

## **Watford Field School Infant and Nursery**

### **Governor Impact Statement**

The Governing Body is an integral part of the school, supporting the head, staff, pupils and parents. Through the school's vision we aim to ensure that all children have every opportunity to be successful learners who achieve and aspire to do their best. As a school we have high ambitions, and value each child as an individual and encourage them to develop lifelong skills and qualities. This Impact Statement enables the Governing Body to be transparent in their role within the school, its leadership and the impact which they have had on school improvement.

The Governing Body of Watford Field School Infant and Nursery is made up of 13 members including parents, teachers, a Local Authority recommended governor and co-opt'ed governors. The Governors come from a variety of backgrounds, and bring different skills, experience and expertise, but are united in their commitment to doing everything possible to ensure the wellbeing, progress and achievement of our children. An annual skills audit is undertaken to ensure the skills of the Governors are used effectively and to plan for relevant and required training to keep up to date with the responsibilities.

To ensure the Governing Body meets its statutory requirements and enables the school to achieve its vision it works to a three-year rolling plan of actions including time for setting and monitoring the strategic vision. Set out below in summary are a number of activities the Governing Body carried out over the school year 2015-16.

- Contribute to the development of the School Improvement Plan based on a sound evidence base.
- Regularly reviewing progress and attainment data (across Key stages, classes, Pupil Premium, FSM, category of need and gender) within the school and in partnership with the leadership team enabling every opportunity for all pupils to improve their outcomes.
- Strategically plan a balanced school budget for the 2016/17 financial year.
- Involvement in the recruitment of new teaching staff for the school.
- Carrying out regular visits to the school to monitor the impact of the School Improvement Plan priorities.

The Schools 2016-17 Key Priorities are:

- Key Priority 1: To embed leadership at all levels through effective monitoring and evaluation of pupil attainment and progress
- Key Priority 2: To minimise any gender difference in attainment across the EYFS and KS1.
- Key Priority 3: To develop a greater understanding of children's learning characteristics and develop a 'growth mindset' approach

Actions and the impact against these will be reported on in September 2017.