



Governors' Annual Statement and Impact Report 2018-19

The Beverley School Governors would like to express their sincere gratitude to the staff of the school in providing a supportive and nurturing environment where all pupils of the school have been given the opportunity to thrive. Governors recognize the diversity of opportunity and breadth of curriculum that the school offers pupils, which we see in action during our visits to school.

At this time of year there is a lot going on with sporting activities, residential and leavers awards. We recognize that these significant events are of course very important and show what can be achieved with the excellent teamwork that is an integral part of life at the School; but it is also important to note that it is the deeply embedded culture of nurture and care within all staff at the School that happens, almost unnoticed every single day, that over time produces the attitudes, actions and abilities in the pupils that makes these achievements possible. As the Governing body, we see and understand our role in supporting all the activities that combine to make the Beverley School the excellent institution that it is. We try wherever possible to have a Governor representative at each significant event that takes place so that we can celebrate in the achievements of pupils and see first-hand the progress they make. When in school you can easily identify us by our orange lanyards.

At the start of each academic year, Governors devise a stringent action plan, written in line with the school development plan, to ensure that all governors are proactive and have an awareness of the direction of the school and their role within that. This has proved an effective method of ensuring governors share responsibility. Governor responsibilities are to be identified at the first governing body meeting of the 2019-20 academic year based on next year's plan.

At Beverley School, we are fortunate to have a governing body with varied expertise, a breadth of skills and relevant experience, to enable us to support our school community. This year the governing body has recruited a new governor with skills that we feel complement and strengthen the current team. All governors of Beverley School have an awareness and understanding of the nature of autism and how this can affect the children in our school, their immediate family and their wider social circle.

Who We Are

Our photographs and pen portraits are displayed in school, so names can be put to faces.

Name	Governor Type	Term of office
Helen Murphy	Chair Parent Governor	Following a term as Vice Chair of Governors, Helen took up the post of Chair in 2014. In taking these roles she has learned a great deal about the Beverley School and how it works. She is also a parent of a child at the school.
Chloe Hoggard	Parent Governor	Chloe brings a wealth of private sector leadership experience at decision making and board level to the School. She is also a parent of a child at the school.
Jill Fidan	Parent Governor Co Opted Governor	Jill brings her experience as a community development worker and her experience of acting as the SENCO at the Tilery School. She is also a parent of a pupil who previously attended the school.
Kylie Reay	Staff Governor	As a School administrator, Kylie brings a different perspective to the role, being able to observe issues from inside the organisation.
Mary Nugent	Co-Opted Governor	Mary brings wide experience of educational and community experience in order to support the activities of the School.
Steve Wilks	Co-Opted Governor	As a result of his work at Teesside University, Steve has helped to develop a collaborative project between the School and University and it was this initial contact that has led to him taking up a post a co-opted Governor.
Claire Druery	Co-Opted Governor	Claire brings knowledge and expertise from her role as HR manager of a Multi Academy

		Trust of Schools, and we are looking forward to her contribution over the next year.
Joanne Smith	Head Teacher	
Jane May	Deputy Headteacher	
A McPartland	School Business Manager	
John Lees	Vice Chair Co-opted Governor	John worked for 28 years as the Headteacher of Acklam Whinn Primary School and he hopes that his experience will prove effective in supporting the School.
Maria Bache	Co-opted Governor	Maria has worked with children with disabilities for over 16 years as a Social Worker and Assistant Team Manager.
Catherine Davidson	Co-opted Governor	Providing experience of working with the post 16 group of pupils is where Catherine's experience tells. She also brings further experience of working with children with disabilities in general.

The Strategic Functions of a Governing Body

A governor role is a strategic one, sometimes referred to as "eyes on, hands off". As such, the core functions are:

- To ensure clarity of vision, ethos and strategic direction
- Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff
- Overseeing the financial performance of the school and making sure its money is well spent (DfE 2014)

Beverley School governors, as well as the above accountabilities, carry out a wide range of specific responsibilities for the benefit of our children in school, including:

- Setting standards for pupils' behaviour and discipline
- Making sure school buildings are welcoming and safe
- Setting and monitoring the school's vision, aims and policies
- Attending governing body meetings and committee meetings
- The appointing and dismissing of staff

- Hearing appeals and grievances
- Ensuring a broad, balanced and engaging curriculum.

A key governor role is to ensure that the children at Beverley progress appropriately in their education and we appreciate that for this to happen, the children must be supported by a well led, enthusiastic, professionally competent and motivated staff all working together within a safe and engaging learning environment. As governors, we are committed to ensuring the school continues in its determination to achieve and maintain an outstanding provision for each pupil, making sure that they are given the opportunities and support needed to achieve their own potential. In Beverley School, the emphasis is upon individual progress achieved via a personal learning pathway and governors appreciate that parents and carers need to feel confident that the leadership of the school ensures that each child feels safe, happy and makes good progress whilst enjoying their learning. The school informs governors of the varied destinations of those young people who leave Beverley School at the end of their statutory education and there is a genuine interest in outcomes for our past students.

The Department for Education recognises the value that a strong, resilient governing body offers to a school and as such, has been raising the profile of governors nationally. The function of the school governor continues to evolve and the expectations and commitment of the role are becoming more demanding but very rewarding.

Some matters the Governing Body and Senior Leadership Team have worked together on:

Objectives	Tasks
Governors to support in the monitoring within school to ensure school vision is achieved.	To meet with staff twice yearly to assess the learning environment and celebrate successes
	To feedback any governor visits at FGB meeting
To interrogate data presented and challenge accordingly. To ensure the needs of disadvantaged children are met.	To fully prepare for meetings using the literature provided and prepare questions to challenge data.
	To evaluate the use of pupil premium and monitor the progress of both PP and LAC
	To assess the use of interventions and the impact on pupil progress
To have a clear view of pupil voice at Beverley and how they play a role in supporting school improvement.	Governor to attend a student council meeting within academic year
	Monitor the use of sports equipment and healthy eating policy via discussion with pupils

To know that continuous professional development opportunities have supported staff in their pursuit of excellence. To understand how these opportunities have impacted on whole school progress.	To review and discuss CPD during FGB meetings
	To direct questions to staff about CPD and opportunities to share good practice during monitoring visits.
	Monitor and support progress on the annual school improvement plan
To hold leaders to account for all aspects of schools performance	Analyse results of staff survey and discuss any issues arising. Make time available for parents to meet with a Governor to discuss these issues.
	During meetings and monitoring visits challenge decisions made and how they will impact upon school
	Thorough review of HT during appraisal and interim appraisal meetings. Ensure that HT targets are aspirational
	Monitor and support progress on the annual school improvement plan
To actively seek communication with stakeholders regarding all aspects of school life and act accordingly to make improvements where needed	Governor to attend a coffee morning to talk to parents and be available for any questions
	One or two governors to be available at parents evenings, Christmas shows and other open events to communicate with parents
	One or two governors be available for staff to discuss any questions
	Orange lanyard to always be worn so governors are easily identifiable to staff and parents.
To ensure rigorous planning and controls are in place to ensure financial stability and effective use of financial resources	Challenge and scrutinise during finance meetings 3x per year including benchmark assessment
	To ensure financial decisions have a positive impact on the progress and well-being of children through challenge in meetings and monitoring visits
	To monitor the school budget during finance meetings
To support the safeguarding procedures of the school at every opportunity and always act to promote the welfare of children.	Safeguarding governors to conduct a review to ensure all procedures are being adhered to, staff suitably trained and the single central register is up to date.
	To evaluate the use of safeguarding recording software through school during meetings and HT appraisal
	Governor monitoring visit with a focus on behaviour, looking at the strategies used to engage pupils and reduce behaviour incidents
	Basic safeguarding training to be given to all governors
	Safeguarding governor to take up more training

To monitor the offer given to pupils in both Early Years and 6 th form provisions	Governor to visit 6 th form to explore the range of opportunities and qualifications available to pupils and monitor the development of the careers programme.
Governors should make themselves aware of the new GDPR and the implications for the School. In concert with the School Data Protection Officer (DPO), should review data protection procedures and add data protection to the general risk register if this has not already been done and ensure compliance.	One governor to be assigned to work with the School DPO to monitor procedures and ensure compliance with the regulations.

Governor training

Governors need to ensure that they keep up to date with current legislation and the expectations of Ofsted and training and development strategies in governorship. There are several ways that governors can access training and development:

- the LA programme of governor training
- online training programmes and of course
- in house training from relevant school staff
- development and experience can be accessed through such things as “hands on” activities, education conferences and browsing articles and through the use of The Key for Governors, a useful website that supports governors from the full range of schools and academies

Internally, Governors are required to undertake the PREVENT online training (Channel) and all new Governors will complete this training as soon as possible and have been given training in monitoring special schools. External training includes Safer Recruitment, Governor Induction, Performance Management. Additionally, an induction pack is given to all new Governors to ensure that they have all relevant information about the School.

Challenge

“What difference is this going to make and how will we know” is a valid question which can be put to the headteacher and leadership team in most situations such as:

- scrutinising the School development Plan (SDP)
- monitoring the Self Evaluation Form (SEF)

- debating curricular innovations
- staffing changes
- school finances

Challenge, when used in a constructive and objective way, can be stimulating and thought provoking. The school leadership team welcome challenge and constructive criticism, and see it as a positive route towards improvement.

The governors of Beverley School regularly challenge the Head Teacher and leadership team in a variety of situations. One effective way is by asking direct questions, or presenting issues to the school via the headteacher's report which is circulated to governors prior to the governing body meeting. The headteacher includes boxes for governor memos and questions throughout the report. This ensures governors have time to reflect, and do not forget specific issues or enquiries they wish to bring up at the meeting.

Challenges presented to the school this academic year have included:

- Safeguarding, its implementation and how it is recorded
- Data challenges and pupil achievement and how interventions are
- Finance challenges include quotations for outdoor play equipment, new classroom Flat-Screen interactive whiteboards, tannoy system, monitoring of finance issues associated with the various local authorities that employ the School, to ensure timely allocation of funds.
- Continuing to monitor overall teaching and learning
- Setting targets for the Head Teacher in Performance Appraisal
- Reviewing the results of surveys from pupils, parents, carers and staff and ensuring any issues are followed up with appropriate actions

Future and continuous improvements and plans (Action Plan)

We will continue to support the school in the following:

- Ensuring all students are accessing appropriate accreditation and able to reach his/her potential
- Continuing to protect a high quality learning environment and maintain positive relationships with our adjoining academy school
- Refresh our understanding of how data is recorded and pupil progress tracked
- Too continue to promote Governor accessibility for parents
- Develop work placement activities enterprise skills and widen experiences looking towards positive post school opportunities
- Assign specific responsibilities to Governors in line with the Governor action plan
- Ensure all pupils are safe in school and the locality
- Monitor and promote high levels of attendance
- Ensure the education offered to pupils is wide, engaging and full of varied experiences

In order to ensure that Beverley School continues to improve and offer our children the very best holistic educational experience, we must as governors continually set the highest standards and expectations. The governing body of Beverley School is committed to

continually evaluating the role we play within the life of the school, and will circulate relevant information to all interested parties. This statement is part of that evaluation and notification process.

The Governing Body of Beverley School thank you for your continued support and cooperation.

Helen Murphy (Chair)

On behalf of the governing body of Beverley School

July 2019