

Governance Impact Statement 2017/18

The Governing Board (GB) has three core functions outlined by the Department for Education. They are:

- Ensuring clarity of the vision, ethos and strategic direction of the schools;
- Holding the Headteacher to account for the educational performance of the schools and their pupils and for the performance management of the staff; and
- Overseeing the financial performance of the schools and making sure that the money is well spent.

This means that the governors on the GB are responsible for the strategic direction of the school. We hold the headteacher to account for how well the school is performing and we make sure that our budget is well spent. The headteacher is responsible for the day-to-day running of the school.

Legal constitution of the Governing Board

The Governing Board was formally reconstituted on 23 November 2017 as follows:

• Two parent governors
• One Local Authority governor
• One staff governor
• One headteacher
• Nine co-opted governors
Total number of governors - 14

Members of the Governing Board at July 2018

Name	Category of Governor	Term of office
Max Johnson	Parent governor	Nov 2017 - Oct 2021
Peter Lockhart	Parent governor	Nov 2017 - Oct 2021
Sue Nunnery (Vice chair)	Local Authority governor	Nov 2017 - Oct 2021
Sean Millar	Headteacher	Ex officio
Kevin Martin	Staff governor	Nov 2017 - Oct 2021

Lisa Bartram	Co-opted governor	Nov 2017 - Oct 2021
Helen Crossfield (Chair)	Co-opted governor	Nov 2017 - Oct 2021
Helen Fisher	Co-opted governor	July 2018 - June 2022
Jason Malpas	Co-opted governor	Nov 2017 - Oct 2021
Sarah Martin	Co-opted governor	May 2018 - April 2022
Claire Mulgrew	Co-opted governor	Nov 2017 - Oct 2021
Bruce Traill	Co-opted governor	Nov 2017 - Oct 2021
Sharon Wannell	Co-opted governor	Nov 2017 - Oct 2021

The Clerk to Governors is: Jessica Bengner

Delegation of responsibilities

As the key strategic decision-making body of the school, the GB reviewed its structure to ensure that strategic areas were being effectively addressed. This led to a new governance structure being introduced in 2017/18 with each governor having strategic oversight for a specific area and reporting formally to the GB.

Area of responsibility	Governor(s)
Finance	Jason Malpas
Safeguarding	Lisa Bartram and Helen Crossfield
SEND and Pupil Premium	Sue Nunnery
Teaching & Learning and Curriculum	Bruce Traill
Health & Safety and Premises	Claire Mulgrew and Kevin martin

Communication and Community Links	Max Johnson and Sharon Wannell
Staffing	Peter Lockhart

The new governance structure has led to more involvement by governors in monitoring the impact of decisions of the GB on children's progress and taking appropriate action based on evidence gathered.

It has also reduced the workload of the Headteacher in line with the requirement to promote his work-life balance by reducing repetition of reporting and discussions in order to ensure focused debate and clear decision making.

Terms of Reference have been developed for each Lead Governor role and reporting on each role is part of the GB's annual cycle of business.

These changes shifted the focus for governors to carry out their roles in advance of meetings in order to be able to report to them.

Overall impact of Governing Board In relation to the three strategic areas

Ensuring clarity of the vision, ethos and strategic direction of the schools;

Impact:

- The FGB is undertaking its monitoring more role effectively by challenging information provided.
- The Vision and Mission Statement at GB meeting in the Autumn term.
- A Governance Action plan was agreed for 2017/18 and was reviewed in July 2018.
- A clarity of vision and a caring ethos is embedded in school life.
- Governors are clear on boundaries and their statutory roles and responsibilities, and this is reflected in their work.
- Each governors has made regular visits to school to review the areas for which sh/he is the lead governor.
- The GB has had regular reports from Lead Governors and has been able to question them and the senior leaders, as appropriate.
- There are improving relationships between the GB and parents through the PTA.
- There is improved contact with staff through class link governors.

Evidenced by:

- Governance structure review.
- Terms of reference for Lead Governor roles.
- Minutes of GB meetings.
- Revised induction process for governors.
- Vision confirmed in September 2017 and communicated via website and school documentation.
- Whole governing board training on governors' role.
- Annual self-evaluation of governance, with areas for improvement included in the subse-

quent Governing Body Action Plan.

- Policies are reviewed on fixed cycles or if there are statutory changes.

Holding the Head Teacher to account for the educational performance of the school and their pupils and for the performance management of the staff

Impact:

- Headteacher performance management is rigorous and focused on school priorities.
- The GB has provided a balance of challenge and support to leaders.
- Training, information and first-hand knowledge, has provided governors with a good understanding of the strengths and areas needing improvement at the school.
- An effective working relationship exists between the GB and the Headteacher focused on school improvement.
- The GB understands the impact of teaching, learning and assessment on the progress of pupils.
- The GB is aware of the progress with different groups of children.
- The GB has wider access to and understanding of data.
- The GB ensures that assessment information from leaders provides governors with sufficient and accurate information to ask probing questions about outcomes for pupils.
- Governors questioning has improved
- The GB has ensured that maths is being treated as a priority.
- The GB has ensured that SEN children are receiving appropriate interventions and that these are being monitored to ensure their effectiveness.
- The GB has ensured that PPG funding is being used effectively to support those pupils.
- Governors are conscious of a duty of care to Headteacher and staff.

Evidenced by:

- Minutes of the Pay and Performance Committee. Training undertaken
- Training undertaken.
- Governors' preparation for GB meetings.
- Comparison of school with national expectations and data.
- Monitoring visits with key staff.
- GB minutes.
- Lead Governor reports.
- Governors expectations of staff and pupils.
- Governing Body Action Plan
- GB structure and activities link to school improvement priorities.
- Skills audits conducted.
- Governors improved familiarity with the school and staff.

Overseeing the financial performance of the schools and making sure that the money is well spent.

Impact:

- Decisions about teachers' salary progression and performance are made concisely and fairly.
- Governors ensure that performance management systems and objectives are linked to school improvement priorities.
- Governors ensure that school finances are properly managed and evaluate how the school is using the pupil premium and the primary PE and sport premium funding.
- Processes are transparent and accountable, including in the recruitment of staff,

governance structures, attendance at meetings and contact with parents.

Evidenced by:

Minutes of Pay and Performance Committee.

Lead Governor reports to GB.

Schools Financial Value Standard (SFVS) completed and submitted.

GB minutes.

Website improvements.

Impact by individual governors in their lead areas

The Lead Governor Finance has:

- monitored the budget and reported to GB;
- worked with the Headteacher and Bursar to produce a draft budget to recommend to GB including Best Value requirements;
- ensured completion of the Schools Financial Value Standard (SFVS) to be submitted to the local authority;
- reviewed and recommended to the GB, service contracts/ Service Level Agreements;
- reviewed the Finance Policy including levels of delegation and made recommendations to GB;
- the details of the budget are known to the finance lead governor who is able to question decisions being made and to reflect on their impact on the education of the children.

The Lead Governors - Safeguarding has:

- undertaken regular reviews of the Single Central Record to ensure that it is up to date;
- participated in safeguarding audit;
- reviewed relevant policies to ensure they are up to date and on the school website as appropriate;
- monitored to ensure that all staff/volunteers are up-to-date with training to keep children safe and that safeguarding is regularly discussed at staff meetings;
- monitoring to ensure the online safety of the children including ensuring websites are checked randomly and training given to pupils, staff and parents;
- reviewed safety/security of site ensuring websites checked randomly and training given to pupils, staff and parents;
- monitored absence procedures as part of application of Child Protection policy e.g. how 'First Day Absence' is being used – and ensured robust processes.

The Lead Governor - SEND and Pupil Premium has:

- monitored SEND, inclusion and PPG arrangements to ensure statutory requirements are being met;
- monitored the progress of SEND and PPG pupils;
- reviewed the effectiveness of current strategies and expenditure;
- reviewed pupil attendance data;
- monitored pupil record keeping to ensure that statutory duties are being met;
- reported to the GB;
- reviewed the PPG report on the website.

The Lead Governor - Teaching and Learning has:

- undertaken monitoring of the school's performance and actions in relation to pupil

- performance;
- undertaken monitoring of the school's performance and actions in relation to the curriculum;
 - monitored to ensure that the school is meeting statutory requirements by effectively monitoring pupil progress, taking whatever steps are necessary to improve overall performance and the performance of identified individuals and groups as appropriate, in accordance with the SIP and as agreed by the GB;
 - worked with the Headteacher and with the senior teacher responsible for curriculum to write and agree a policy.

The Lead Governor - Health & Safety and Premises has:

- carried out an annual inspection of the premises and grounds, has received reports from staff and agreed a statement of priorities for maintenance;
- agreed with the Headteacher any costs and arrangements for contracts, maintenance, repairs and redecoration for recommendation to the Governing Body where over the delegated spending limit of the Headteacher;
- monitored the effectiveness of the school's Health and Safety arrangements and reported to the Governing Body;
- monitored the nutritional standards of school lunches to ensure they are meeting the minimum requirements;
- reviewed the security of school property and ensured an inventory is in place. Review catering/ school meals/ vending machines/ nutritional policy;
- reviewed accessibility plan (link to disability equality duty);
- arranged for children to be consulted about meals through School Council;
- ensured guidance went to parents in relation to the nutritional value of packed lunches through newsletter.

The Lead Governor - Communication and Community links has:

- reviewed the school prospectus;
- reviewed the school website, to ensure it has statutory information on curriculum, sports funding, pupil premium and SEND;
- reviewed school reporting systems;
- reviewed processes to promote British Values;
- reviewed parent consultation arrangements.

The Lead Governor - Staffing has:

- participated in teacher and teaching assistant interviews;
- participated in headteacher appointment;
- monitored performance management of staff.