

Governors Annual Impact Statement and Report 17/18

The Governing Body of Torpoint Community College works to ensure that all our students develop into effective and productive members of a cohesive society through an inclusive education programme tailored for the needs of the individual students. We understand that to achieve this our 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 feel satisfied with the overall leadership and management of the College and the governors' role in ensuring TCC is a safe nurturing learning environment suitable for the education of all 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.

Torpoint Community College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and operate in accordance with the Safeguarding Policy

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 to achieve these aims and the success criteria 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 were set in 2018 with the intention of becoming a two-year development plan in order that initiatives may have longer to fully develop before analysis. Therefore, this impact statement will concentrate on progress towards targets rather than just achievement.

1. **Health Well-being and Resilience.** – Create new and refine existing strategies so that individual students' resilience is further developed both academic and health related resilience to raise achievement, attainment and the health and well-being of all individual students. This

we are doing through links to amongst other things; Headstart action plan, Subject action plans, evaluating appraisals, improvement in enrolment in E-Bacc and performance appraisals engagement with the student council all with the intention of improving progress 8

2. **Independence in Effective Learning** – Build student’s optimism and curiosity for learning, their learning independence, literacy skills, numeracy skills, experience of and expertise in examination, revision and learning techniques throughout all activities in subjects and enrichments, for all and throughout all key stages. This we are doing through; effective target setting, learning walks and observations, student voice discussions via the Teaching learning and assessment team.
3. **Careers and Aspirations** – Provide clear subject links to careers to further facilitate student progress and achievement to be equipped for further education and employment. This we are doing by ensuring that from year 7 each cohort has several opportunities each year to interact with future employers and investigate possible prospects.
4. **Pastoral and Curriculum Structure** – Continue to develop the “pastoral and curriculum structure” to ensure the College is sustainable in the future, whilst building around the three core values of the College; Respect, Prepare and Focus and the College motto “Inspiring Optimistic learners”. This we are doing via invigorating the tutor programme, developing a “learning café”, house support and engagement with the student council.

Relentless pursuance of excellence by all staff ensures that the college continues to be rated “Good” by OFSTED, pursuance of these priorities should help to facilitate the College’s aim of achieving Outstanding.

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 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.

The business management team continue to receive positive recognition for their sound financial management from the LA.

Staff recruitment –

The Headteacher, Director of Finance, HR manager and several 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 are 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 6 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 18/19 will continue to build on our present successes:

1. **Health Well-being and Resilience**
2. **Independence in Effective Learning**
3. **Careers and Aspirations**
4. **Pastoral and Curriculum Structure**

The CDP is underpinned by the UN Convention on the Rights of the Child (UNCRC) and the DoE Keeping Children Safe in Education and as such is non-negotiable.