

18th April 2018

Governors' Strategy Document

Our mission at Town Junior School ("TJS") is to work with the staff to ensure that all pupils feel valued and secure an effective academic and social education that prepares them for the next phase of their lives.

Our values are based on constructive challenge and critical evaluation to ensure delivery of high quality teaching, strong leadership, and positive partnerships with Parents/Carers. As Governors of Town Junior School, we hold the staff to account to ensure that our pupils make appropriate progress in their education.

Plantsbrook Learning Trust, also known as a Multi Academy Trust, is currently made up of two-school academies (Plantsbrook School and Town Junior School). The Trust is led by a Board of Trustees, made up of representatives from our schools, the community and individuals with valuable knowledge and experience. Town Junior School is currently represented by three trustees on the Board of Trustees.

Each school in the Trust has a Local Governing Board ("LGB"). The LGB is made up of representatives from our schools, parents, the community and individuals with valuable knowledge and experience. The Board of Trustees gives each LGB a set of responsibilities that are defined in the scheme of delegation.

The Town Local Governing Board ("LGB") is determined to drive the school forward by planned school improvement strategies. The LGB works with school leaders to produce, monitor, and evaluate the School Improvement Plan ("SIP") and the School Self Evaluation Form ("SEF"). The SIP is updated frequently and sets out the priorities for improvement, the data on pupil and teacher performance and external advice and recommendations. The SEF is a document that reviews these actions undertaken by the school, and records and evaluates outcomes. This document informs the leaders of the school if the intended outcomes are effective, sustainable and value for money. Together, these documents are at the centre of our focus in holding the school to account.

The current targets for the SIP are based on the areas for improvement highlighted in the previous year's SATs results and are as follows:

1. To raise achievement in maths so that at least 90% of pupils achieve end of year expectations with particular reference to: middle ability girls, disadvantaged middle ability, middle ability SEN support.
2. To raise attainment of disadvantaged pupils in reading, writing and maths so that progress is at least close to that of non-disadvantaged pupils.
3. To ensure middle ability pupils make at least expected progress.

4. To raise achievement in reading so that at least 90% of pupils achieve end of year expectations.

The Plantsbrook Learning Trust targets for Governors are:

1. How do we ensure that Governance is outstanding?
2. How do we ensure that our safeguarding is of the highest standard?
3. How do we ensure that all schools in the Multi Academy Trust are fulfilling the mission statement and are striving to be outstanding?

Performance data is made available for Governors in meetings, via the Head Teacher's report, through presentations and on a password protected portal. Consequently, the Governors are able to monitor and evaluate the progress and attainment at TJS. Emphasis is placed on pupil progress across all ability groups including disadvantaged groups and on the effective use of pupil and sports premium funding.

Governors visit the school as part of their role to monitor the effectiveness of the school and these visits are considered a valuable opportunity for Governors to be able to work closely with staff members and meet pupils.

A Standards Committee has recently been formed. The members of the committee meet with the Senior Leadership Team to challenge the staff and agree actions about pupil progress, linked to the targets in the SIP.

School policies are always under review; some policies are reviewed annually, some every two years and some when changes are required. This is done on a rolling programme to ensure that they are relevant and appropriate.

The Governors' knowledge and experience of the school ensure that the budget is managed effectively, and spending is measured and targeted. A trustee finance sub committee oversees the finances, which also includes the Director of Finances for the Plantsbrook Learning Trust.

Governors' attendance at formal meetings has demonstrated the board's commitment to the school, with any absences having been fully explained and approved by the LGB. An annual "reviewing governor contribution" is carried out by the Chair of the LGB. This forms part of the governors' self-evaluation.

A bi annual governor skills audit is carried out to analyse whether the governors have the right skills to carry out their role effectively. The collective information informs the LGB as to whether “they have the right people around the table”.

Governors’ Continuing Professional Development (“CPD”) is an important aspect of the LGB. This training is either held “in house” or Governors undertake training off site. The latter also give Governors an opportunity to network and benchmark with other Governors across the city. Most recent CPD has covered aspects such as Induction training, Special Educational Needs, Safeguarding, and Raise on Line and data analysis.

The LGB has recently sent out a School survey, the results of which are very pleasing overall, and can be seen below. Following analysis of this, further updates will be given to Parents/Carers, on a regular basis.

Governors can be contacted using the enquiry email address at TJS. Parent Governors can often be seen dropping off or collecting children, at the start and end of the school day.



	Excellent	Good	Satisfactory	Poor	Don't know	Didn't answer	Excellent & Good
Teaching & Learning							
The school's overall standard of education	30%	60%	8%	0%	0%	2%	90%
The progress of my child since starting	30%	54%	12%	1%	1%	1%	85%
The quality of teaching	33%	53%	9%	0%	2%	3%	86%
The different subjects and topics taught	24%	62%	10%	0%	2%	2%	86%
The right level of homework for my child's age	20%	39%	28%	3%	3%	7%	59%
The range of extra-curricular activities the school offers	29%	46%	20%	2%	1%	2%	75%
Care, Well being and Behaviour of pupils							
My child's happiness at school	39%	47%	9%	2%	1%	2%	86%
My child's enjoyment of learning at school	45%	42%	10%	1%	0%	2%	87%
The help for my child to live a healthy lifestyle	25%	51%	14%	0%	9%	1%	76%
The feeling of safety of my child in school	54%	37%	8%	0%	0%	1%	91%
The effectiveness of e-safety information provided	41%	45%	9%	1%	2%	2%	86%
How well looked after my child feels	47%	46%	7%	0%	0%	1%	92%
The standard of behaviour in school	28%	53%	13%	1%	3%	1%	82%
The way the school deals with bullying	26%	33%	11%	1%	27%	2%	** 59%
Trips & Out of School Activities							
The range of school trips offered by the school	29%	50%	17%	1%	1%	1%	79%
Value for money of school trips	25%	46%	23%	0%	5%	1%	71%
Value for money of after school activities	30%	40%	17%	0%	9%	3%	71%
Staff and Communication							
How well the school is led and managed.	38%	48%	4%	0%	1%	9%	86%
The supportiveness of staff	42%	45%	5%	0%	1%	7%	87%
Approachability of staff if there is a problem	51%	34%	4%	0%	2%	9%	85%
Parental involvement in school activities	18%	55%	10%	1%	7%	9%	74%
How well the school communicates to parents/carers e.g. newsletter, website, emails and texts	48%	37%	8%	0%	0%	8%	85%
The visibility of the governing body.	13%	28%	29%	3%	17%	9%	41%
The school administration.	33%	42%	14%	2%	1%	8%	75%
Resources and Facilities							
How well the school is resourced.	15%	51%	9%	0%	17%	8%	66%
The school's ICT facilities.	24%	48%	9%	0%	13%	7%	72%
The quality of the school meals.	17%	33%	25%	7%	11%	8%	50%
The playground facilities.	18%	51%	14%	1%	7%	9%	70%
Other							
The extent to which school takes account of any concerns I raise.	33%	40%	10%	0%	7%	11%	73%
Overall, how would you rate the school	29%	55%	4%	0%	1%	10%	85%

** OFSTED interprets "Don't know" responses to this question as no incidences being experienced and can be added to the Excellent & Good totals

Comments made by parents included the following:

"The approach to teaching has helped my child to engage and become more enthusiastic to learning".

"My child is extremely happy at school and I'm delighted with her progress".

"I think the school has developed a lot in the past few years and my children are all happy, well supported and are learning very well".

"My child is extremely happy as school. I cant thank the staff enough"!

"Super availability of school trips this year. Many thanks to staff for their extra time in arranging and going on trips".

Areas to focus on:

Ensuring parents feel happier with the level of homework provided to their child

Communicating how the school is resourced and the facilities that are available to the children

The range of extra- curricular activities

Communicating the work of the Governing Body more effectively