



Gonerby Hill Foot Church of England Primary School

GOVERNING BODY IMPACT STATEMENT 2018-19

Leaders have an accurate view of the school's strengths and areas for development. You collaborate effectively with other schools in your cluster of schools to evaluate your performance and provide helpful challenge. Governors visit the school regularly and have a range of skills that enable them to provide challenge and support. All aspects of the school improvement plan are monitored carefully through governor visits and meetings. Governors have taken up a wide range of training opportunities and engage in an annual skills audit when they consider the effectiveness of their practice. (Ofsted 2018)

'Senior leaders are well-supported and challenged by highly committed foundation governors who secure the impact of the school's vision through effective monitoring and evaluation which has led to, for example, a high priority being given to ensuring that the school community is very inclusive so that faith and belief can be explored in depth and a high degree of respect for different faiths results.' (SIAMS 2016)

Purpose of GB

The role of the governing board is a strategic one with three key functions:

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

To fulfil these requirements the Governing Body:

- Meets in full 3 times a year
- In addition, there are 2 committees:
 - Finance, Premises and Personnel – meet 4 times/year including a specific budget setting meeting
 - Curriculum and Pupil Matters – meet 3 times/year
- Conducts a regular timetable of monitoring activities
- Attends school events, functions, celebrations etc

During 2019-20 all children were in school only till March due to Covid-19. The impact on the usual areas of responsibility is therefore somewhat difficult to judge. However, there was extra things that governors were called on to respond to: HT recruitment, supporting an Acting HT, exclusions, and a pandemic.

AREA OF RESPONSIBILITY	2019/20 ACTIVITIES	IMPACT
School improvement	<ul style="list-style-type: none"> • Approval and monitoring of the School Improvement Plan put forward by the SLT <ul style="list-style-type: none"> ○ Priority 1 - Further enhance the teaching of early reading, particularly decoding ○ Priority 2 - Continue to improve effectiveness of subject leaders, ensuring pupils achieve strong outcomes in science and foundation subjects ○ Priority 3 - Ensure teaching and learning pedagogy is consistently strong through embedding strategies and approaches ○ Priority 4 - Ensure the provision and curriculum for pupils' personal development is clearly mapped and cohesive • Receipt and challenge of HT's and other professional reports on standards • GB Self-assessment 	<ul style="list-style-type: none"> • Agreement on the priorities for the year enables SL's and governors to understand where the school needs to improve and the steps to get to that change. • Expectation of regular reporting on progress ensures that these items are actually the focus of what happens in school. • Limited progress was seen due to COVID. However, challenge was given around home-based learning during lockdown and some progress was seen on some priorities in the first half of the year. • Performance management is based around these priorities. • GB collective and individual self-assessment ensures governors are aware of weaknesses and training can be put in place.
Governor Visits	<ul style="list-style-type: none"> • Regular, timetabled programme of monitoring activities to enable Governors to see first-hand evidence of the impact of the SIP and any other area of specific interest in a particular year • Timetabled monitoring was limited this year but the following were carried out • Regular visits by the Chair to the HT/Acting HT 	<ul style="list-style-type: none"> • There was limited opportunity for visits during this year as many of them take place in the second half of the school year to determine the impact of the SIP. • The Chair regularly met with the Acting HT throughout her two terms in office ensuring she was well supported.
Data	<ul style="list-style-type: none"> • Receipt and challenge of statutory and other data 	<ul style="list-style-type: none"> • GB minutes show data challenged, response from SLT and agreed SIP.
Policies	<ul style="list-style-type: none"> • Regular cycle of reviews of all policies 	<ul style="list-style-type: none"> • Minutes show evidence of regular cycle and governor's approval. Comments are made before or during meetings to improve or challenge where needed.

AREA OF RESPONSIBILITY	2019/20 ACTIVITIES	IMPACT
Finance including Pupil & PE Premium	<ul style="list-style-type: none"> • Receipt and challenge of budget and quarterly budget monitoring reports for the main school budget and specific budgets for the use of PP & PE Premium • Monthly review of bank reconciliation and statements introduced 	<ul style="list-style-type: none"> • FPP minutes demonstrate challenge from governors to ensure they have the information required to be kept informed of accounts and thus impact the thoroughness of the reporting from the SBM and SLT. • Expectation of clear budgets and impact statements for special premiums ensure that these are used effectively and impact is monitored. • Ensures finances are kept in control and sufficient cash flow exists - will act as an early warning signal to problems allowing necessary intervention.
Staff (including HT PM)	<ul style="list-style-type: none"> • Receipt and challenge of staffing updates • Recruitment of HT • HT PM – this was done as informal support for the Acting HT during the summer term. 	<ul style="list-style-type: none"> • Governors conducted the recruitment of a new HT. Outside advisors were impressed by the way the panel worked including the way in which panel members were willing to challenge and be challenged in order to get things right. • Governors appointed a strong candidate and, while she did not start until September 2020 ensured there was regular involvement to ensure a smooth transition. Impact of the appointment could already begin to be seen during that transition period. • Opportunity given for the Acting HT to reflect and review where she was against her current targets and personal development throughout the period to be taken back to her Assistant HT role.
Meetings	<ul style="list-style-type: none"> • 3x FGB • 4x FPP • 3x CPM • HT Recruitment Panel – See impact under ‘Staffing’ • COVID Extraordinary Meeting – see below under ‘COVID’ • Exclusion Panel meet to support Acting HT – see impact under ‘SEND’ 	<ul style="list-style-type: none"> • Governor attendance was generally good – see minutes. • Questioning is detailed, challenging and supportive. SL’s say they feel supported by governors.
Training	<ul style="list-style-type: none"> • New governors given some induction training ‘in house’ • Some online modules completed by various governors • ‘Prevent’ training alongside staff 	<ul style="list-style-type: none"> • Enables a quicker understanding of school position and processes. • Governors increase in knowledge of various aspects of education enabling a greater degree of oversight and challenge.

AREA OF RESPONSIBILITY	2019/20 ACTIVITIES	IMPACT
	<ul style="list-style-type: none"> • Training regarding exclusions. Used the opportunity to further the GRACE collaboration by inviting other governors • Request in annual skills audit for a specific area of training to be identified for the coming year 	<ul style="list-style-type: none"> • Will enable governors to be more strategic in their training and ensure there is regular CPD.
SEND and Safeguarding	<ul style="list-style-type: none"> • Link governor meets regularly with SEND Co-ordinator. Especially challenging during COVID as SENDCo was shielding child at home. Remote contact was kept up to support • Receipt and challenge of regular reports from HT including regular safeguarding updates • Ongoing monitoring of Safeguarding provision and procedures, e.g. regular meeting with SBM to review SCR • Support with SEND child and exclusion panel 	<ul style="list-style-type: none"> • With an increasing number of SEND children this regular link provides understanding and builds confidence and trust between staff and governors. <ul style="list-style-type: none"> ○ Remote support during COVID ensured SENDCo received additional assurance of the support of the GB. • The governing body continually checks and confirms via challenges during meetings that the SENDCo has sufficient additional time allocated to manage and deal with the increasing numbers of SEND children. Including the time required to complete each EHC application. • During link governor monitoring visits the SENDCo is able to provided updates on the meetings she has with the external support agencies that she and the wider school work closely with to ensure the school has the best possible levels of support for each child. • The SENDCo meets with all parents of children with identified additional needs/support to provide information with regard to the support measures in place for the individual child. This is in addition to the parents evening meeting with the child's appointed class teacher. • Meetings with SBM ensure SCR is kept updated. • While the exclusion panel did not have to sit officially, they did support the Acting HT through a difficult few weeks giving her confidence that the decisions she was making were right.
Foundation	<ul style="list-style-type: none"> • Co-operate with SLT to ensure Christian ethos is embedded in school • Monitoring through regular visits, including at Collective Worship. • Participation in school's celebration of Christian Festivals 	<ul style="list-style-type: none"> • Work done on the school vision to ensure that it is specific to our school and deeply rooted in the Bible. • Support given at CW and Festival's show clear links between GB and school and help with the development and understanding of the roots of our vision and values.

AREA OF RESPONSIBILITY	2019/20 ACTIVITIES	IMPACT
	<ul style="list-style-type: none"> • Participate in leading CW especially supporting through virtual CW videos during COVID 	<ul style="list-style-type: none"> • Virtual CW's give support to staff to enable the school vision and values to be regularly considered despite being unable to gather together due to the pandemic.
H&S	<ul style="list-style-type: none"> • Health & Safety checklist completed • Buildings / site walk • Matters raised at relevant committee 	<ul style="list-style-type: none"> • Full H&S site walk completed with SBM including review of policies and risk assessments. Actions agreed and reported back at each FPP meeting.
COVID	<ul style="list-style-type: none"> • Extraordinary meeting • Regular contact with SL's throughout • Review of RA's 	<ul style="list-style-type: none"> • Detailed examination of school's plan to reopen after lockdown resulting in some tweaks. • SL's felt supported in what was a difficult and unprecedented time.