

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 considers 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.

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 is broken down into year groups and specific groups of children. 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 School Development plan priority areas. Governors also closely monitor financial matters with the Senior Leadership team.

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 three core functions of the Governors are

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

The work of the Governors is focused on meeting these requirements. We know our school well, listen to our stakeholders and external advisers and feel secure that the statutory and legal requirements are met. We maintain a strong focus on effective safeguarding of children and adults in the school.

1. Ensuring clarity of vision, ethos and strategic direction

- Our role is to work with the senior leadership team to set objectives for the strategic development of the school and raise standards. The Governing board is here to act as a critical friend and provide both support and challenge to the school. We have consistently aimed to ensure the best outcomes for the children for both now and in the future.
- Members of the Governing board collaborated with the Headteacher and SLT to review the School Development Plan against existing Ofsted priority areas and pupil outcomes.

2. Holding the Headteacher and senior leaders to account for the educational performance of the school and its pupils, and the performance management of the staff.

- Governors have monitored the work of the school throughout the academic year and has evidence of asking challenging questions during all full Governing board meetings.
- The Governing board have developed a strategic monitoring plan and Governors have been assigned specific monitoring tasks linked to the School Development Plan. Governors complete a report following every monitoring activity and report back to the full Governing board.
- School Development Plan priorities have been monitored and evaluated.
- There has been continual reporting up-dates regarding SEND interventions from the school SENCO and the impacts they are having.
- Governors have monitored the development of the Pupil Premium strategy and have been working with school staff to monitor the tracking of progress and attainment in reading and writing of vulnerable groups, such as children with a lower academic ability, Pupil Premium (disadvantaged) pupils.
- Through discussion with school staff and senior leaders the Governing board has strengthened its understanding of assessment data and what it has meant for the year ahead in terms of provision and implementation.

- Listening to the views of the pupils who attend Greenfields Community Primary School is an important aspect of the work of the Governing board.
3. **Overseeing the financial performance of the school and making sure its money is well spent**
- Governors have worked very closely with the School Business Manager and Senior Leadership team in setting and monitoring the budget. The budget is a focus in all full Governing board meetings.
 - To maintain a balanced budget, Governors have worked directly with the school leadership team and the Local Authority to address deficit, exacerbated by the additional spending required during the recent Covid Pandemic. Governor supported in the restructure of staffing levels to meet this challenge and has been achieved without any staff redundancies.
 - Governors have worked with the school leadership team to ensure that energy costs are tightly controlled. Discussions were held to introduce smart lighting, close unused classrooms, move all 'Muddy Bairns' into main school facility. Governors oversaw tight budgetary controls on energy and cleaning costs.
4. **Ensuring that we are an effective Governing board that fulfils statutory duties**
- Governors have continued an annual monitoring cycle. Governors are linked to specific monitoring areas of SEND, Pupil Premium, Health and Safety and Safeguarding.
 - A Skills Audit is regularly carried out.
 - The Governor Handbook is updated and refers to the code of conduct, attendance expectations, election arrangements, roles and responsibilities.
 - The Governing Board business and agenda plan for an academic year is outlined in the Governor Handbook and updated as necessary.
 - Governors undertaken regular training and development opportunities.

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