

Governors Annual Impact Statement and Report 16/17

The Governing Body of Torpoint Community College is fully committed to ensuring that all of our students' develop into effective and productive members of a cohesive society through an inclusive education programme tailored for each individual's needs. We understand that for this to happen the students must be supported by a well led, enthusiastic, professionally competent and motivated staff all working together within a safe, supportive yet challenging environment.

Governors also appreciate and respect the rights of our students, parents and carers and their need to be satisfied with the overall leadership and management of the College and their role in ensuring TCC is a safe nurturing learning environment suitable for the education of their young people.

Governors also recognise and value the College's role within the community and prioritise the health and wellbeing of the students and the underpinning of Fundamental British Values and our role in countering extremism and preventing radicalisation.

To achieve their objectives governors too must continually evaluate the role they have played within the life of the College, and publish relevant information to all interested parties.

This statement is part of that evaluation and publication process.

College Development Plan

Governors work co-operatively with the Headteacher and senior management team (CLT) in creating and monitoring the College Development Plan. This document sets the aims and objectives for the forthcoming year. The current CDP is based on priorities identified from data, college self-evaluation and Ofsted and Department for Education priorities. The CDP is set out with clear aims, the key tasks which will be completed in order to achieve these aims and the success criteria in order to measure outcomes. The CDP is monitored and reviewed regularly, with an evaluation overview being completed and presented to governors as part of the Headteacher's report.

The priorities of the CDP 15/16 were:

1. Continue to ensure there are high expectations of all learners in a planned cohesive curriculum between all key stages where all are prepared for the next stage of their education and life.
2. Challenge all to achieve more by promoting students' development as emotionally resilient independent learners.
3. Continue to focus on students' recognition of the importance of homework as an essential part of learning and its completion by all students through the provision of high quality homework.

4. Ensure the “Ready to Progress” (LwL) approach to assessment produces; confident, informed and inspired learners.

Relentless pursuance of excellence by all staff ensured that this year the college was rated “Good” by OFSTED.

Site Development Plan (SDP) –

Due to its reliance on funding issues the College site development plan follows the financial year as opposed to the academic year.

Co-operative working on preparation and implementation of the Site Development Plan follows considerable research, preparation and input from the management team and all other members of staff prioritizing maintenance and repair of safety items. The development plan is monitored and reviewed termly, by the Governing Body HRF committee with an evaluation overview being completed and presented to governors in preparation for the new priorities the following year.

Governor visits –

The governors visit the College as part of their monitoring of the CDP and SDP and in search of evidence of specific issues and these are considered a valuable opportunity for governors to be able to work closely with all staff members and students. Governors follow a cycle which sets out the monitoring activities which they will be undertaking with the relevant staff lead. Guidance on roles and responsibilities of link governors are provided and regular training is available in order to ensure governors are appropriately prepared for the task.

Examples of the impact of these visits include:

Co-operative working with other agencies to embed new policies and working practices relating to the ever-changing educational landscape including Special Educational Needs and Keeping Children Safe in Education. This is important because of the proximity of several different Local Authorities.

Working with the Health and Wellbeing committee to ensure that all members of the College community, staff and students’ needs are supported.

Progress towards achieving the key objectives to implement a programme of effective interventions which will show sustained progress and positive impact on learning in Literacy and Numeracy.

Reviewing the effective spending of Pupil Premium funding against the College’s own stated objectives and Ofsted’s priorities to close the achievement gap.

Reviewing the development of the new GCSE programmes and grading to ensure that no students were disadvantaged by their implementation and all had an equal opportunity to succeed in their chosen path.

Data analysis –

Governors have received training in monitoring and evaluation, closing the gap, understanding college data. Data is made available to governors through termly meetings with verbal and written presentations followed by question and answer sessions with the Headteacher and members of the senior management team enabling the governors to challenge outcomes and benchmark the data against similar colleges in the local area and nationally to ensure the college's standards and expectations are high and are able to be closely scrutinised.

Particular scrutiny is placed on student progress across all ability groups including vulnerable groups and on the effective use of the Pupil Premium.

Policies –

Governors review all relevant policies on a rolling basis to ensure that all guidance is current and up to date.

Specific attention is paid to ensure that the College complies with the Department of Education mandatory policy list and the Local Authority recommended list and that the Promotion of Fundamental British values and the Prevention of Extremism and Radicalisation is embedded across all policies.

Financial management –

The governing body has been trained in College Finance management.

The governors have worked with College staff to achieve The College's Financial Value Standard accreditation.

The impact of the governors' role in the College ensures that the budget is managed effectively and improvements are effective and continuous.

Governor expertise – the governors bring a wide variety of business expertise and local knowledge to the College and this helps to ensure the college is moving forward.

This year the College, through the business management team have received positive recognition for their sound financial management from not only the LA but also HMRC.

Staff recruitment –

The Headteacher, Director of Finance, HR manager and a number of governors are trained in "Safer Recruitment".

Governors are involved in the recruitment and selection of staff ensure that a "Safer Recruitment" trained person participates in the interview process for all candidates and use the appointment process to ensure that high quality staff who share the College's ethos and aims are appointed.

Governor Meeting Attendance–

There has been ten formal governor meetings for the year 2016 – 2017.

Governor attendance has been at a good level, with absences explained to the governing body.

There are no causes for concern at the level of commitment shown by any member of the governing body.

The governing body is always looking to expand its skills base and recruit more governors who have the skills and a passion for education.

Impact statement – review -

The governing body, the Headteacher, senior management team and all members of staff are constantly striving to improve and develop the College. This has been successful with continued improvement in student progress both Value Added (VA) and attainment at GCSE and A level, where results have risen over the last 5 years which has been due to a whole College drive to increase standards especially with the phased introduction of the new curriculum and grading.

Future and Continuous improvement –

The governing body and senior management team are constantly striving to improve and develop the College.

Ongoing and future areas for targeting will include:

Ensure continued improvement in pupil progress and attainment across all ability groups including vulnerable groups.

The College Development Plan going forward 15/16 building on previous success is:

1. Create new and refine existing strategies so that students' resilience is further developed - both academic resilience and health related resilience.
2. Develop KS3 as the engine room for learning: build students' curiosity for learning, experience of and expertise in examination, revision and learning techniques in all subjects as preparation for KS4 and KS5 and linking with KS2
3. Help all students to progress and achieve by showing them positive examples of contemporary individuals who have achieved in your subject area
4. Investigate and develop a 'best' fit 'pastoral' structure (involving tutors)

The CDP is underpinned by the UN Convention of Children's Rights and are non-negotiable, with the central aim of Unlocking Students' Potential.