="list-style-type: none"> • Part of each full GB meeting and sub-committee meetings are devoted to analysing data - the school's own assessments in particular areas, from the Primary Inspection Data Summary Report and the school's own summary of outcomes, including: achievement and attainment, and pupil premium data and funds (how it is spent, range of interventions, outcomes for pupils etc.). • Typically, data is presented in a standardised format including the previous year and national comparisons but given the cancellation of national tests at Key Stage 1 and Key Stage 2 the focus this year has been on internally generated data and robust teacher assessment including September 2020 summative baseline data. 	
<p>5. How well do we support and challenge?</p>	<p>Grade: 2</p>
<p><u>Key questions:</u></p> <p>a) Do we ask questions focused on improvement and outcomes? b) Outstanding Governors are able to take and support hard decisions - do we? c) Do we carry out honest and insightful self-evaluation?</p> <p><u>Evidence:</u></p> <ul style="list-style-type: none"> • The full GB meetings are supportive, yet challenging (see GB minutes for evidence). The best use is made of limited meeting time in order that focus is on improvement and outcomes. For example, Chair's and Link Governor meetings, actions, matters arising and actions from last meeting are circulated in writing prior to meetings. • The GB has made unpopular decisions such as attendance related initiatives e.g. zero tolerance to holiday in term time. In addition, in 2015 the GB said no to academy status after full training on the issue, but continues to keep abreast of developments in the national picture. <p><u>Actions 2020/2021:</u></p> <ul style="list-style-type: none"> • The quality of questions and level of challenge is good and all key decisions are debated at the appropriate level of detail. • Governors have built up an appropriate level of knowledge of the school to ensure that they fully understand the implications of matters being discussed and decisions made • Full support is provided to the Headteacher in acting on decisions that are made 	
<p>6. Do we have a clear focus on school improvement?</p>	<p>Grade: 2</p>
<p><u>Key questions:</u></p> <p>a) How do we contribute to the school development plan and do we have clear priorities? b) How do we help improve the quality of the teaching? c) How do we contribute to a culture of high expectation?</p>	

<p><u>Evidence:</u></p> <ul style="list-style-type: none"> • The school development plan is reviewed regularly at GB meetings and Governors provide comments. The school development and improvement plans are used in the Head Teacher’s performance management in order to agree targets. • The quality of teaching is regularly monitored by Governors at the full GB and Curriculum sub-committee meetings. The Head Teacher provides regular information on the collated results of formal observations, book scrutiny, and learning walks etc. Governors regularly view examples of pupils’ work when relevant to see the outcomes of policies in action e.g. marking policy. Governors have visited classes in sessions – across the Key Stages. Governors have stated any inadequate teaching is unacceptable and expect the Head Teacher to address it immediately. See GB, Curriculum minutes, data on teaching observations. • Governors focus on the quality of teaching by questioning and through appropriate challenge. Governors also monitor the effectiveness of policy implementation and agree targets as part of the school improvement plan. • The Chair attends LA run training events for Chairs to keep abreast of key messages from Ofsted etc. In order to support and challenge. • Governors observe learning in the classroom at least once a year. • Some Governors interviewed the school council about learning, consultation and participation and improvement for the school. • Governors track case studies at different ability levels to observe learning progress of both SEND and disadvantaged pupils. • Governors are knowledgeable about the school’s remote learning provision and OFSTED’s expectations in this area. <p><u>Actions 2020/2021:</u></p> <p>☐ Due to the pandemic, and two separate periods of school closures (one in each academic year) where the school has not been open to all pupils though has remained open for vulnerable children and children of key workers, visiting school has not been practical. The work of the Governing Body has been focused on the work of the school in staying “COVID-safe”, the provision for vulnerable children and children of key workers and the remote learning offer available to all children at home which included internet access and devices to access remote teaching</p> <ul style="list-style-type: none"> • In the April 2017 Ofsted inspection it was stated: <p><i>“Governors share your [HT] dedication and have improved their practice since the previous inspection. They are rightly proud of the school and understand the school’s strengths and areas for development. They carry out their duties with thoughtful scrutiny. They check the accuracy of the information provided in reports through meetings with school leaders and by observing pupils at work. Consequently, they provide effective support and challenge to the school.”</i></p>	
<p>7. Is there a clear school vision?</p>	<p>Grade: 1</p>
<p><u>Key questions:</u></p> <ol style="list-style-type: none"> a) Do we help shape the long term aims of the school? b) How ambitious are we in our pursuit for success for every pupil? c) How do we share our vision for the school? 	

<p><u>Evidence:</u></p> <ul style="list-style-type: none"> • Governors have discussed and contributed to the school’s stated vision and aims. • In Governors’ questions and challenges at meetings, Governors ensure all categories of pupils are addressed e.g. Pupil Premium, below average, SEN, more able, FSM, boys/girls, by ethnicity. Data on pupil outcomes is analysed, scrutinised and challenged. • Governors support the school in being a good, inclusive community school – one where children are happy and safe, where they work hard, learn from experiences and achieve their potential and beyond, where their behaviour is excellent, kind and responsible. <p><u>Actions 20120/2021:</u></p> <ul style="list-style-type: none"> • The school vision and values are an integral part of work with children in assemblies. 	
8. Is there a positive relationship between Governors and school leaders?	Grade: 1
<p><u>Key questions:</u></p> <ul style="list-style-type: none"> • Do we share trust, openness and transparency? • Is there proper understanding of each other’s roles and responsibilities – how do we know? <p><u>Evidence:</u></p> <ul style="list-style-type: none"> • A positive and appropriate relationship exists between school leaders and Governors. • The Chair meets with the Head Teacher on a weekly basis, either virtually or in person, to support and approve decisions between meetings. • Governors understand that their role is strategic and involves holding school management to account, challenging, supporting, monitoring and that the Head Teacher and SLT lead and manage. If, at GB meetings, questions are asked by Governors which stray into the management or operational arena, other Governors have self-corrected supported by the Chair. 	
9. How are we going to know we have made a positive impact over the next 12 months?	Grade: 2
<p><u>Key questions:</u></p> <ol style="list-style-type: none"> a) What are our success criteria? b) Can we set three SMART targets? c) How will we monitor progress? 	

<p><u>Evidence:</u></p> <ul style="list-style-type: none"> • The GB will continue to horizon scan and keep abreast of the national context and central government policies in order to inform decisions regarding academy status. • The GB will, in partnership with the school, commission independent evaluations/ reviews/inspections/audits in specific areas to support their work. • Link Governors will hold termly meetings with relevant staff and report back to the full GB. • The OFSTED area for improvement regarding absence is monitored and challenged at every GB meeting. <p><u>Actions 2020/2021:</u></p> <ul style="list-style-type: none"> • To review this document on yearly basis. • To ensure that agendas reflect the targets in the School Development Plan and are therefore addressed at each meeting – in the forthcoming year this will specifically need to consider the “catch up” plans in place given the time that many pupils will not have been in school – though learning has continued at home. • To review independent reports and discuss recommendations taking action where necessary. 	
<p>10. What is the overall effectiveness of our Governing Body?</p>	<p>Grade: 2</p>
<p><u>Evidence:</u></p> <ul style="list-style-type: none"> • The GB is able to demonstrate that it provides a good level of governance. • Governors recognise that there are always improvements to be made and are committed to continuous improvement and are ambitious for the governance of the school and the impact of governance on school improvement. Governors consider, however, that there are no key areas of governance requiring significant improvement. • As described elsewhere, given the pandemic, the normal focus of the Governing Body has had to change but it has remaining focused on providing challenge to ensure that the school is doing the best that it can, in very difficult circumstances, to continue to provide a good education for its pupils, often in new ways. <p><u>Actions 2020/2021:</u></p> <ul style="list-style-type: none"> • In the April 2017 Ofsted inspection it was stated: <p><i>“Governors share your dedication and have improved their practice since the previous inspection. They are rightly proud of the school and understand the school’s strengths and areas for development. They carry out their duties with thoughtful scrutiny. They check the accuracy of the information provided in reports through meetings with school leaders and by observing pupils at work. Consequently, they provide effective support and challenge to the school.”</i></p>	