

The Winterton Federation

Board Impact Statement 2023/24

The board of governors has three core functions as set out by the Department for Education (DfE)

- that the vision, ethos and strategic direction of the school are clearly defined
- that the headteacher performs their responsibilities for the educational performance of the school
- the sound, proper and effective use of the school's financial resources

A governing body and its governors **must**, as required by [The School Governance \(Roles, Procedures and Allowances\) \(England\) Regulations 2013, regulation 6\(2\)](#):

- act with integrity, objectivity and honesty and in the best interests of the school
- be open about the decisions they make and the actions they take and shall be prepared to explain their decisions and actions to interested parties

The governing body also has legislative responsibility and strategic oversight for the school's safeguarding arrangements.

At The Winterton Federation we also adopt a fourth core function as suggested by the National Governance Association (NGA)

- To ensure that other key players with a stake in the organisation get their voices heard

These functions form the basis for the structure of our board and its timetable of work.

- During the year we hold half termly meetings of the full board and a minimum of a termly meeting for each committee. There are 3 committees as follows - Resources, Standards and Keeping Safe and Well.
- From time to time working groups are formed to address specific issues (an example being the SIAMS group for the Infant School).

To ensure that we are meeting these functions and to measure our effectiveness we have:

- Reviewed our Full Governing Body and Committee Terms of Reference, our calendar of work and the method of executive reporting
- Reviewed the membership of the board and ensured we have the skills and knowledge we need to enable us to do our work
- Individually considered our training and development needs and attended relevant courses and training opportunities
- Created an action plan for improvement – we continually ask ourselves ‘what can we do better?’ at the end of our meetings, and the Chair conducted a survey of all governors during 2023/24

IMPACT STATEMENT

Core Governance Function	What we have done	Next Steps
<p>1) To ensure clarity of vision, ethos and strategic direction</p>	<ul style="list-style-type: none"> • Conducted a SWOT analysis at board meeting Spring Term 2024. This identified risk and opportunities which fed into leaders’ risk register and strategic planning. <p><i>IMPACT – Direct impact on the strategic planning of federation leaders</i></p> <p><i>IMPACT - Everyone has a clear statement of direction and understanding of the Federation’s high expectations for behaviour and organisational culture. Decisions made over budgets, targets and objectives can all be set in line with this strategy. Leadership of the school is clear and effective.</i></p>	<ul style="list-style-type: none"> • To receive regular updates on progress through the termly Strategic Reports and Risk Register. • To monitor progress towards the annual School Development Plan, designed to deliver elements of the strategic plan, through visits to school and reports from senior leaders. • To arrange a review of progress towards delivery of strategic plan including Federation staff in 2025 • The board will continue to hold the EHT to account for the delivery of the strategy through fair and robust Performance Management.

	<p><i>The Infant School was deemed to be 'Excellent' at the January 2023 Church School Inspection</i></p> <p><i>"The school's [Federation's] deeply embedded Christian vision flows throughout every aspect of school life. Its transformational impact is a beacon of light for all."</i></p> <ul style="list-style-type: none"> • The board revisited their Statement of Behaviour principles In Spring 2024 and approved the behaviour policy that is informed by it. 	<ul style="list-style-type: none"> • To continue to model our values in all our interactions. • Foundation Governors and the SIAMS working group will continue to monitor this aspect of the federation's work. • To review as and when required • The board will continue to receive regular updates on behaviour including reporting of any significant incidents.
<p>2) To hold the [Executive] Head Teacher (EHT) to account for the educational performance of the school and its pupils, and the performance management of staff</p>	<ul style="list-style-type: none"> • The reporting format has been changed and is being trialled so that a form of devolved scrutiny takes place at meetings and committees. <p><i>IMPACT – The board is better able to hold the EHT to account through the use of targeted information and in-depth discussion.</i></p> <p><u>The Standards Committee</u></p> <ul style="list-style-type: none"> • interrogates the data in detail termly and works with the school improvement partner to continually 	<ul style="list-style-type: none"> • The board will continue to assess the effectiveness of this format going forward • To continue the work of this committee and ensure impact and

	<p>assess provision. This committee is committed to driving improvement for all children.</p> <ul style="list-style-type: none"> • A member of this committee with responsibility for pupil premium (PP) funding is part of the PP team and attends pupil progress meetings. <p><i>IMPACT - Strong focus on data outcomes for ALL pupils. 2024 SATs results</i></p> <p><i>Key Stage 2 Summer 2024 data</i></p> <p>READING 76% (GD* 35%) 74% (36%) MATHS 84% (GD* 24%) 73% (24%) WRITING 84% (GD* 27%) 72% (19%) GAPS 80% (GD* 24%) 72% (30%) COMBINED 69% (GD*12%) 61% (8%)</p> <p>National results in green *GD Pupils working at greater depth</p> <p><i>Key Stage 1 Summer 2024 data</i></p> <p>READING 74% (GD* 24%) 69% (19%) WRITING 60% (GD* 10%) 61% (8%) MATHS 69% (GD* 17%) 72% (16%) COMBINED 54% (GD* 14%) 56% (6%)</p> <p>National results in green *GD Pupils working at greater depth</p> <p>Phonics Screening at Yr1 79% 79% <i>EYFS Good Level of Development 60% 67%</i></p>	<p>regularly review the data received to ensure it is appropriate.</p> <ul style="list-style-type: none"> • Monitoring will continue throughout 2024/25 • Greater depth was a focus of the 2023/24 School Development Plan and there have been improvements in the data –example – KS2 reading up from 25% (2023) to 35% (2024) • A governor has been allocated special responsibility for monitoring EYFS and will report to the board.
--	---	---

	<ul style="list-style-type: none"> • No one is complacent there is a culture of high expectations with a constant drive to raise standards. • The board takes a close interest in the curriculum and receives a regular rolling programme of presentations from subject leads at board meetings where they are able to question the rationale behind its design. • All governors have also received training on how to interpret the data, so we can maximise the boards understanding. (July 2024) <p><i>IMPACT – The children experience a broad and balanced curriculum, including clubs and extra activities, appropriate to the local needs of the federation and which prepares them for the next steps in their education journey.</i></p>	<ul style="list-style-type: none"> • Governors will continue to receive reports and will visit the school to triangulate and challenge the information.
	<p><u>The Keeping safe and Well Committee</u></p> <ul style="list-style-type: none"> • has a robust role in holding the federation to account for the safeguarding of all pupils and staff. • The committee has an open relationship with leaders based of 	<ul style="list-style-type: none"> • Continue to hold leaders to account • Evaluate the effectiveness of the committee’s meetings

	<p>trust and respect. A culture of ‘no surprises’</p> <ul style="list-style-type: none"> • The committee ensures everyone receives annual training and is fully informed about statutory guidance <p><i>IMPACT – Everyone in the federation sees safeguarding as a priority and a responsibility. There is robust challenge which ensure the federation fulfils its statutory responsibilities.</i></p> <ul style="list-style-type: none"> • In Spring 2024 the committee asked leaders to explain the rationale behind the Behaviour Policy and how it linked to values and the Governors Statement of Behaviour Principles <p><i>IMPACT</i></p> <p><i>The rationale for the behaviour policy is tested and the board is assured that it is robust and well-conceived.</i></p> <ul style="list-style-type: none"> • Attendance has been a key concern nationally post the Covid pandemic. The KSAW Committee receives regular reports and challenges leaders about processes and practices that are in place to support families with this. • A discussion at KSAW following attendance issues identified at 	<ul style="list-style-type: none"> • The committee will continue to monitor staff wellbeing • The committee will continue to monitor and challenge attendance data
--	--	--

	<p>October half term led to leaders exploring changes to fall in line with the Secondary Academy holiday dates</p> <p><i>IMPACT – attendance, whilst a challenge, is currently in line with or above the national and local average. This was evidenced at a Peer Review Autumn 2024.</i></p> <p><i>IMPACT</i></p> <p><i>Changing the Autumn half term holiday to fall in line with the Secondary Academy improved attendance in Autumn 2024. (it is widely believed the second week had an impact on Federation attendance in Autumn 2023 see KSAW minutes of 6th November 2023)</i></p>	
<p>3) To oversee the financial performance of the school and make sure its money is well spent</p>	<p><u>The Resources Committee</u></p> <ul style="list-style-type: none"> • Has scrutinised and approved the Federation Budget and 3-year plan. Ensured budgets are managed effectively and planned financial performance is achieved in a challenging funding environment. • Ensured challenge and accountability through receiving regular reporting, and through discussions with 	<ul style="list-style-type: none"> • In the coming year monitoring and scrutiny will continue. • The committee will look to see that spending is matched to strategic priorities and the delivery of the SDP.

	<p>experienced SBM and SLT, audits and support from the LA.</p> <ul style="list-style-type: none"> • Benchmarked against similar schools, locally and nationally, through the Schools Financial Values Standards. • Challenged the team to ensure the best value, avoiding financial loss or waste. <p><i>IMPACT – The Federation Budget continues to receive detailed scrutiny. Resources are well managed and focussed on school improvement and delivery of the strategy.</i></p>	<ul style="list-style-type: none"> • The committee will focus on steps the Federation is taking to ensure sustainability, particularly in terms of energy costs.
<p>4) To ensure that other key players with a stake in the organisation get their voices heard</p>	<ul style="list-style-type: none"> • The board continues to get information from teacher/staff surveys, from children visiting the board to talk about their work, concerns and ideas and from parent/carers surveys 	<ul style="list-style-type: none"> • The board is conscious that this aspect of their work needs some careful thought and action. • This has become a key part of the Board Action Plan going into 2023/24