

**The Boswells School  
Local Governing Body  
Governors impact narrative – 2021-2022**

<b>Activity – “what has kept us busy during the last year?”</b>	<b>Strategy – “how are we helping to shape the school’s future?”</b>
<ul style="list-style-type: none"> <li>• Updating H&amp;S management and processes</li> <li>• Managing the outsourced cleaning provision and catering</li> <li>• Continued asbestos management and monitoring</li> <li>• Audit and regularity processes</li> <li>• Risk management and business continuity</li> <li>• Oversight of the management of outsourced services/contracts</li> <li>• Consideration and agreeing the budget</li> <li>• Safeguarding eg PREVENT, Suicide, FGM, CSE, Physical Assault</li> <li>• Attendance</li> <li>• Behaviour for Learning and Student Attitudes</li> <li>• Spiritual Moral Social Cultural (SMSC)</li> <li>• School development plan</li> <li>• Overview of SEF</li> <li>• Robust review of policies</li> <li>• Faculty Reviews</li> <li>• Governors Visits</li> <li>• Review of Careers provision</li> <li>• Trips and Visits</li> <li>• Analysis of student progress data</li> <li>• Monitor Admissions</li> <li>• Monitor Destination Data</li> <li>• Understanding the Roll out and implementation of CPoms and safeguarding updates including gangline</li> <li>• Review of GDPR and best practice</li> <li>• Implications of Coronavirus (Risk Assessments, Re-opening, Impact on Curriculum, Remote Learning, Well-being)</li> <li>• New Personal Development Curriculum</li> <li>• Re-structure at AHT level</li> </ul>	<ul style="list-style-type: none"> <li>• Improve premises to attract and retain students and staff</li> <li>• Providing budget forecasts to aid strategic financial planning</li> <li>• Assessment of financial impact of staffing changes</li> <li>• Monitoring and evaluating the progress of disadvantaged groups, particularly; pupil safety, PPG, SEND, attendance – persistent absence</li> <li>• Questioning at meetings</li> <li>• Monitoring, Director visits</li> <li>• Review of SDP and Achievement SEF</li> <li>• IT provision across school</li> <li>• Data tracking and use</li> <li>• Review of cost savings &amp; curriculum spend</li> <li>• Better communication across school and stakeholders</li> <li>• Improvement of careers offer for our students</li> <li>• Attendance and support for curriculum “showcases or performances”, (including Careers evening).</li> <li>• Monitoring “off rolling”</li> <li>• Taking part in an external Safeguarding review</li> <li>• By supporting the school to plan for the challenges posed by the Coronavirus Pandemic</li> </ul>
<b>Challenges – “areas where we have specifically questioned the school’s provision, decisions or actions’</b>	<b>Impact – “what difference our decisions and actions have made”</b>

<ul style="list-style-type: none"> <li>• Ensuring best value with ‘repeat’ contractors</li> <li>• Assessing the necessity for internal audit</li> <li>• Confirming the accuracy of forecast predictions</li> <li>• Safeguarding: Continual drive for ‘excellence’.</li> <li>• Attendance and Persistent Absence: To come in top 10% of schools nationally</li> <li>• Analysis of trends regarding vulnerable students</li> <li>• Student recruitment</li> <li>• Staff recruitment</li> <li>• Challenging examination results – progress and attainment of vulnerable groups of underperforming pupils including most able, middle ability, boys, faculty subjects and disadvantaged pupils.</li> <li>• Data scrutiny</li> <li>• Use of Curriculum funding (through Curriculum Review)</li> <li>• Challenging targets set and changes which may affect this</li> <li>• Review and challenge of the SEF</li> <li>• Year 6 to 7 Transition</li> <li>• Most able policy</li> <li>• Coronavirus Risk-Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Redecoration – external and internal</li> <li>• Upgrading and refurbishment of classrooms and office areas</li> <li>• New photographic and directional signage around the Academy</li> <li>• Focused attention on private and fund-raising revenue</li> <li>• Procurement – tender boards for large contracts, supplies or services to optimise value for money.</li> <li>• Driving attendance agenda and Persistent Absence increased monitoring and data for evaluation</li> <li>• Inclusion of students and utilising the support of social and inclusive agencies</li> <li>• Pathways – options GCSE – Developing Curriculum</li> <li>• Greater involvement/ dialogue with parents</li> <li>• Consistently high GCSE and A Level performance</li> <li>• Improved performance at A Level</li> <li>• Robust structure in place in 6th Form</li> <li>• Robust policies</li> <li>• Review of policy for Most Able</li> <li>• Updating of website information regularly including subject information</li> <li>• Ensuring the school has a robust risk-assessment during Covid opening</li> </ul>
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<p><b>External liaison – “how our work extends beyond one school...”</b></p>	<p><b>Future issues – “known areas of focus in the next 12 months”</b></p>
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<p>Input from a number of sources:</p> <ul style="list-style-type: none"> <li>• H&amp;S expertise</li> <li>• Architectural consultants</li> <li>• Essex County Council – flood defences and tree services</li> <li>• Chair of Governors – Member of Chelmsford Learning Partnership</li> <li>• Governor – member of Essex Secondary Schools Excellence Board</li> <li>• Links with schools involved in Chelmsford Learning Partnership</li> <li>• Schools Partnership Programme</li> <li>• Links with HCUK, Schools Direct</li> <li>• Social Agencies</li> <li>• Mid-Essex Secondary Headteachers (MESH)</li> <li>• Behaviour Attendance Partnership (BAP)</li> <li>• Heybridge Alternative Provision Service (HCA) – HT a Governor</li> <li>• Child Sexual Exploitation Champions Forum (CSE) (LA)</li> </ul>	<ul style="list-style-type: none"> <li>• Refurbishment various areas of school</li> <li>• Detailed review and strategic review of the Budget control and planning - Harnessing capital income for development and/or estate management</li> <li>• Focus on creation of significant income generation</li> <li>• Management of project costs</li> <li>• Continued focus upon Safeguarding (including HSB)</li> <li>• Attendance and reducing PA list – focus PPG students</li> <li>• Embed RSE Curriculum - British Values, Anti-racism, Gang crime, HSB</li> <li>• Supporting vulnerable students and challenging students through alternative provision.</li> <li>• Ensuring the school continues to be over-subscribed</li> <li>• Staff absence monitoring and evaluation.</li> <li>• Budget</li> <li>• Curriculum Review</li> <li>• Progress 8 measures</li> <li>• Tracking systems (Flightpaths)</li> <li>• Continual review of policies as per the policy schedule</li> <li>• Review of IT resources and text books</li> </ul>
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|  | <ul style="list-style-type: none"><li>• Embedding of ACED Teaching and Learning framework</li><li>• Quality of the learning environment (Whiteboards / Engaging lessons)</li><li>• Covid Catch Up</li></ul> |
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