



DAWPOOL

Dawpool C.E. (Aided) Primary School

Governing Body Impact Statement 2020-21



Vision Statement

'The Dawpool community are united in their ambition to create a school which embodies the person, love and work of Jesus Christ: a school which enables Christian values to flourish and where all children may experience the abundant life that Jesus offers.'

*'The Fruit of the Spirit is Love, Joy, Peace, Patience,
Kindness, Generosity, Faithfulness, Gentleness
and Self-Control' (Galatians 5: 22-23).*

Dawpool C.E (Aided) Primary School
School Lane
Thurstaston
Wirral
CH61 0HH

0151 648 3412
schooloffice@dawpool.wirral.sch.uk
www.dawpool-ce.eschools.co.uk
@DawpoolCofE



Vision Statement

The Dawpool community are united in their ambition to create a school which embodies the person, love and work of Jesus Christ: a school which enables Christian values to flourish and where all children may experience the abundant life that Jesus offers.

Dawpool Governing Body Impact Statement

At Dawpool Church of England Primary School, the governing body recognises the importance of identifying and demonstrating the impact of its own governance. The governing body publishes an annual statement of its strategic work during the autumn term. This is updated to include an impact statement at the end of the summer term as part of the school's self-evaluation process.

This annual statement is an overview of the governing body's strategic work and its impact on school improvement during the 2020-21 academic year.

The governing board has the strategic responsibility of the effective management of the school, acting within the framework set by national legislation and with due consideration to the policies of Wirral Local Authority and the Chester Diocesan Board of Education.

All governance boards have **three core functions:**

1. Ensuring clarity of vision, ethos and strategic direction;
2. Holding executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff; and
3. Overseeing the financial performance of the organisation and making sure its money is well spent

The full governing body meets once per term. Early in the autumn, the full governing body meets as an action group to lay down the priorities and strategy for the forthcoming academic year.

Dawpool's Governing Body consists of 12 members:

- 7 Foundation Governors
- 2 Parent Governors
- 1 LA Governor
- 2 Staff Governors (Including the Headteacher)

Our governors have different skills, experiences and knowledge and all bring a valid and vital perspective to the governing board.

'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.' (Jeremiah 29:11)



School Self Evaluation Process

Towards the end of the summer term, an evaluation of the impact of the academic year's priorities is undertaken in working groups, consisting of the lead staff and governing committee responsible for the improvement priority. The impact upon outcomes and improvement is discussed and agreed, alongside an evaluation of the school's achievement of the success criteria. School self-evaluation against the Ofsted and SIAMS school evaluation schedule is undertaken by leaders to identify further priorities. An analysis of outcomes (progress, attainment & quality of teaching and learning) is undertaken by the Senior Leadership Team in July (reviewed considering the release of validated external data if available) and findings shared with staff and governors to inform future improvement priorities. Performance Management objectives, based on the Teacher Standards, are agreed with all staff early in the autumn term and as there is an open policy to sharing objectives amongst staff these too are also considered in the self-evaluation process to identify future improvement priorities. During this process the staff and governors identify strengths and areas for development, including any barriers within the context of the school. The working party considers any pupil voice findings and family/carer questionnaires/forum findings in agreeing improvement priorities. Measurable outcomes are agreed in draft and formalised during the writing of the action plans by the Senior Leadership Team. This process is well embedded into our leadership & management practice and ensures that the improvement plans are well focused and have actively engaged staff, parents, pupils and governors. As part of the school's monitoring cycle a review of the school's progress of implementing the agreed actions is undertaken by the Senior Leadership Team at the end of each term. Review outcomes are shared with the Governing Body.

The annual process of Strategic Self Evaluation was completed in July 2020 and 3 key improvement priorities have been identified for the academic year 2020-21 which take into account the disruption caused by the Covid-19 pandemic:

1. Reset for Safety

To enable all pupils to experience the 'Abundant Life That Jesus Offers' by establishing a safe, secure and positive school environment.

2. Recover for Wellbeing

To secure positive mental health and wellbeing for all pupils by embedding the school's vision and associated values in all aspects of school life.

3. Rebuild for Learning

To accelerate progress for all pupils in all subjects by enhancing teachers' subject and pedagogical knowledge and prioritising reading across the curriculum.



The Governing Body's strategic objectives 2020-21

The governing body objectives for 2020-21 link closely with the school improvement plan and take into account the disruption caused by the Covid-19 pandemic.

There are 3 strategic objectives of the governing body:

1. Reset for Safety

To maintain risk assessment and establish a safe environment for children and staff.

2. Recover for Wellbeing

To ensure mental health and wellbeing support is available for children and staff.

3. Rebuild for Learning

To ensure that staff have adequate provision and resources to accelerate progress for all pupils.

Committees

To enable the full governing body to work efficiently and to remain strategically focused on the key areas of school improvement, aspects of governance are delegated to committees. It is decided which governors will join each committee by analysing individuals' experience through a comprehensive skills audit. Both our committee structure and committee membership are reviewed at the start of the academic year.

The following committees were in place for the 2020-21 academic year:

Committee	Delegated Responsibility
Full Governing Body	Reset for Safety To maintain Risk Assessment and establish a safe environment for children and staff.
Church & Community Committee	Recover for Wellbeing To ensure mental health and wellbeing support is available for children and staff
Curriculum Committee	Rebuild for Learning To ensure that staff have adequate provision and resources to accelerate progress for all pupils
Finance	To oversee the school's financial performance and making sure its money is well spent.
Appraisal	To hold school leaders to account for the effective and efficient performance management of staff.

'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.' (Jeremiah 29:11)



Admissions	To determine applications for admission in accordance with Dawpool's Admissions Policy. The committee also oversees any consultation process on the school's admission arrangements, and parental appeal arrangements.
------------	--

All members of the Governing Body sit on one or other of the committees. The [governor section](#) of the school website provides more information about the structure and membership of, and attendance at, the governor committees.

At every termly meeting of the full governing body, the head teacher provides a written summary of progress towards objectives within the school improvement plan. The governors review the work of each committee to ensure that our overall vision is still clear and that all our activities maintain our Christian ethos and secure progress for all pupils.

Impact of the Committees

During the 2020-21 academic year, the work of the governing body focused on:

Full Governing Body

- Establishing a generic COVID-secure risk assessment in consultation with staff, governors, Local Authority, professional associations and trade unions.
- Reviewing all policies, procedures, handbooks, risk assessments and website content for 2020-21 to ensure it is up-to-date and accessible to all stakeholders.
- Considering current national developments and their impact on education in order to respond appropriately to changing guidance.
- Establishing safe procedures for school activities, e.g. communication methods, open days, parents' evenings, etc.
- Ensuring safeguarding procedures are effective and staff training is up-to-date.

Church & Community Committee

- Ensuring that the school's vision, values and collective worship are maintained through online resources.
- Establishing the Relationships, Health and Sex Education (RSHE) Curriculum in consultation with staff, governors and parents which reflects the school's Christian vision and supports pupils to form healthy relationships.
- Monitoring staff workload in light of the COVID-19 pandemic, increased demands in remote learning and in the face of rapid change and uncertainty.
- Enhancing the school's provision of pastoral support by enabling ELSA staff to work with pupils and families.
- Ensuring that staff training in Equality and Diversity is up-to-date.

'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.' (Jeremiah 29:11)



Curriculum Committee

- Reviewing the school's procedures for remote learning in accordance with government guidance, what is realistic and manageable in the context of the school, the demands of staff workload and the importance of wellbeing.
- Supporting the school's curriculum with a focus on developing reading provision and subject-specific vocabulary.
- Meeting with subject leaders to discuss current developments and priorities, with a specific emphasis on promoting vision, values, equality & diversity across the curriculum.
- Understanding the barriers to pupils' progress following the lockdown in the Spring term and established how the COVID-19 catch up premium should be best spent.
- Keeping up to date with changes to the Ofsted & SIAMS inspection frameworks and using the termly reports from the School Improvement Partner (SIP) to provide further support and challenge for school leaders.

Finance & Assets

- Ensuring that the school meets its statutory duties with regard to scheme of delegation, financial procedures, asset register and annual audit of school fund.
- Ensuring value for money with an analysis of the quotes for service level agreements and staff absence insurance.
- Monitoring spending against the budget carefully, thereby ensuring value for money is obtained
- Monitoring the budget to ensure it is being used towards the school improvement priorities.
- Ensuring risks to the school are managed to secure financial sustainability.

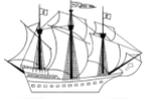
Appraisal Committee

- Ensuring that effective performance management has taken place for teachers and headteacher in accordance with the school's Performance Appraisal Policy and Procedure.
- Considering pay progression for all staff where appropriate in accordance with Wirral Council's Pay Policy.

Admissions Committee

- Reviewing admissions arrangements and making recommendations for changes to the full governing body.
- Ensuring applications are prioritised by reference to the oversubscription criteria, and that this is applied lawfully and in accordance with the school's policy.

'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.' (Jeremiah 29:11)



- Ensuring that the statutory appeals process is adhered to.

The Clerk to the Governing Body retains the minutes of all committee meetings.