St Marys C of E Governor Impact Record

Green indicates a complete impact statement

Pink indicates an ongoing impact that is reviewed most meetings

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| Decision | Rationale | Impact |
| Consultation and support of ’St. Mary’s Top 10 Things To Do’ | **Rationale from Senior Leadership:** Following extensive training on Culture Capital, Curriculum and School Development, the governors were shown suggested activities to develop the aspirations and experiences of St Mary’s children.  Culture Capital is a phrase used primarily in the realms of sociology, cultural capital now forms part of the new **Ofsted framework**, released in September 2019. The requirement for educational settings to provide learners with “the knowledge and cultural capital they need to succeed in life”. Specific notes within the framework reflect on ‘Personal Development’ and how children are to learn skills and realise talents, develop character and resilience, and learn about British values, diversity and mental health & well-being, all of which are encouraging. Ofsted has since itself clarified that: “Inspectors aren’t inspecting ‘cultural capital’; they’re looking at whether the school provides a rich and broad curriculum. A great curriculum builds cultural capital.” | By consulting and monitoring The ‘St. Mary’s Top 10 things to Do’ Governors have ensured a range of opportunities have been provided and planned for to raise children’s aspirations and life experiences. This includes key experiences based upon our geographical location such as our support to ensure children are sea safe as we live in a coastal region. Governors have attended residential trips and other activities to monitor the children’s engagement and pupil voice  Update: children are accessing the ‘St. Mary’s Top 10 Things to Do’ within covid guidelines with additional risk assessment E.g camp, surf days, courageous advocacy and performance opportunities.  **ACTIONS COMPLETE ANNUAL MONITORING ONGOING** |
| Consultation in the school vision poem and vison and ethos statement. | **Rationale from Senior Leadership:** As part of ongoing training, school development and responding to previous SIAMS targets vision, values and ethos has been reviewed since the appointment of a new headteacher. As part of this review all stakeholders must contribute and understand the vision. Vision can often be hard for children to articulate and so a poem was developed to be learnt.  A '**vision**' is a clear statement of what the **school** is trying to achieve so that all stakeholders – teachers, students, their families and community members – are working together. It is about looking forward and seeking to motivate and unify everyone to achieve the very best for the students. One of the six key features of effective governance set out by the DfE is strategic leadership that ‘that sets and champions vision, ethos and strategy’.  Research identified a number of cultures and practices relating to school leadership, corroborating existing literature linking school effectiveness to strong and visionary leadership (Ofsted, 2013; Demie and Maclean, 2015) Cultures and practices identified in the literature ranged from the quality of teaching and assessment to extra-curricular provision and the establishment of school-level vision. ([Link to Source](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730628/London_Effect_Qual_Research_-_Research_Report_FINAL_v2.pdf)) | By working in consultation and monitoring the vision, values and ethos of the school all stakeholders – teachers, students, their families, governors and community members – are working together.  Children and staff can recite the vision poem, values and special verse. (Found on the vision summary sheet) and give practical examples of where these effects their daily lives.  Parents, community members and governors easily see the vision, values and ethos in the experiences of the children, on the website and walking around the school environment.  **ACTIONS COMPLETE REGULAR MONITORING ONGOING** |
| Financial support of the Finance Committee and subsequent whole governing body to agree investment in further iPads | **Rationale from Senior Leadership:** as part of curriculum development and recovery curriculum planning, the need to equip the school with additional iPads was identified. To deliver parts of the recovery curriculum such as using new apps like Mathseeds, Reading Eggs and Accelerated Reader this resource would be required. Given that Maths and Reading are priority one and two on the School Development Plan and Pupil Premium levels have increased, additional regular access to these resources via iPads was described as of high importance.  Guided by the need of the children and the Education Endowment Foundations Research into USING DIGITAL TECHNOLOGY TO IMPROVE LEARNING ([Link here](https://educationendowmentfoundation.org.uk/public/files/Publications/digitalTech/EEF_Digital_Technology_Summary_of_Recommendations.pdf)) | Funding agreed.  Report from school indicate that iPad are now fully working and integrated into lessons.  A governor reading monitoring visit is planned for spring 1. This will be an aspect of this visit |
| Financial support of the Finance Committee and subsequently whole governing body to agree investment in interactive boards | **Rationale from Senior Leadership:** The Computing Lead and technology support company (ICT4) identified that the current interactive whiteboards were now outdated and becoming difficult to maintain. This was having a serious impact on curriculum delivery with some classes unable to use their boards.  Guided by the need of the children and the Education Endowment Foundations Research into USING DIGITAL TECHNOLOGY TO IMPROVE LEARNING ([Link here](https://educationendowmentfoundation.org.uk/public/files/Publications/digitalTech/EEF_Digital_Technology_Summary_of_Recommendations.pdf)) | The impact has been that we have ensured all teachers could effectively deliver curriculum and all children had equal access to resources.  The Governing Body as a follow up point was informed all boards are working well and staff have received additional training to access them to their full potential.  Further update: following observations by the Headteacher, the Governing Body was informed all teachers are using the boards well to support learning. |
| Financial support of the Finance Committee and subsequently whole governing body to agree investment in teacher laptops | **Rationale from Senior Leadership:** The Computing Lead and technology support company (ICT4) identified that some teacher laptops were now outdated and becoming difficult to maintain. This was having a serious impact on curriculum, planning, delivery and resource preparation. It also caused a huge problem for some teachers accessing virtual meetings and lessons during the pandemic.  No further research or information required. | The impact has been that we have ensured all teachers could effectively deliver curriculum and all children had equal access to resources. All teachers were able to deliver online learning well (supported by a parental questionnaire) All teachers attend virtual meetings regularly. Observations reported by the Headteacher have seen technology used to enhance learning. |
| Continued financial support of the Finance Committee and subsequently whole governing body to budget for Forest School | **Rationale from Senior Leadership: We have an increasing number of children with mental health and wellbeing issues. They benefit greatly from working outside and socialising in small groups. The curriculum is enriched by using the outdoors to strengthen and deepen understanding and skills where strong links can be made such as in science.**  The EEF gives outdoor adventure learning a rating of moderate impact for moderate cost. (EEF do not currently have any research on forest school specifically) They suggest that the evidence points to an increase in terms of learning of four months additional progress across the year and that there is evidence of an impact in relation to outcomes such as self-confidence. However, there is a word of warning. Although the results are positive, they are based upon limited evidence, particularly when it comes to primary schools. Many of the studies focus on older students and those who are classed as young offenders. This doesn’t mean that the benefits should be denied, just taken with a little caution.  Further Research more specifically, ([Link to articles here](https://www.forestschooltraining.co.uk/forest-school/research/)) cited the areas of benefit identified by a number of studies reflect the outcomes which time and again are associated with Forest School:  Increased self-esteem and self-confidence  Improved social skills  The development of language and communication skills  Improved physical motor skills  Improved motivation and concentration  Increased knowledge and understanding of the environment | The impact has been monitored through whole governing board meetings. The board is aware that individuals needing forest school therapy have individual case studies completed by Mrs Marples the Forest School Leader. An anonymised example was described to the board of a Year 6 boy who was showing a concerning growing pattern of aggression towards female peers. His aggression has reduced significantly since his successes at Forest School. The board agreed further monitoring visits.  **ACTIONS COMPLETE REGULAR MONITORING ONGOING** |
| Financial support of the Finance Committee and subsequently whole governing body support to agree investment in the development of the Sunrise Garden | **Rationale from Senior Leadership:** Senior Leadership presented plans to develop an outdoor environment (The Sunrise Garden) following the second lockdown. Key reasons were in response to their experience of returning children’s increased needs for: mental health and wellbeing support and socialisation with peers particularly citing the disadvantaged children, children with behavioural difficulties and SEN children. This was to provide a different environment to the parallel project of play equipment by developing a space for quiet reflection, calm areas for communication and socialisation and the Church of England’s Vision for Education (Church of England’s Vision for Education which seeks to educate the whole child, seeing spiritual, moral, social and cultural development integrated with physical and intellectual development at the heart of human flourishing.)  Research to support: ([Link here](https://www.gov.uk/government/publications/covid-19-mental-health-and-wellbeing-surveillance-report/7-children-and-young-people)) A government summary of the impact of covid supports in parts the reports from teachers and senior leaders.  Evidence suggests that behavioural and restless/attentional difficulties have increased throughout the pandemic up until February 2021, particularly for primary school children (4 to 10 years old). There is also some evidence to suggest that the return to school in September 2020 has had a positive impact on some children and young people’s mental health and wellbeing, particularly primary school children. During the pandemic, disadvantaged young people and children, such as children in care or those who are disadvantaged financially, may have experienced poorer mental health and wellbeing including anxiety and loneliness. Children and young people (aged 6 to 18) with SEND have shown elevated mental health symptoms and higher levels of behavioural, emotional, and restless/attentional difficulties throughout the pandemic.  Research February 2021: See the next row on playground equipment also relevant.  Church of England’s Vision for Education. ([Link here](https://cofefoundation.contentfiles.net/media/assets/file/Church_of_England_Vision_for_Education_-_2016_jdYA7EO.pdf)) | Funding agreed.  Governor visit completed Autumn 1 2021. Report pending  Further impact to follow.  Bill Robinson visited the school and observed the Sunrise Garden in use Autumn 2 |
| Financial support of the Finance Committee and subsequently whole governing body support to agree investment in the development of new play equipment. | **Rationale from Senior Leadership:**  Research February 2021, as above: Today’s children are 11 by the time they are allowed to play outside unsupervised, which is two years later than their parents, according to the study. Primary school children are also, on average, getting just three hours of play a day over the course of a year, with around half of play taking place outside. The findings matched previous studies which suggest that children play less as they get older. “We can see that playgrounds and green areas are critical spaces for children’s play, particularly outdoor, adventurous play. It is therefore crucial that all children have access to spaces like these for their development and well-being.” ([Link here](https://www.mdpi.com/1660-4601/18/8/4334))  The most recent UK National Child Measurement Programme (data collected prior to March 2020) demonstrates that in children aged 10-11, childhood obesity rates are 21%.[2] In the most deprived areas, this number increases to 27.5% of children.[2] The impact of COVID19 restrictions is likely to have worsened this. For example, the link between weight gain and out of school time in the school holidays is already well demonstrated, and worse amongst those from deprived backgrounds.[3] This is likely to have been the case during COVID19 lockdowns, which have affected 75% of school children around the world.[4] Combined with added food insecurity, with over 20% of UK households worse off financially now than before the pandemic began, families are more likely to buy cheaper and more calorie dense foods.[5]  ([Link to source here](https://www.bmj.com/content/372/bmj.n411/rr-7)) | Funding agreed.  Governor visit completed Autumn 1 2021. Report pending  Further impact pending  Bill Robinson visited the school and observed the play equipment in use Autumn 2 |
| Approval of Healthy Eating policy | **Rationale from Senior Leadership:** There has for a long time been a government priority to keep children healthy and Sports Premium, the government’s financial support to achieve this has been confirmed for this coming year. Other stakeholders (Parent Group) are currently supporting this priority too. Working as community supporting our children in healthy habits is key and this policy provides a solid foundation to build upon.  Government documentation includes: Obesity, Healthy Eating and Physical Activity for Primary Schools [(Link here)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/726114/Obesity__healthy_eating_and_physical_activity_in_primary_schools_170718.pdf) in In August 2016, the government published [Childhood obesity: a plan for action](https://www.gov.uk/government/publications/childhood-obesity-a-plan-for-action). As part of the plan, Ofsted has reviewed obesity, healthy eating and physical activity in schools. This was last reviewed by the government in 2018. | Curriculum Working Group approved policy.  Governors to be updated on impact by LS.  Update: The school now has implemented School Lunch Money through School Comms allowing parents to have more control over what their children eat for lunch to support healthy eating choices. Parent group will be used to check this implementation has been effective.  Governor Body to approve policy at Autumn full board meeting.  Autumn 2  policy approved and implemented across the school  **ACTIONS AND IMPACT COMPLETE** |
| Monitoring of staff wellbeing. | **Rationale from Senior Leadership:** In 2019 staff wellbeing was added to the School Development Plan as a whole school priority this was supported by the research below.  According to the UK’s Health and Safety Executive, teaching staff and education professionals report the highest rates of work-related stress, depression and anxiety in Britain. It came as no surprise, then, that when Ofsted asked teachers to contribute ideas for our research programme, teachers overwhelmingly wanted us to research teacher stress, workload and well-being. In view of this request, the attested issues and a significant policy interest in teacher retention, stress and workload, this report is a detailed investigation of well-being in the education profession. We discuss levels of occupational wellbeing as well as positive and negative factors that influence well-being in the profession. Our aim is to better understand the issues and what causes them so that we can provide evidence-based recommendations for further action. [(link to document with further action](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/936253/Teacher_well-being_report_110719F.pdf)) | Autumn 1  The governors monitored impact through support of the operational decision to assign wellbeing as a performance management target to the deputy head teacher.  The governors receive staff wellbeing updates at full governing body meetings. Substantial changes include staff supervision meetings with the head and deputy, ongoing efforts to reduce workload where possible for example report templates and marking policies. Advertising of free wellbeing and mental health support such as Headspace. The governors finance flu jabs for all staff that want them. Careful management of risk and concerns through a pandemic. Staff are given Blue Sky days to support planning without distractions.  Governors are informed of staff questionnaire results and any actions arising such as the examples above.  A governor has designed a box for the staffroom for staff to communicate directly with the governors. (2019-2020)  A new governor role has been assigned to look at monitoring staff wellbeing directly with staff now restrictions are lifting and will begin in September 2021.  Staff have been asked how governors can contact them about wellbeing. Responses were passed on to the wellbeing governors for further action.  Louise Stevenson to feedback staff wellbeing policy to full governing body in Autumn 2 meeting. |
| Monitoring of Pupil Voice on Safeguarding | **Rationale from Senior Leadership: Safeguarding is everyone responsibility and as part of the safeguarding governor role we would like governors to be active in hearing child voice in our school to ensure they feel safe and have robust strategies to keep themselves safe.**  Current training of all staff and governors is delivered to a level 2 standard. All staff and governors must read and understand [‘Keeping children Safe in Education’](https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children). Part of understanding includes taking an online quiz created by The Safeguarding Network that requires a 75% pass rate. | Autumn 1  Governor Visit by Mrs Trethewey: I was able to ask groups of children   * Do you feel safe in school? * Who is a safe adult? * If you had a worry, who would you talk to? * What would you do if you thought someone /something was not safe? * How does our school vision help you stay safe? * How do you stay safe online? * What is bullying and what does our school do about it?   It was very reassuring to hear the children speak confidently about the issues and hear how happy and safe they feel at school. I was struck by the way they listened to each other. They have obviously talked about this topic in class because they used terms such as ‘trusted adult‘ spontaneously. Both age groups were able to give a clear definition of what bullying is and one Y6 girl commented that if a school says there is none they are probably wrong!  **PLANNED REVISIT OF THIS IMPACT** |
| Monitoring of Safeguarding | **Rationale from Senior Leadership: Safeguarding is everyone responsibility and as part of the safeguarding governor role we would like governors to be active in hearing child voice in our school to ensure they feel safe and have robust strategies to keep themselves safe.**  Current training of all staff and governors is delivered to a level 2 standard. All staff and governors must read and understand [‘Keeping children Safe in Education’](https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children). Part of understanding includes taking an online quiz created by The Safeguarding Network that requires a 75% pass rate. | Mrs Trethewey has visited to review the single central record Autumn 2.  Autumn 2 Full Governing Board Meeting  All governors were wearing their badges.  Mrs Bray fed back about the online safeguarding audit being completed. Governors were informed about Whisper tool being considered. ‘Confide’ was also discussed for reporting staff allegations to record low level concerns.  Safeguarding network training will be shared via email monthly with governors.  to consider  • Do children, staff and parents know who we are? It could be time to raise our profile again after so long away from the building.  • Check that transition arrangements for children moving in and out of the school include a safeguarding aspect so children are helped to feel safe here as quickly as possible and are reassured about being safe in their next school.  Wellbeing governors now would like to make clear communication routes to staff. Termly supervision emails will now include a reminder of wellbeing governors contact details and their role. A sign will be placed the staffroom with the same information. Any resulting communications will be discussed at governor meetings.  Spring 1  The governors have been informed about the impact of reporting system for children to report concerns (Whisper) and a reporting tool for staff allegations (Confide) the board unanimously approved the funding for these systems and will be kept informed of the impact of these systems for safeguarding children.  The governors have been made aware that the fencing around school is in need of development to effectively safeguard children. They have instructed that quotes be collected to inform the board of the financial requirement. |
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