

Felpham Community College

Annual Governance Statement from the Governing Body

This statement provides information on the governance arrangements in place and gives an assessment of the effectiveness and impact for the academic year 2018-2019.

1. Governance arrangements

1.1. **Structure** – the governing body works through a monthly full governing body meeting, without sub committees. Slimmed down numbers have been consolidated with 10 governors plus one Associate Member. This format works well with all governors involved with discussions on all aspects of the school governance, giving good responsiveness and focus in meetings.

1.2. **Skills based approach** – an annual skills audit is conducted and continues to map governor skills against those required by a high performing governing body and to help frame the governor training programme.

1.3. **Monitoring of school performance** – governor visits are structured around thematic areas which cover:

- Curriculum, Pupil Premium and 6th Form
- Finance
- Health and Safety
- Safeguarding and Young Carers
- Special Educational Needs and Disability

Information and reports from visits are shared and discussed between all governors.

The annual Governors Day was held in March where governors spent the day in school together assessing the teaching environment across the school and discussing this with the senior leadership team.

1.4. **Task and finish groups (TFG)** – small groups of governors continue to meet to conduct in depth exploration of issues. This year it has included:

- **Strategy and visioning TFG** - working with the leadership team to develop and monitor forward looking strategies and the Whole College Quality Plan (WCQP)
- **Health and Safety TFG** – looking in detail at H&S compliance issues and ensuring audit reports are implemented.
- **Literacy TFG** – considering how best to ensure that all students have the required literacy skills to allow them to engage effectively across the curriculum.
- **Disadvantaged TFG** - to review the progress being made by disadvantaged students and exploring ways of increasing their educational and personal outcomes.
- **Attendance TFG** – examining local and national best practice to find ways of reducing absence and to secure the attendance targets set by the school.

1.5. **Panels** – the governors have a number of ad-hoc working panels. These include:

- Governors Pay Committee – dealing with staff performance and pay issues
- Governors Performance Management Group – dealing with the Headteachers performance management arrangements
- Discipline Panel – to consider any proposed permanent exclusions of students

1.6. **Audit Monitoring Group** – A new ad hoc group has been formed to monitor and ensure implementation of actions arising from the list of required legislative audits covering finance and safety assessments.

2. The effectiveness and impact of the governing body

2.1. **A new look for the College** - The most significant development over recent time has been the expansion and redevelopment of school buildings. The governing body had previously instigated the developed of a master plan for the school to address a number of needs including, the mix of classrooms needed to comprehensively deliver the broad curriculum, a better tailored sixth form suite of rooms, improved drama space, the replacement of ageing temporary buildings and the capacity to expand to meet increased numbers of students in the area.

An £11.5M building programme will be completed by October 2019 and will provide, the three-story Blake Building, two new science labs and additional PE facilities. This work will make a significant difference to the facilities available to students.

2.2. Most of the work of the governing body is addressed at:

- ensuring delivery of the vision, ethos and strategies of the school
- holding the headteacher to account for the educational performance of students
- overseeing the financial performance of the school and making sure its money is well spent

Issues of note that highlight where the governing body have made most impact include over the year are:

2.3. **Whole college quality plan (WCQP)** - this is the business plan that sets out the priorities for action and investment during the year. It also provides the framework for departmental Curriculum Quality Plans. It is a crucially important document and governors have been engaged with it from the initial drafting stage and throughout the year monitoring it to the end of year sign off. It has given a robust structure to the school planning.

2.4. **Quality of Teaching** – governors have had a continuous focus on ensuring high quality and inspirational teaching. They monitored: the classroom environment; the results of lesson observations; and the evidence from the successful Ofsted inspection in March. They have been encouraging and focussed on the development of teachers, the use of support plans and the sharing of good practice. This has led to improved outcomes for the quality of teaching.

2.5. **Progress to targets** – throughout the year governors receive detailed explanations of the progress students are making towards their expected targets and comparisons with national targets. They are particularly keen to raise the expectations of students and set them stretching targets that encourage the best progress and performance.

Governors used the information produced by the GO4Schools database to monitored progress and looked at predictions based on teacher assessments and mock examinations.

Governors kept a close sight on overall targets and the number of students being targeted and offered extra support. They monitored current data on 'disadvantaged students' and looked at evidence to show a continual narrowing of the gap between boys/girls and for other user-defined groups [nationally defined groupings of students within the school]. They looked at trend indicators in existing data from both internal and national sources.

This allows governors to consider changes and to make improvements mid-year which will benefit students and their eventual results.

2.6. **Pupil Premium** – this funding is used to deliver specific curriculum initiatives and extra support for eligible students and makes a positive difference to the progress of students.

Governors have maintained a close interest in: the programmes and interventions; the cost set against outcomes produced; and the whole class benefit of correct interventions. Particular attention was given to the progress and examination results of Pupil Premium and other defined student grouping. This has allowed governors to be assured how well these students are doing in making the progress expected.

2.7. Special Educational Needs and Disability (SEND) – Governors monitor the implications of SEND requirements on the school to ensure students can access support and achieve well. The governor with SEND responsibilities continues to work with a parents group to develop the right approach and governors have closely followed individual cases and the accessibility plan to monitor the impact of measures taken. Through this, governors are ensuring that all students can enjoy a rewarding educational experience.

2.8. Resources – Governors are involved in gaining the best from the resources of the school, covering finance, human resources and the premises. This includes:

For finance - there are regular meetings between the finance link governor, the Headteacher and the business manager. In addition, governors received detailed information on the proposals for spending and the progress of the budget throughout the year. Budgets are forecast three years ahead and spending plans are linked more closely to the priorities of the WCQP. Benchmarking reports are received to compare with similar schools.

The budget is under considerable pressure and whilst extremely tight for coming years it remains in a balanced position for 2019-20. This status has largely been achieved through early implementation of staffing reductions and other budget savings that have been significant but have tried to preserve the teaching environment and student experience. There are good levels of delegation to the leadership team and budget holders to make the best use of the available funding. Through this involvement governors have maintained a very sharp focus on the state of finances.

For human resources – governors monitored closely: staff vacancies; the rates of sickness amongst teaching and associate staff; and the performance management arrangements for teaching staff. This means they have a good strategic understanding about the application of human relations policies within the school and their importance.

For premises – the quality of the school buildings has been kept under review with governors undertaking tours and receiving reports on proposed and actioned changes. This has helped maintain the ageing buildings in a good condition and has allowed the students and staff to benefit from an improved environment. Following school council representation to governors, a major replacement of the toilet facilities has been delivered in two phases.

For health & safety – governors have maintained the focus on having risk assessments in place and receiving reports on injuries, accidents and potential risks. They have taken a close interest in trips out of school and the measures put in place to ensure they are delivered safely. This means that Health and Safety issues are given due consideration to help secure a safe educational environment.

3. The outcomes in examinations

The primary focus of the governing body is to ensure that students gain the best educational experience they can. This is a combination of being safe and happy in the school and about gaining the examination success they deserve. The outcomes from the examinations taken this year show:

3.1 GCSE examinations at year 11

Record numbers of students gaining the top grades of 8 and 9 and a large proportion of the year 11 students exceeded expectations. The attainment in the English GCSE (77% graded 4-9) and maths GCSE (72% graded 4-9).

Other subjects that achieved especially well this year were biology (100% 9-4), chemistry (96% 9-4), physics (96% 9-4), art (76% 9-4), textiles (100% 9-4), 3D design (75% 9-4), further maths (88% A*C), PE (88% 9-4) and RE (83% 9-4). Students also achieved well in their BTEC subjects despite the last-minute grade boundary changes by the exam board

3.2 A level examination at year 13

This was another very good year of results. The school improved its A level average with more students achieving the top grades of A and A* and nearly half the students achieved A*-B grades.

Overall, 97% of students achieved a pass rate in A level and 100% in vocational courses, with 48% at A*- B and 72% A-C, including A-level and BTEC grades.

Subjects which did particularly well include Maths (71% A*-B), Further Maths (80% A*-B), Computer Science (75% A*-B), Business Studies (64% A*-B) and EPQ (67% A*-B). Vocational subjects produced some exceptional results in Music (100% D*-D), Business Studies (90% D*-D), Health and Social Care (75% D*-D), Sport (90% D*-D) with many students achieving the highest Distinction levels

Governing Body
Felpham Community College

September 2019