

LINDFIELD PRIMARY ACADEMY (LPA)

LOCAL BOARD SELF EVALUATION DOCUMENT

(Date of Completion: March 2018)

This self-evaluation template is based on the National Governors Association key questions for a school governing body to ask itself. This is a RAG (red, amber, green) matrix that allows the Local Board to think about areas that need improvement and record them in an easy format

Key:

Fully compliant (Green) – FC

Partially compliant (Amber) – PC

Not compliant (Red) - NC

Part 1 Vision, Ethos, Strategy

Does LPA have a clear vision and strategic priorities which complement the Trust's overall vision? Does our vision look forward three to five years?

Judgement

Evidence

How this will be improved?

FC

The Local Board (LB) has worked with the Principal and senior management team (SMT) to develop clear vision statements that complement the Trust's vision.

The LB has fully engaged with the community to develop a three-year strategic plan which has clear goals for each academic year and has the full support of the Trust and the Academy's key stakeholders. A Steering Group including the Principal, members of the SMT and a member of the LB is to be formed & will meet regularly to agree and execute an action plan to deliver the Academy's strategic goals for each year. The Board member who attends the Steering Group will report on progress in compiling these action plans and eventually, towards the attainment of these goals at each LB meeting.

The Chair and LB member responsible for community engagement are trying to develop links with a large corporate (Lloyds Bank) to support the Academy to achieve both its short term and longer-term goals through various training, volunteer and sponsorship opportunities.

The Strategic Plan in its entirety is reviewed twice a year. The most recent review was carried out in January 2018.

Have we agreed detailed action plans with priorities for achieving our longer-term goals with key performance indicators against which we can regularly monitor progress?

Judgement

Evidence

How this will be improved?

PC

To assist in the planning/achievement of the longer term Strategic Goals we are in the process of setting up a Steering Group – see additional commentary above

Each Board Member has been allocated key responsibilities and they prepare a written report on developments in their area of responsibility before each meeting and take questions at that Meeting.

Key Action:

- to get the Steering Group up and running as a matter of urgency

Part 2 Community

How well do we listen to, understand and respond to our pupils, parents and staff? Do we have a close working relationship with our Parent Teacher Association?

Judgement

Evidence

How this will be improved?

FC

A Parent View survey was conducted in December (with 13% response rate) and the results were analysed and discussed at the January SMT meeting. Proposals to address any strategic issues raised will be discussed at the March LB meeting.

The Principal and LB listen to the needs of staff, pupils and parents and put forward core funding proposals to the PTA to try to meet some of these needs. Links between the PTA and LB are very strong. The Board Member responsible for the PTA liaison attends all PTA meetings with the Principal or Deputy Principal and reports back to the Board at every Board meeting. The PTA has a sound understanding of the Academy's academic and strategic goals. They were involved in the development of the Strategic Plan and are sent minutes of LB meetings.

A follow-up Staff Survey (last one 2016) is to be undertaken around the Easter period

Board members regularly attend events where parents are invited into the school and are available to talk with parents at Open mornings, Parent Consultation meetings, Sports Days, New Parent Introduction Meetings etc.

The LB Chair has weekly meetings with the Principal

Key Action:

- to build on good relationship with Teachers/TAs, perhaps by periodic LB attendance at Staff meetings

How well do we make regular reports on the work of the Local Board to our parents and local community?

Judgement

Evidence

How this will be improved?

PC

Minutes of Board Meetings and our updated Strategic plan are available on the website for parents to review. The website also has the names & photos of all LB members

The Principal and SLT keep staff informed about LB developments.

There is a pin-board in the staff room with LB information and a copy of the Strategic Plan.

A Staff LB member is responsible for liaising with staff and keeping the LB informed. Events are held periodically by LB to thank and liaise with staff.

The PTA receives minutes of LB meetings and is aware of our academic and strategic goals and objectives, having contributed to the latter.

Key messages from the Board are communicated to parents in the Newsletter and Academy news and there is a monthly article in the Lindfield Life magazine.

Key Action:

- to explore ways of better informing our Parents on the work of the LB, perhaps via periodic articles in fortnightly Newsletter
- to always include a note in the Newsletter when the LB minutes are available on the website

Does LPA benefit from collaboration with other local schools (including other academies within the Trust) and other local bodies?

Judgement

Evidence

How this will be improved?

FC

The Academy works with local schools on various curriculum programs such as literacy and mathematics programs and peer reviews. Progress of these programs is reported to the LB by the Principal in his bi-monthly report. Very close links exist with neighbouring Blackthorns Academy.

The LB members mix with Board Members from other Academies at Trust training events.

The Chair meets with Chairs from other academies in the Trust at the Chairs Forum which is held three times per annum

The Community LB member attends a local group consisting of Governors from other Schools in the area to consider matters of common interest

Part 3 Effective Accountability

How well do we understand the performance data, including in-year progress tracking data, which accompanies the Principal's bi-monthly reports? Do we use this data to understand the challenges faced by the academy?

Judgement

Evidence

How this will be improved?

FC

The Principal's report gives a clear overview of the performance data including in-year progress tracking data. There is a thorough discussion of data and outcomes at each LB meeting. The data is used to identify where extra support and resources may be required to support the attainment of academic goals, which in turn, helps the Board to develop and support funding proposals such as PTA funding for Years 2, 5 and 6 Booster groups.

Do Local Board members regularly visit the academy to get to know the staff and pupils? Are these visits used to also monitor the implementation of the academy's strategy?

Judgement	Evidence	How this will be improved?
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FC

Each Board member is responsible for a year group and arranges termly class visits to observe or work with the pupils and staff in the classroom or to support field trips. A summary of year group visits is reported to the LB ahead of each meeting.

Key Actions:

- to explore ways of linking these visits to more closely monitor the Academy's Strategic Goals
- to assist in the appointment of a replacement SENCo and to support in the induction of this individual

How well do we engage in the review of Trust level and academy-specific policies? How well do we ensure compliance?

Judgement	Evidence	How this will be improved?
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FC

A LB member has responsibility for all local and central Policies. Local policies are reviewed every 12 months and any changes brought to the attention of the Board at meetings or exceptionally via email. Compliance is monitored by all Board Members. Any key issues arising from any Policy are raised and discussed at LB meetings.

How well do we understand our roles and responsibilities including the Trust's Scheme of Delegation and Terms of Reference? Are individual Local Board members nominated to be responsible for the key areas of Safeguarding, Special Needs and Pupil Premium?

Judgement	Evidence	How this will be improved?
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FC

Each Board Member is familiar with the Trust's revised Scheme of Delegation and Terms of Reference.

All LB members have been allocated a key area of responsibility. Board Members are proactive in these areas. They regularly engage with key stakeholders and report progress in advance of and at each Board Meeting.

Specific meetings to discuss Safeguarding, Special Needs and Pupil Premium are held each term and outcomes are reported to the Board.

Part 4 Effectiveness of the Local Board

Do we have the right skills on the Local Board? Have we completed a recent skills audit?

Judgement

Evidence

How this will be improved?

FC

The skills mix is always taken into consideration when appointing new LB members – there have been 4 new appointments in the last 12 months. As a result the Chair is now very satisfied with the overall current skills set of the LB. Maintaining a balanced skills mix is acknowledged to be a key area of responsibility of the Chair.

The Chair also considered the individual skills needed before deciding on who he would ask to fulfil each of the various key roles/responsibilities assigned to members of the LB

All Board Members take part in the range of training programs available internally & externally (eg NSPCC safeguarding) – furthermore the Trust initiates training events from time to time and these are always well supported. More recently Virtual learning has been made available by the Trust and this medium is now also used to improve knowledge/skills.

Key Action:

- to ensure an annual review of the LB skills set is carried out – next one due Summer 2018

Do we engage in good succession planning?

Judgement

Evidence

How this will be improved?

FC

Succession planning features prominently in the three year Strategic Plan

A Deputy Chair has been appointed. Additionally, in certain key roles (eg Pupil Wellbeing) shadowing of the current leader occurs.

Do we carry out an annual review of our overall performance as a Local Board?

Judgement

Evidence

How this will be improved?

PC

Self-evaluation exercises have been carried out previously but not since the switch from LGB to LB status.

That said a very comprehensive review (lasting 6 months - Jan to July 2017) of the Academy's and of the LB's strengths and weaknesses was carried out when compiling the Strategic Plan. An updating review of this Plan was undertaken in January of this year.

An annual Governance Statement is published on the Academy's website (last one Dec 2017)

Periodic feedback on LB performance is provided by the Trust and from our Improvement Partner

Key Actions:

- Up to date feedback is to be sought from Academy Improvement Partner (meeting 27th March)
- LB self assessment will again become an annual event

Part 5 Impact

How much has the academy improved over the last twelve months and what has the Local Board's contribution been to this?

Judgement

Evidence

How this will be improved?

FC

A successful transition has been made from LGB to LB status. LPA including the LB are highly regarded by the Trust

The staff of LPA now have a much clearer understanding of the immediate and longer term challenges which the Academy faces. This has been achieved largely by the introduction of a Three Year Strategic Plan which was instigated by the former LGB and completed by the LB

Academic results for 2016/17 have improved in both Key Stages 1 and 2. This has been achieved in an environment of austerity and limited resources

Links between the PTA and LB have strengthened. The Board is now much more strategic and community focused having now completed its strategic review.

The Principal and Board is focused on developing various alternative funding streams to ensure that the Academy continues to have the resources and equipment needed to deliver on its SEF and to maintain strong educational outcomes for the pupils.

A comprehensive review of all safeguarding procedures was carried out last year, consequently this key area is now very well managed and overseen by the LB member with responsibility for Pupil Wellbeing. This view has been endorsed by our Improvement Partner in her January report

Four new members have joined the Board over the past year and they bring new skills, energy and a fresh perspective.

All Board members have key areas of responsibility and they are proactive, accountable, energised and very proud of the Academy. Board members are visible to the community and are actively engaged in it.