

IMPACT STATEMENT – BEACON/ROBARTES ACE ACADEMY JULY 2017

CONTEXT Our school governing body known as a Local Area Board was constituted in January 2017 upon the merger of the governing bodies of Beacon Infant and Nursery School and Robartes Junior School. This has resulted in the formation of the single Beacon ACE Academy LAB. This single body continues to evolve but it is appropriate to acknowledge the considerable commitment of all LAB members during this rationalisation. In particular the outstanding support of two retiring governors who have had an impact throughout the learning community we have served. Mr Alan Wonnacott has served on the governing body of Beacon for over 15 years and always prioritised the needs of the community. Emma Rawsthorne has served Robartes Junior School and in particular was a key figure as Chair in the appointment of the school's new headteacher. Other longstanding governors have stepped down and we would also like to acknowledge their contributions to the schools' development.

This statement is based upon the contributions of the individual governors at the Beacon ACE Academy and seeks to evaluate the impact of the LAB upon the journey to the creation of the 'new' school. All governors would like to record their appreciation of the continuing commitment of the staffs of both schools and the support of the ACE Multi Academy Trust. The cooperative vision of all contributory parties has enabled us to reach this auspicious moment and we look forward to challenging and supporting our staff to deliver a wonderful 'new' school for our deserving learning community.

LAB GOVERNOR CONTRIBUTIONS

1. Business Meetings – Attendance at LAB meetings has been quorate. Governors have raised challenging questions and sought clarity on issues to enable the board functions to be completed. (H)
2. Delegated Responsibilities – Individual governors have taken responsibility for building development and advice / compliance/safeguarding/rebranding/site development. Governors have reported back on those areas and worked with staff teams. (H)

3. Curriculum Responsibilities – Governors have been involved in curriculum audits and monitoring. This has incorporated learning walks /book scrutiny and pupil conferencing. Aspects of curriculum responsibility have become the remit of individual governors – SEND / SPORTS PREMIUM / EARLY YEARS/PUPIL PREMIUM –this has incorporated policy revision and interviews with curriculum post holders. (M)
4. Human Resources – Governors have participated in appointments for staff and any issues arising from reorganisation and appeals. The complex issue of amalgamating the two schools necessitated the creation of separate working parties involving governors: Site Development / Nursery Relaunch/ School Rebranding and Amalgamation. Governors worked very hard on additional tasks and reported back to enable the entire process to be planned and controlled. (H)
5. Project Management – One governor has been actively involved in enhancing the learning environment and has successfully overseen the installation of a whole range of improvements to the site and involved the PTA. Another governor has utilised business contacts and led the school through an extensive rebranding exercise which will bring together both establishments. (H)
6. Vision/ Values – Governors have attended Trust and School Meetings to revise and agree these. (M)
7. ACE Business Team – Governors have contributed to discussions and developments with the team and have asked questions to agree procedures- particularly matters concerning financial dealings, site development and curriculum matters (new schemes). (H)
8. Governor Self - Assessment – Governors have participated in LAB development review. Implications have been analysed and a new wave of recruitment will be launched. (M)
9. Trust Impact – The Trust has contributed much expertise in all areas to the schools’ plans .School Improvement has been the key driver and a considerable impact has been made here. Governors have worked with Trust officers and contributed to meetings with the DFE. One governor has been involved as a Trust director and been tasked with communicating Trust activities and contributions back to the Lab. Regular Directors’ meetings and Chairs meetings have been attended. Information on developments has been ‘fed back.’ (M)

10. Professional Development – Governors have attended a wide variety of courses to enable them to contribute as effectively as they do.

Additionally, a group of governors attended a Trust Training Day where a whole range of information was shared- pupil premium/ Ofsted/ staff grievances etc .

(H)

Course title	number	date
Ace visioning day	group	September 2016
SIP visit	group	October 2016
Data Training	group	November 2016
RWI	group	November 2016
Achieving outstanding governance	group	November 2016
E Safety Training	one	February 2017
Challenge Partner	group	Spring/Summer 2017
SRE	one	April 2017
MAT Development	one	Spring 2017
Compliance	one	July 2017