**GOVERNOR IMPACT STATEMENT 2017-18**

The three main functions of the school’s Governing Body are:

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

Governors are mindful too of the requirements of our children’s parents and carers and their need to be informed about the overall leadership and management of the school and how it affects safety, learning and the enjoyment of their children.

To achieve all these objectives, Governors continually evaluate their own roles and monitor the school’s performance through data and liaison with the staff and pupils. Relevant information is shared with all families and interested parties through the website and other communications.

**School Development Plan (SDP)**

Governors regularly monitor the SEF (Self-evaluation form) and SDP. Through focused meetings governors consult and contribute to both documents.

The SDP is a working document which outlines the areas for school development; what the school needs to do to improve further, the actions required to achieve planned improvement and an on-going evaluation of impact.

**Areas of Development 2017-2018**

1. Governors to provide challenge over the allocation of Pupil Premium (PP) funding and to have analysed gaps in attainment for key groups.
2. Governors ensure that the school does everything to keep students safe.
3. Increase levels of interaction between governors and teaching staff.
4. Increase levels of parental and community engagement with the school.
5. Performance management for teaching staff to be a robust, supportive and challenging process.
6. CPD to be delivered to governors to better equip them to support and challenge the leadership of the school.
7. Governors to be involved in holding Curriculum Leaders to account including through meeting governors to discuss departmental reviews.

*Impact*

* *The Development Plan and other Action Plans are revisited and discussed at meetings of the GB and Staffing Committee.*
* *Governors have a good understanding of areas for development.*
* *Governors are able to monitor progress toward targets, evaluate impact and as a result of discussion and challenge the document it is revised and amended as necessary.*
* *A heightened focus on PP funding and its impact with greater confidence in challenging about accountability for this from governors.*
* *Parent governor vacancies have been successfully filled with three new parent governors joining the group.*
* *Governors setting the standard around performance management and providing real challenge towards performance and standards.*
* *Support to the school from two governors to work towards Gatsby benchmarks.*
* *Governors have been visible at least open parents’ evening.*
* *Improved challenge and questioning.*
* *Governors fully involved in Assisted Review and in the Action Planning subsequent to it.*

**Meetings**

**Full Governing Board**

Four meetings of the LGB are held each academic year; two in the Autumn term and one in each of the Spring and Summer Terms.

Meetings are focused on the business of monitoring and managing the day to day running of the school, school development and standards.

The headteacher reports back to governors in writing at every meeting and is rigorously questioned and challenged as to the school’s progress.

All meetings are minuted by the clerk to the governors and all governors receive copies of minutes and actions.

Additional meetings of the LGB are held as necessary.

**Committees**

There are four governor sub-committees - Resources, Staffing, Curriculum and Post 16.

The Committees meet at least once each term and report to the Governing Body at the following full meeting.

**Resources:**

The governors have worked to set and monitor the budget. The budget is monitored at every meeting. This committee also takes responsibility for premises and any issues relating to buildings or the relationship with the management company (GTFM ) as part of the ongoing Facilities Management (FM) contract with them.

*Impact*

* *The governors' role ensures that the budget is managed effectively and improvements are effective and continuous.*
* *Governors have reviewed the 3 year budget plan and pupil premium funding.*
* *A health and safety premises inspection was carried out by the Local Authority, SBM and Site Manager. All areas of the school looked at and items for improvement were identified, action to carry out the improvements has already been taken.*
* *Discussion about in-year savings and the monitoring of PP spend.*
* *The external space of the school is now nearing full commissioning.*

All meetings are minuted and all governors receive copies of minutes and actions. Additional committee meetings are held as necessary.

**Staffing:**

The Headteacher reports back to the committee on performance management of the staff. Advancement on the pay scale is discussed and explained and meetings are also used to identify any training or resources needed.

The performance reviews of the headteacher are undertaken by a sub-group of governors who have been identified and trained to support the process. They are supported in this role by the school’s SDP.

The committee is responsible for the monitoring of the school development plan.

This committee leads on the review and adoption of policies including those linked to Child Protection and Safeguarding.

*Impact*

* *Pay is linked to performance and the priorities for school improvement inform performance objectives for our teachers.*
* *The committee has contributed to decisions about the effective deployment of staff and resources.*
* *The SDP is reviewed alongside action plans to implement it.*
* *Policies and guidance are current and up to date.*
* *The school complies with the Department of Education mandatory policy list.*
* *All required information is published on the school website.*
* *Governors have approved a new Appraisal Policy subsequent to the Chair having sought advice from HR and DfE.*
* *An induction pack is in place for new governors.*

All meetings are minuted and all governors receive copies of minutes and actions.

Additional committee meetings are held as necessary.

**Curriculum:**

Members of the committee are regularly provided with data on pupil progress and attainment. This is used to review progress against agreed targets.

Data is made available through reports with verbal and written presentations from curriculum leaders followed by question and answer sessions with the headteacher and deputy head. The school uses IT to monitor and track progress and attainment for all children and this is made available to governors, broken down into many groups eg. Boys/girls, PP/ non PP, SEN/non SEN, etc. Governors have also used the Ofsted Data dashboard and FFT information to monitor comparative performance.

Attendance data is closely scrutinised as is any action plan linked to improving attendance.

The governors are able to benchmark their data against similar schools, regional and schools nationally to ensure the school’s standards and expectations are both ambitious and achievable.

Curriculum Leaders contribute to the meeting as appropriate, at least biannually, following departmental reviews.

Members of the committee have looked at the implementation and evaluation of Pupil Premium Funding.

*Impact*

* *Governors are able to effectively monitor the progress and attendance of all children and ensure appropriate provision.*
* *Governors have evaluated the provision for pupil premium and checked information for the school website.*
* *Governors hold curriculum leaders accountable through questions raised through departmental reviews.*

Members of the committee use a rolling programme and the Department of Education guidance to review all relevant policies. All governors are encouraged to visit the website regularly.

**Post 16:**

Members of the committee are regularly provided with data on pupil progress and attainment. This is used to review progress against agreed targets.

Because our Sixth Form is shared with George Stephenson High School, there is membership of this committee from both schools. This committee looks at issues linked to collaboration such as timetabling, transport arrangements and joint Post-16 events such as Parents’ Evenings.

The committee looks at destinations data as well as in-year attainment.

*Impact*

* *Governors are able to effectively monitor the progress and attendance of all Post 16 students and ensure appropriate provision.*
* *Ensuring that arrangements for collaboration between the two schools are robust.*
* *Governors have helped manage the transition from a three to two school joint Sixth Form.*

**Governor Training**

Governors have attended training this year in the following areas;

* Safeguarding
* SEN link governor training
* Accountability measures P8, A8, L3VA etc
* New Governor Training
* PP statement writing

The Chair of Governors maintains current safeguarding training and safer recruitment training.

*Impact*

* *More effective questioning, challenge and support in meetings.*
* *Governors are kept abreast of their responsibilities with regard to the latest requirements and expectations.*
* *An annual Safeguarding Audit is presented to full governing body annually.*

**Individual governor roles**

Many governors have areas of responsibility and monitor these closely meeting staff and pupils where appropriate and reporting back to the governing board.

Assigned roles are as follows:

SEN

Melrose

Safeguarding

Health and Safety

Pupil Premium

CIAG / Gatsby

Individuals and groups of governors undertake monitoring activities, they can be short, lasting only 1 hour, or as long as ½ or whole school day.

*Impact*

* *They have enabled governors to effectively challenge & question school leaders and contribute to the development of policy and practice e.g. communicating with parents through Website, behavior etc.*
* *Governors have been able to make informed decisions about funding and resources.*

Monitoring activities this year have included;

* School Website -monitoring statutory content
* Health & Safety (Fire Drill)
* Safeguarding Audit-Policies, SCR

In addition, governors make more informal visits to school attending seasonal events, concerts, parent evenings, social events. These visits have given governors valuable insights to the workings of the school as well as opportunities to meet with staff, pupils and parents.

*Impact*

* *Governors are known to, and part of, the school community, and are recognised by staff, pupils and parents.*
* *Governors have the opportunity to hear parent and pupil voice.*
* *Governors have a good understanding of the community they serve and use this to inform decisions.*