



The Grange Academy

Wade Deacon Trust



The role of the Local Governing Body & Impact Statement 2018-19

The governing body is responsible for promoting high standards of achievement, driving improvements and ensuring that resources are used effectively to give every child the best possible education. Governing bodies have a strong focus upon ensuring clarity of vision, ethos and strategic direction. They also hold the Principal to account for the performance of the school, the students and the staff; in addition to overseeing the additional monies such as, Pupil Premium and Sport Premium is spent well and makes a demonstrable impact.

Governors act as a critical friend whereby they recognise and celebrate achievements, know where the school is not achieving well and challenge this, support and encourage improvement strategies, develop a good relationship with the Principal and other staff, and respect professional boundaries whilst expecting high standards.

Currently the Local Governing Body at The Grange Academy in 2019-20 is made up of the Principal, 1 Staff Governor, 2 Parent Governors and 5 Co-opted Governors. The LGB runs a flat structure with full governing body meetings every half term, Standards Monitoring Boards Meetings each term and the Governors Pay Committee. Other panels, such as disciplinary are convened as necessary.

This Impact Statement shows how the governors have exercised their role in school leadership and the impact which they have had on school improvement. The Governors are required to be transparent about their activities. The amount of work which the Governors carry out, all on a voluntary basis, in the course of their leadership of the school, is largely unseen by parents and other stakeholders in the school community, and the Impact Statement is also intended to provide a clear insight into the work they have undertaken for the school's benefit.

This is the Governors' Impact Statement for the school year 2018-2019. It deals first with the formal side of the Governors' activities, undertaken through meetings of the Full Governing Body and school visits. It then sets out the way in which the Governors keep themselves informed of developments in the wider education field, of the views of the school community, and of the day-to-day activities in the school both in and outside the classroom.

The major priority for Governors is to ensure that the students of The Grange Academy progress well in their education through effective learning and support. Students must be supported by a well led, enthusiastic, professionally competent and motivated staff all working together within the agreed framework and abiding by the principles of the Wade Deacon Trust (WDT) and underpinned by the schools vision and core principles.

As Governors, alongside the Principal and Trustees of the WDT, we are responsible for setting priorities for the school and for the effectiveness of the Governing Body itself through the School Development Plan (SDP), which is based on priorities identified from external and internal data, the school self-evaluation form (SEF), current educational priorities and the OfSTED Framework. The SDP and SEF are evaluated and reviewed termly with an overview being completed and presented to the full governing body alongside the Principals Report.

There are many individual priorities in the SDP but the 4 main overarching priorities for the academic year 2018-19 were;

- 1. To improve progress of all learners across the phases**
- 2. To improve the accuracy of assessment**
- 3. To improve the behaviour across the school**
- 4. To improve attendance across the school**

The Grange Academy

Wade Deacon Trust

The actions the Local Governing Body (LGB) and WDT have taken to support and drive these priorities are as follows. These governor actions are in addition to the work and dedication of the teaching staff and Senior Leadership Team to ensure best outcomes for our pupils:

1. To improve progress of all learners across the phases:

- The LGB have continued to support and monitor the use of Subject Champions, encouraged staff training and CPD and undertaken governor training where necessary.
- The Chair of Governors has set appraisal objectives for the Principal, alongside the WDT CEO and External SIP, they also attended reviews and final review.
- The SMB has focussed on all subjects and Key Stages across the school to ensure that they have a full view of all subject progress and attainment.
- The LGB has had training and full access to the school IDSR and ASP Data.
- The LGB have assessed and tracked pupil data regularly to observe progress for all pupil groups and cohorts.
- The LGB has used the results of the Skills Audit to identify any areas of weakness on the LGB and endeavoured to rectify through training and recruitment.
- The LGB has continued to support the SEND provision in the school to provide coverage of all SEND, EAL, Pupil Premium and other vulnerable groups.
- The LGB has supported the training and development of all staff.
- The LGB has undertaken interviews and recruitment for staff appointments.
- The LGB has scrutinised staff and parental surveys.
- Members of the LGB have attended various training courses to empower and enable them to complete their duties fully.
- The LGB has read and agreed all statutory policies.
- The LGB had input and agreed the new Motto, Vision and Mission for the school.
- The LGB took part in the external review of the Pupil Premium.

2. To improve the accuracy of assessment

- The LGB has the benefit of current educational professional, the CoG in 2018-19 is an NLE and current Primary Headteacher and the Vice CoG is a current Head of School in a local FE College; therefore, scrutiny of teaching, learning and data has been an essential part of their role.
- The LGB has had training and full access to the school IDSR and ASP Data.

3. To improve the behaviour across the school

- The LGB has supported the Principal through attendance and challenge at Disciplinary hearings for students.
- The LGB has visited the school at various times to monitor the behaviour of students.
- The LGB has received all exclusion data and challenges the Principal regarding the figures and data provided.
- The LGB has reviewed and supported changes to the BfL Policy throughout the year to support behaviour improvements.
- The LGB has scrutinised staff and parental surveys which comment on behaviour of students.

4. To improve attendance across the school

- The LGB have provided challenge to the Principal to ensure that the attendance of students improves across both phases.
- The LGB have scrutinised attendance data and carried out monitoring visits to ensure that systems and processes are being followed.

The Grange Academy

Wade Deacon Trust

Additional actions undertaken

- The LGB has supported the Principal in undertaking a full staffing review to ensure best value for money and the financial position of the school is secure.
- The LGB has worked alongside the WDT Trustees & Central Team to fulfil the responsibilities within the Scheme of Delegation.

Role of the Wade Deacon Trust

- The CEO supported by Lead Principals, Central Team and external School Improvement Partners (SIP) also ensures that a high level of challenge and support is provided to the Principal and LGB.
- Regular visits by Lead Principals (Primary & Secondary), CEO and Chief Operating Officer (COO) also ensure that the school continues to improve.