



WELLING SCHOOL BOARD OF GOVERNORS

Chair of Governors – Impact Statement

The governors hold fast to their vision of an inclusive, community school, where decisions are made in the best interests of students. Over the last year, governors were delighted to support the schools proposal, in conjunction with the local council, that we establish specialist provision for students with autism. At the end of last year, we had no students who were not in education, employment or training, (NEETs), a really significant achievement. However there were a few students with very challenging behavioural issues and whilst the school has taken every measure to manage these, we saw a very slight increase in permanent exclusions which was unavoidable.

Building on the progress from previous years, work continues to be undertaken by the school's leadership team to ensure budget targets are met. This was supported by clear reporting to governors, enabling them to provide the right amount of due diligence and scrutiny to planned and any unplanned spend. . This has ensured that the governors' three year budget plan remains on track, with reducing in year deficits. A TKAT internal audit gave the school's accounting system a very high rating. The school's financial forecast and accounts have been submitted to TKAT in timely fashion.

The school and governors recognise that there are ongoing national and local challenges for recruitment of high quality and specialist subject staff, especially relevant for the higher level demands of the new linear A-level's and GCSE's. The Governors pleased to hear that the school are using a number of strategies which can help relieve the ongoing recruitment issues, which include:

TKAT SCIIT - a School-centred initial teacher training (SCITT), which provides for practical, hands-on teacher training, delivered by experienced, practising teachers based in their own school or a school in their network;

RIS - the RIS Programme offers a bespoke route into teaching exclusively for PhD graduates. Specifically designed to utilise their academic expertise to the benefit of pupils, schools and universities. The school have just recruited for science and mathematics and;

Try Teach – a graduate teaching intern scheme which is a new opportunity for graduates to try Teaching as part of a paid internship programme in an English school) We have recruited to mathematics.

Welling School has been successful in sponsoring applications for visas for non-European Union and non-EEA citizens and which has led to the successful recruitment of a science teacher from Canada.

Towards the end of the year, the school lost a number of valued senior staff members through promotion or retirement. The Chair and Vice Chair of Governors were actively involved in the recruitment of new senior leaders and a Director of Business Services, which resulted in successful appointments being made, which will contribute to the current Senior Leadership of the school and help minimise any negative impacts of losing experienced staff.

The school's collaborative links with other local secondary schools have been successfully maintained. These links are key to maintaining a wide provision for A-level courses through the Partnership 6Th Joint Board, whose meetings continue to be attended and supported by a Partnership 6th link governor.

The governors were keen to support the Headteacher's proposal that the school should adopt the 'Welling Ways' to support students all round achievement, also contributing and strengthening the curriculum. At the KS3 Prize Evening, a number of students received awards relating to their achievements in relation to aspects of the 'Welling Ways'. With the support of a link governor, the

school achieved The National Quality in Careers Standard, which is the national quality award for careers education, information, advice and guidance.

Governors gave their full support to the school's proactive efforts to adjust the curriculum in the light of significant national change and staff workload. This involved initiatives such as reducing the number of data drops required from staff, supported by a new assessment policy focussing on planning and intervention and the recently introduced class charts, an extremely helpful software package was employed which will help staff plan classes and their intervention more effectively. The Chair of Governors worked closely with the TKAT Senior Director of Education to set and review the Headteachers' Performance Management targets. Pay Award recommendations were ratified by the governors' Pay Committee.

Governors have received regular and detailed reports on progress through the school's improvement plan which helped focus their questioning to the Headteacher and SLT, providing a sufficient amount of challenge to the schools plans. Link governor visits have focused on priorities such as the achievement of White British boys and intervention strategies at KS4.

Governors were very pleased to note the good results at KS5, particularly the very successful results for the many students following vocational courses. However, Governors were reminded of the challenges in meeting predicted outcomes at KS4 and were extremely disappointed, as were the school leaders, with the dip in these results. Work is already underway to assess any lessons that can be learnt and address any identified actions within the school's plans to meet our expectations and targets for 2018.

Governors recognise the important work of the School Council, and that the school has continued to support and promote their role as an important part of the school community. Representatives had an insightful presentation at a governing body meeting, which was very well received.

The governors have carefully ratified changes to some key policies and procedures, such as those for behaviour and safeguarding. The school's robust systems and assiduous application of these, supported by governors, were endorsed in the Ofsted 'no notice' inspection of February 2017, which found that 'Leaders and managers have taken effective action to maintain the high standards of behaviour and attitudes identified in the last inspection'. The report also noted the governors' rigour in monitoring these aspects of the work of the school.

Having streamlined the governing body to just six full meetings a year, with no specific committees, the work of the governing body had become more efficient, with all governors contributing to decision making across the spectrum of the Governors responsibilities. This approach has given the governors additional resilience and supported by quality data, a broad knowledge base supporting all aspects of our work. The bureaucratic and time demands on school staff have also been significantly reduced.

Governors have updated training on their responsibilities with regard to safeguarding and are satisfied that they and the school are successfully meeting all obligations in this area.

Governors understand their responsibilities and continue to monitor their own skills and training requirements to meet specific roles and accountabilities in the best interests of the school and its students.



Lesley Robins
Chair of Governors