

# Governing board impact statement

## Introduction

At Greenfields Community Primary School, the governing board recognises the importance of identifying and demonstrating the impact of its own governance. The governing board consider this impact statement as an effective way to share the strategic work of the governing board and the contribution to and impact on school improvement and development.

## Governance structure

The governing board has the strategic responsibility for the effective management of the school, acting within the framework set by national legislation and with due consideration to the policies of the North Tyneside. The governing board meets as a whole board twice per term.

## The governing board's strategic objectives

The governing board has agreed a strategic plan that sets out the long-term goals for the school. This plan describes what the school will look like in three to five years' time and is underpinned by the school's ethos, vision and values. The governing board's strategic plan is set out into four sections:

- Finance and revenue
- Teaching, learning and curriculum
- Buildings and environment
- Staffing

From recent (Oct 2022) Ofsted:

"The governing body makes sure that it carries out all its responsibilities. Governors have effective systems to check and evaluate all aspects of the school and governors know the school well. This means that they have a wealth of information to help them in making long-term decisions"

The table below explains the governing board's strategic aims and details the progress made towards the aims of its strategic plan this academic year.

The governing board's strategic aims	Progress towards achieving strategic aim	Impact identified so far
Finance and revenue		
To maintain a balanced budget	Governors have worked directly with the school leadership team and the Local Authority to address a significant deficit, exacerbated by the	A restructure of staffing levels to meet this challenge has been achieved without any staff redundancies.

	additional spending required during the recent Covid Pandemic.	
<b>Teaching, learning and curriculum</b>		
To ensure clarity of vision, ethos and strategic direction.	Supporting the senior leadership team in providing outstanding educational performance.	A happy, safe and productive environment for all staff and pupils.
<b>Buildings and environment</b>		
To ensure the school is well maintained and operates as effectively as possible.	Governors have worked with the school leadership team to ensure that energy costs are tightly controlled. Discussions held to introduce smart lighting, close unused classrooms, move all 'Muddy Bairns' into the main school facility.	Tight budgetary controls on energy and cleaning costs.
<b>Staffing</b>		
To ensure the school continues to provide first class teaching and learning environment.	Governors have been directly involved in recruiting a new Head Teacher and Deputy Head Teacher. We've made it a priority to ensure the continued quality of our teaching staff.  We regularly discuss staff development and wellbeing.	A great place to work.

### **The school development plan (SDP)**

The governing board works in partnership with the headteacher and senior leadership team (SLT) to set the priorities for the school's development each year. The governing board are responsible for holding the school leaders to account for the progress made towards achieving the objectives and aims of the SDP. This can be achieved in a number of different ways. The following table provides an explanation of how the governing board has contributed to and monitored the SDP this academic year.

<b>Governing board contribution to developing the SDP</b>	Members of the governing board collaborated with the headteacher and SLT to review the SDP against existing Ofsted priority areas and pupil outcomes.
<b>Governing board activity undertaken to monitor the progress of the SDP</b>	The governing board have developed a strategic monitoring plan and governors have been assigned specific monitoring tasks linked to the SDP. Governors complete a report following every monitoring activity and report back to the full governing board. For full details of our monitoring activity please see the 'monitoring activity' section below.
<b>Impact identified so far this academic year</b>	<p>In-year assessment data shows that the gap is closing between pupil premium and non-pupil premium pupils.</p> <p>External moderation has confirmed teachers' assessment judgements.</p>

## Committees

We do not use committees at Greenfields but rather cover 'Curriculum and Outcomes' and 'Finance and Premises' in our non-LA-clerked termly meetings.

The Governing Board conducts whole-school data analysis after each termly assessment window. This anonymised data has been broken down into year groups and specific groups of children, e.g. boys and girls.

Governors have been able to monitor in-year progress and attainment and triangulate this with book looks and pupil voice monitoring. This has given governors a clear picture of the progress of specific groups of pupils which has been analysed against the SDP priority areas.

Governors also closely monitor financial matters with the Senior Leadership team reporting progress towards our 'deficit recovery' within the current 3-year budget cycle.

## Monitoring activity

One of the key functions of the governing board is to undertake strategic monitoring activity – the purpose of which is to triangulate information shared with governors by the SLT. The governing board undertakes a wide range of monitoring activities including:

- Monitoring visits to school to meet with subject leads and discuss aspects of the SDP
- Pupil surveys

- Pupil conferencing
- Staff and parent surveys
- Inviting members of the SLT to governing board and committee meetings to report on key areas

The table below gives an overview of governor monitoring activity during 2022/23:

Monitoring activity	Reason for monitoring activity	Impact of monitoring activity
Literacy monitoring visit, focussing on boys' writing.	Boys' writing is a whole-school priority on the SDP.	Progress in boys' writing was identified in book looks undertaken at the start of the year and at intervals during the year. The book looks confirmed the progress data analysed within the committee meetings, reported by the SLT.

### External evaluation

Engaging with external professional expertise supports the governing board to hold the school leaders to account and to triangulate all of the sources of information and evidence it receives and access as well as ensuring it fulfils its statutory responsibilities and maintains compliance.

Below is a summary of the external support the governing board has accessed during 2022/23 and the impact of that support:

External expertise	Reason for external expertise	Impact of external expertise
<b>None as yet.</b>  Example:  External review of governance	As an established governing board, it was considered important to gain the benefit of an external perspective to ensure the board had not become complacent.	As a result of the external review of governance the governing board has reviewed the governor development plan and developed a training plan.

## Pupil voice

Listening to the views of the pupils who attend Greenfields Community Primary School is an important aspect of the work of the governing board.

Below is a summary of how the governing board has engaged with pupils to hear their views and opinions during 2022/23 and the impact of that activity:

Pupil voice activity	Reason for pupil voice activity	Impact of pupil voice activity
Linked to English book look	To gather evidence as to whether children have retained the knowledge they have learnt over time.	During the pupil conference, pupils talked confidently about the books they've been reading and the writing they've produced. They could select their favourite piece of writing and explain why.
Linked to Science book look	To gather evidence as to whether children have retained the knowledge they have learnt over time.	During the pupil conference, pupils talked confidently about the books they've been reading and the writing they've produced. They could select their favourite piece of writing and explain why.
Linked to Computing curriculum	<p>To gather evidence as to whether children have retained the knowledge they have learnt over time.</p> <p>To evaluate how the new computing curriculum is going in school.</p>	During the pupil conference, pupils talked confidently about the books they've been reading and the writing they've produced. They could select their favourite piece of writing and explain why.
Linked to maths book look	To gather evidence as to whether children have retained the knowledge they have learnt over time.	During the pupil conference, pupils talked confidently about the books they've been reading and the writing they've produced. They could

		select their favourite piece of writing and explain why.
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### Engagement with parents and the community

Listening to the views of parents and the school community is also an important aspect of the work of the governing board.

Below is a summary of how the governing board has engaged with parents and the community to hear their views and opinions during 2022/23 and the impact of that activity:

How the governing board has engaged with parents and the community	Impact of parent and community engagement
<p>None as yet</p> <p>Priority for academic year 2023-2024:</p> <p>Introduction of a termly governor newsletter.</p> <p>Governor attendance at family events in school</p> <p>Governor attendance at half termly Star Achiever celebrations</p> <p>Governor presence at parent's evening</p>	<p>Desired impact:</p> <p>An increase in parent governor communication which is reflected via parent survey responses.</p>

### Governor training

The governing board takes their responsibility to stay up-to-date seriously and places high importance on this. The table below shows all of the various training and continued professional development (CPD) the governing board has undertaken during 2022/23:

Governor	Training or CPD undertaken	Impact of the training or CPD
All governors	Safeguarding level 1	Improved monitoring of the single central record.
John Ord	<p>Financial Oversight for school governing boards</p> <p>National Governance Association (4<sup>th</sup> April 2022)</p>	Better understanding of what is expected of you and those with whom you govern.

John Ord	Chairs briefing	Being an effective chair
John Ord	Safer Recruitment training	Ensure at least two members of interview panel is safer recruitment trained
Carl Luke	Headteacher Performance Management training	Able to participate in headteacher's performance management.

### Governing board self-evaluation

Self-evaluation is a key aspect of effective governance and the governing board is committed to evaluating its own performance and the impact of this to enable the governing board to continue to develop and improve.

Self-evaluation activity	Strengths identified	Development areas identified	Impact identified
Experience of being a governor/trustee in another school or being a board member in another sector.	Some Governors (including Chair and VC) strong in this area	Continue to recruit governors with expertise in this area	Adequate
Experience of chairing a board/governing board or committee.	Some Governors (including Chair and VC) strong in this area	Continue to recruit governors with expertise in this area	Adequate
Experience of engaging and working with stakeholders (e.g. parents, community groups, local business etc.)	Several governors strong in this area	All Governors given experience here	Good

within or outside of the school sector.			
Understand the principles of risk management and how to prioritise, assess and mitigate against risks.	Several Governors very strong here	Experience governors to pass on this knowledge	Good
Experience and or involvement in change management activities e.g. planning a restructure or reorganisation.	Several Governors very strong here	Less experienced governors given the opportunity to develop in this area	Good

Following our self-evaluation activity, the governing board has identified that to continue the development of effective governance and to best support Greenfields Community Primary School, the following areas will be focussed on in 2022/23:

- Successful recruitment campaign to ensure all required skills are reflected on the governing board.
- Refresh governors' data analysis training to reflect introduction of Analyse School Performance – the replacement service for RAISE online

#### **Governing board priority areas for 2023/24**

To remain in line with the development of Greenfields Community Primary School, and to continue to drive improvement through our strategic work, the governing board has identified the following areas to be focussed on in 2023/24:

<b>Proposed monitoring activity</b>	<b>Link to SDP</b>	<b>Intended impact of monitoring activity</b>
TBD		