

Governor Impact Statement 2020/2021



Whole School Aim

At Westbury Park School we value and respect everyone. As a learning community, we challenge and inspire one another, developing confidence to make positive choices in a changing world, so that together we discover tomorrow.

1 THE BOARD OF GOVERNORS

SEPT 2020 – AUG 2021

Name	Type of Governor	Current Term of office appointed	Current term of office expires
Richard Bamber	Headteacher	01/01/2016	Ex officio
Tanja Engelbrecht	Co-opted Chair of Governors	28/05/2015 13/10/2021	10/09/2024 13/10/2022
Virginie Mengeaud	Parent Governor Vice Chair SIC-Chair	17/10/2021 19/10/2021 11/12/2018	16/10/2025 09/09/2021 Ongoing
Nicolas Cussen	Parent Governor	06/02/2019	05/02/2023
William Sefton	Co-opted RAC-Chair	17/10/2021 09/10/2019	16/10/2025 Ongoing
Victoria Duggan	Co-opted	17/10/2017	16/10/2021
Becky Tonkin	Co-opted	30/09/2020	29/09/2024
David Llewelly	Co-opted	09/10/2020	08/10/2024
Clare Deering	Co-opted	09/10/2020	08/10/2024
Georgina Ridsdale	Parent Governor	06/02/2019	05/02/2023
Rev. Emma Langley	Co-opted	04/07/2012	10/04/2021
Daniel Lane	Co-opted	06/11/2019	06/11/2023
Emma Mann	Co-opted	03/05/2016	02/05/2024
Helen Clark	Co-opted Associated Member	13/10/2015 15/10/2019	12/10/2019 Ongoing
Jon Ashby	Associated Member	15/02/2021	Ongoing
Jacques Hann	Associated Member	01/09/2021	15/02/2022

The Board of Governors maintains a skills matrix which demonstrates the diverse skills held by the Board of Governors. This document informs any appointments to ensure the Board of Governors maintain the skills required to be effective.

2 CLERK TO GOVERNORS

Mandy Webb - 15/05/2019 - ongoing

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3 COMMITTEES

SEPT 2020 – AUG 2021

In addition to the termly Full Governor Board (FGB) meetings each term, Governors participate in one of two committees: Resources & Audit (Finance, Health & Safety and Personal Wellbeing, Internal Scrutiny) and School Improvement (including Data, Special Educational Needs and Disability (SEND) and Safeguarding). Twice a year the Pay Committee meets to review the pay policy and to monitor and report to the Full Governor Board on the annual pattern of performance pay progression at each level and the correlation between pay progression, quality of teaching and outcomes for pupils.

In addition, Governors also attend monitoring visits at the school; the purpose of these is determined by areas of focus on the school self-evaluation report: meeting with the School Council, reviewing behaviour, or progress in books. The impact of this is that governors understand and gain knowledge in areas of strength and weakness in teaching and practice across the school. This enables Governors to celebrate good practice and identify areas for development.

Resources and Audit Committee	School Improvement Committee
William Sefton - Chair	Dr Virginie Mengeaud - Chair
Tanja Engelbrecht	Clare Deering
Nicholas Cussen	Georgina Ridsdale
Becky Tonkin	Cloe Guest
David Llewellyn	Richard Bamber - Head
Richard Bamber - Head	Helen Clark – PP, SEND
Dee Steeds – Business Manager	Victoria Duggan - SEND

Link Governors:

- Safeguarding - Dr Virginie Mengeaud
- Health & Safety – Tanja Engelbrecht / Jon Ashby (since 15/02/2021)
- Inclusion (SEND, CiC, Pupil Premium and Equalities) – Rev. Emma Langley / Georgina Ridsdale (since 11/04/2021)
- English and MfL – David Llewellyn
- Maths – Nick Cussen
- Science and IT – Jon Ashby
- History and Geography – Clare Deering
- RE, PSHE (RSE) – Tanja Engelbrecht/Chloe Guest
- Art and DT – Becky Tonkin
- Music and PE – Will Sefton
- Teacher wellbeing, Anti Bullying and School Council – Tanja Engelbrecht

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ATTENDANCE SEPT 2020 – AUG 2021

Governor	Number of board meetings attended this year	Number of committee meetings attended this year
Richard Bamber	7 of 7 (100%)	6 of 6 (100%)
Tanja Engelbrecht	7 of 7 (100%)	6 of 6 (100%)
Dr Virginie Mengeaud	6 of 7 (100%)	6 of 6 (100%)
Nicolas Cussen	6 of 7 (86%)	6 of 6 (100%)
William Sefton	6 of 7 (86%)	6 of 6 (100%)
Victoria Duggan	7 of 7 (100%)	N/A
Becky Tonkin	6 of 7 (86%)	4 of 6 (67%)
David Llewelly	7 of 7 (100%)	4 of 6 (67%)
Clare Deering	7 of 7 (100%)	5 of 6 (83%)
Georgina Ridsdale	5 of 7 (71%)	3 of 6 (50%)
Rev. Emma Langley	4 of 4 (100%)	4 of 4 (100%)
Daniel Lane	7 of 7 (100%)	N/A
Emma Mann	7 of 7 (100%)	N/A

3 TRAINING UNDERTAKEN BY GOVERNORS SEPT 2020 – AUG 2021

During the academic year, Governors have attended training sessions run by Governor Development Service (BCC), NW24, Bishop Fleming (School Auditors) and e-learning modules. When considering the skills and training Governors require, particular attention is given to four core functions of the Board of Governors:

- 1. Ensuring there is 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 performance management of staff;**
- 3. Overseeing the financial performance of the organisation and making sure its money is well spent;**
- 4. Ensuring the voices of stakeholders are heard;**

The following training has been undertaken:

- Academy Governance in practice
- Anti-Bullying Alliance - Course 1- 6
- Appraising your Headteacher's Performance
- Bristol Governors Service Safeguarding Children in Education, the Role of the Governing Board
- Chair of Governors: Induction for New Chairs
- Children in Care: Annual Report Workshop
- Clerks' Network
- Curriculum workshop

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- Director's Strategic Briefing for Governors
- Diverse Governance
- Early Years Foundation Stage: Quality Improvement and Evaluation
- Equality and Diversity: Governors' Role
- Every Governor a SEND Leader
- Finance for Academy Governors
- Gov-Induction - GovHub & Google Drive Intro
- Health & Safety Update for Governors
- Health and Safety inspection without stress - NW24
- Mental health and wellbeing in schools: Bristol Healthy Schools Programme
- NW24 Inset Day - Geography Curriculum
- NW24 Inset Day - History Curriculum
- Ofsted Inspection Update for Governors and Headteachers
- Parent Participation: Building parental involvement at your school
- Personal Development
- Prevent Online Training Course
- Prevent Online Training Course (Home Office)
- Principles of Good Governance: Induction for New Governor – SAT's, LA Schools and Academies
- Pupil Health and Wellbeing: Bristol Healthy Schools Programme
- Reading: Monitoring and Understanding the Reading Curriculum
- Relationships, Sex and Health Education
- RSHE Hub - Governor Briefing
- Safeguarding Children in Education: The role of the governing board
- Safeguarding for Governors (CST)
- Safeguarding Governors Networks - Launch week
- Safeguarding Governors Networks - Term 5
- SEND Briefing: Ordinarily Available Provision
- Virtual Governance

4 CHAIR'S STATEMENT

Without a doubt, this was another year of up and downs and emotional challenges with best laid plans not always coming to fruition. However, it was also a year of opportunities as we all learned to adapt to the 'new normal'. We can all be proud of how hard the community of Westbury Park School worked together to make each other's lives better, to help in all kinds of difficult situations and to overcome challenges.

I would like to thank children, parents, staff members, Governors and the wider community who worked tirelessly to make this year as special as possible.

Despite the restrictions on our daily lives we have lots to celebrate. Friends of the school were really helpful in creating the new front garden where we can grow our own plants, flowers and veggies. Huge thanks to the WPSA who funded new equipment, outdoor wall art and a new surface making the

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playgrounds more exciting and giving us more room for outdoor activities. I am pleased to say that during the lockdowns, we were able to help families with additional devices for home learning, invested in new technologies, which helped to make home and in-school learning more fun and special.

In addition to moving forward with traditional subjects we also learned a lot of new skills, like cooking and baking. These will be remembered for a long time with the publication of our very special Westbury Park cooking book with all of your delicious recipes. - What a year!

As Governors of the School we continued to hold our termly meetings albeit remotely. I am pleased to say attendance remained high and everyone was motivated to keep everything running as smoothly as possible. This included meeting with our School Improvement Advisor online.

We, of course, continued with our usual responsibilities during the year:

- Ensuring we were compliant with Government guidance related to the pandemic
- Ensuring pupils enjoyed school, felt valued and part of the school community and had access to an education.
- Supporting our staff
- Overseeing and approving the school's budget
- Approving policies and procedures
- Providing advice and guidance

We also set ourselves goals to continue to drive improvement and improve outcomes for children:

- Introducing our new School Development Plan (SDP)
- Implementing our Link Governor roles for every subject
- Updating our Schools' Articles of Association
- Updating our Schools' Funding Agreement
- Reviewing our School policies in more extend
- Developing the 'caretaker flat' to more learning space
- Keeping financially sustainable

It is great to have such an engaged and motivated group of governors working so hard for the school. Despite the pandemic Governors continued to take part in a wide range of remote training to help us to remain well informed - as demonstrated in the list above. In addition to Governors developing their own knowledge the school can also access independent support services for HR, H&S and Safeguarding matters to get advice as required.

We were able to continue reviewing policies in a timely manner and re wrote, in conjunction with staff, several key policies related to learning, wellbeing and behaviour. These policies enable a new positive twist that provides clear guidance for our School community. Sitting at the heart of these policies are our school values and principles. These are visible on our school website with much more detailed information about wellbeing, our curriculum and support opportunities for our children and their families. All of this is leading to our current School project 'The year of Wellbeing @ Westbury Park' which we are proud to run throughout the whole year of 2021/22.

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With income streams being uncertain (lettings and wrap around care) and costs particularly in relation to staffing being unpredictable, it was difficult to manage and have oversight of the school budget. Despite these challenges staffing levels and resources did not suffer and indeed increased over the year. This meant that the children's learning and development continued to be very well supported allowing them to make progress and enjoy school. We continue to be grateful to the WPSA for the fantastic and creative support they give the school in terms of fund raising, resources, time and commitment.

Last year we were awarded a Capital Improvement Fund (CiF) to replace our main building's heating system. I am pleased to say that we were once again successful in securing a grant for the coming year for Emergency Asbestos Removal & Fire Safety Reinstatement. Securing the grant will further improve the learning environment for staff and children. The work is scheduled to begin after in term 5 and will continue over the summer.

The school has made good progress towards achieving the goals and targets outlined in the School Development Plan (SDP), including:

Leading in Learning

- Review all curriculum areas to include intent statements, knowledge and skills overview.
- Subject leaders to produce action plans with costings.
- Invest £30,000 into the curriculum over the next three years (new phonics scheme & new reading scheme in 2020/21).
- To use the 'Coronavirus Catch up premium' effectively.
- Improve KS1 playground offer to create opportunities for creativity and collaboration outside of the classroom – snug play equipment.
- Standardised Assessment materials are embedded and useful in planning next steps.

Leading the Way

- Middle leaders and senior leaders given management time to monitor subject development.
- SEND Lead begins national professional qualification.
- EYFS lead, Maths leads and English lead encouraged becoming Special Leader of Education (SLE) or equivalent.
- Establish peer mentoring programmes.
- Develop the role of mental health and staff wellbeing lead within school.
- Teachers trained on integration of smart learning solutions and Google suite.
- Sensory area/room to be established within school.
- ELSA training begins for a second Teacher assistant.
- Bronze 'All Together (Anti bullying) Award' is started. Inclusion in local project community work (Aurora Site) for the benefit of the children of Westbury Park School.
- Review the articles of association and funding agreement.
- Trustee Board to be established.
- Governor roles, expectations and accountabilities to be clear.
- Governors take an active role in NW24 cluster groups.

Leading Changes

- Middle leaders and senior leaders given management time to monitor subject development.

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- SEND Lead begins national professional qualification.
- EYFS lead, Maths leads and English lead encouraged becoming Special Leader of Education (SLE) or equivalent.
- Explore peer mentoring programmes.
- Develop the role of mental health and staff wellbeing lead within school.
- Teachers trained on integration of smart learning solutions and Google suite.
- Sensory area/room to be established within school.
- ELSA training begins for a second Teacher assistant.
- Bronze 'All Together (Anti bullying) Award' is started. Inclusion in local project community work (Aurora Site) for the benefit of the children of Westbury Park School.
- Review the articles of association and funding agreement.
- Trustee Board to be established.
- Governor roles, expectations and accountabilities to be clear.

In 2021/22, we will concentrate on the impact of actions taken from last year including embedding and measuring the impact of our new phonics and curriculum development initiatives. A further priority is staff workload and wellbeing, children's wellbeing including ensuring there is a strong pupil voice led. Our special wellbeing year is so important after such a period of disruption and we are looking forward to continue investing in our learning environment so it reflects the school's ambitions. Infrastructure improvements this year include upgrading the toilet facilities, refurbishing Cotswold House and upgrading the fire and safety systems in school.

5 HEADTEACHERS APPRAISAL

The Governing board has a responsibility to hold the Headteacher to account for the educational performance of the school and its pupils. The appraisal process is an annual cycle whereby the governor board continuously monitor and evaluate the Headteacher's progress in achieving strategic priorities with support of the School Improvement Advice (SIA) of the School. A formal annual appraisal meeting is the endpoint to the annual appraisal cycle. Throughout the appraisal process, the governing board must remember that it has a duty of care to the Headteacher. This includes ensuring a reasonable work-life balance, and support for their wellbeing.

6 OTHER DOCUMENTS

Other document available from the Governor's section of the school website:

- The Board of Governors
- Register of Business and Pecuniary Interests
- Meeting attendance
- Scheme of Delegation
- New Articles of Association
- New Funding Agreement