

Greenfields Community Primary School
Governing Board
Governance Impact Statement 2017/18

1. Governing Board

Greenfields has a Governing Board of 15 governors, comprising:

- Parent Governors x 2
- Foundation Governors x 2
- Co-opted Governors x 8
- Headteacher Governor
- Staff Governor
- Local Authority Governor

These governors bring a wide range of experience and skills. At our most recent Ofsted monitoring visit (June 2017), HMI found that:

“Governors are committed to the ongoing success of the school. They show a willingness to review their own performance and develop further expertise. They willingly took part in a review of governance in 2014. As a result, roles have been clarified and systems to check progress have been intensified. The chair makes new governors clearly aware of the demands of the role, such as the need to be present at key school occasions, for example enquiry learning reflection weeks. Appropriate committee structures are in place to monitor standards and finance. The headteacher provides governors with detailed but accessible half-termly updates on pupils’ progress. They explore this progress information in detail and use the expertise of local authority partners to check the accuracy of the information they receive. Governors have defined roles for key areas such as safeguarding and they carry out their responsibilities diligently.”

The GB operates with a chair and two vice-chairs. The vice-chairs each chair one of the two main committees. Other governors take on the committee vice-chair and clerking roles, as part of our approach to building the capacity of the GB.

We have a strong focus on three core strategic functions:

- a. Ensuring clarity of vision, ethos and strategic direction
- b. Holding the Headteacher to account for the educational performance of the school and its pupils, and the performance management of staff
- c. Overseeing the financial performance of the school and making sure its money is well spent.

In order to carry out this work we:

- work closely with the school staff team
- have six full Governing Board business meetings a year; two in each term, with an additional workshop to examine data in the Autumn term. Governors also participate in school self-evaluation meetings with staff.
- work on committees to which the Governing Board has delegated key areas of responsibility. These meet on a regular basis and report in writing to the full Governing Board.
- visit the school
- engage in appropriate training

2. Activity & Impact

In the last year, we have:

Activity	Outcomes/Impact
Had a very successful Ofsted monitoring visit, which resulted in the school being confirmed as 'good'. The HMI noted that there were many aspects of the school that were better than good.	Governors have a very clear understanding of the strengths and weaknesses of the school. They are able to participate in setting and monitoring the school's priorities and are clear what needs to be done to continue the improvement, to the benefit of pupils.
Taken part in whole school priority setting with the Senior Leadership Team (SLT) and all staff	Governors help to ensure that the school focuses on key improvement priorities and bring another perspective to the discussions. They then feel greater ownership of these shared priorities and can feel confident discussing them with stakeholders and partners. Notable improvements this year have come in non-core subjects and school has achieved Quality Marks in: <ul style="list-style-type: none"> • History • Geography • Science
Fulfilled all of our safeguarding duties	All statutory checks have been diligently carried out – including the Single Central Record and the annual Local Authority Safeguarding Audit. Governors have engaged in both whole-school training and specific governor sessions. The Child Protection Policy is fully up to date.
Reviewed the GB to ensure continued fitness for purpose	The Governance Action Plan (GAP) has been monitored throughout the year and recently reviewed at this year's Governance Healthcheck
Undertaken a full Skills Audit of the GB	Outcomes have been used to inform governor recruitment; training and feed into the GAP for 2018/19. We have managed the exit and arrival of a number of governors over the course of the year.
Further developed our Governor Handbook	This guides how we work and defines our strategic role to complement the operational/management role of the SLT
Introduced an additional full GB event to focus on data analysis	This event has allowed governors to undertake rigorous examination of the data and ask challenging questions to help the school to continue its improvement journey. This is clearly evidenced in minutes and endorsed by external review (Ofsted; LA)

Activity	Outcomes/Impact
Prepared and delivered joint reports, with key staff, covering key areas such as Safeguarding; SEN; Pupil Premium; and PE Funding	These areas are evaluated for impact, to ensure that these resources are being effectively targeted and help pupils to progress and achieve
Taken part in staff recruitment. Governors are involved across the range of staff appointments, as we believe that all staff are integral to the success of the school.	We are very clear that when we recruit, new staff must have the potential to take us to the next level. Processes are robust. This year, we have made a key appointment to lead the Upper School and SEN, as well as various other staff appointments.
Sought to improve stakeholder engagement. (This remains a key focus for us in 2018/19).	Governors attend parents' evenings and engage parents, carers and pupils in discussion around key issues. Each term has a different focus but the same simple questions: "What works well?"; "What could be better?" The outcomes feed into the discussion for school priorities
Attended key assemblies such as Remembrance Assembly; Star Achievers; Greenfields' University Graduation	Governors help school to celebrate key achievements; mark important events; and have the opportunity to engage with members of our wider community.
Accompanied external visits	Governors interact regularly with staff and pupils. They are able to see the learning that is taking place and how it is being achieved. This leads to more informed discussion in GB and with school leaders.
Set and monitored challenging targets for the Headteacher	Three governors, working with the School Development Partner, set the performance objectives and then monitor/support during the year. Objectives are always linked to the school's priorities and designed to drive improvement.
Undertaken moderation, observation activities	These include KS1 writing moderation sessions and meetings with the School Development Partner – both at GB meetings and other sessions
Taken part in sessions to understand more about the 'daily life' of the school	This includes activities such as National Poetry Day; National Story Telling week; Reflection Weeks; Smart Weeks; The North Tyneside Dance Festival.
Taken part in regional conferences	We involve ourselves in Schools NorthEast events, as well as those organised by the NGA and the Local Authority. These events help to improve our skills and knowledge. The networking opportunities allow us to access and learn from best practice, outside of our immediate school.

3. Budget Management

Governors have helped to ensure that the school budget balances, whilst maximising resources available for the provision. In most years, there is a small surplus that governors ensure is spent to the benefit of our pupils. We have recently agreed to spend £16,000 on IT resources and have committed a further £8,000 in each of the next two years to ensure whole school coverage.

We established new systems and payment mechanisms to increase the efficiency of our Out of Hours provision.

Each year, the GB submits a document to the Local Authority by 31 January, showing that we meet the Schools Financial Values Standard (SFVS). This involves a process of self-assessment to ensure that all spending and budgeting decisions are based on prudent and careful housekeeping. It also assists us to ensure our resources are targeted on our identified priorities. The LA Auditor commented on this year's submission:

"I have reviewed the content of your SFVS submission and can confirm that your comprehensive response comfortably shows enough detail to support each of the areas."

4. Governance Improvement Priorities for 2018/19

At our recent Governance Healthcheck, governors identified key priorities for 2018/19:

- Improve Engagement with Partners & Stakeholders
 - Governors to be available and proactive at parents' evenings
 - Stronger links with FOG (PTA) to be established
 - Increased attendance at school assemblies
 - Greater interaction with School Council
 - Parent Governor presence at Parents Forum meetings

- Increase Governor Involvement in Quality Assurance Activities
 - All governors commit to at least one QA event across the academic year
 - Restructuring FGB meetings to allow for more teaching and learning based activity

Harry Corlett
Chair of Governing Board
July 2018