

## Governors Core Function / Impact Statement 2018/2019

At Saighton Church of England Primary School the Headteacher and the Governing Board work closely to deliver our shared vision of **“Nurturing Children in a Christian Environment to Achieve Excellence.”**

The role of the school governor centres on the following three core functions:

- 1. Ensuring clarity of vision, ethos/values 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.**

Although governors are not directly involved in the day-to-day running of the school, they and the Headteacher share the responsibility for ensuring the delivery of the highest standard of education for **ALL** pupils in our care.

The governing board is constantly striving to improve and develop the school. This was recognised by our **GOOD** rating by Ofsted and the **OUTSTANDING** rating in our 2016 SIAMs inspection.

“The governing body works well in moving the school forward. Governors know the school well and have a range of expertise to challenge the school about its performance.” OFSTED 2014.

Governors appreciate too the requirements of our children’s parents / carers and their need to be satisfied about the overall leadership and management of the school and how it affects safety, attainment and pupils’ enjoyment of learning. Consequently, governors continually evaluate the role they have played within the life of the school and have committed to publish all relevant information to interested parties.

The following report forms part of that evaluation and publication process.

GOVERNOR CORE FUNCTION	KEY TOPICS AND GOVERNOR ACTIVITIES IN 2018/2019	IMPACT OF GOVERNOR INVOLVEMENT – WHAT DIFFERENCE HAS IT MADE?
Setting the vision and strategic direction of the school	<p>School vision, aims and British values.</p> <p>School Improvement Planning</p>	<p>School vision, aims and Christian values statements have been created and embedded across the school. Strong links coexist between the school, community and parents</p> <p>Governors work co-operatively with the head teacher and senior management in the writing and monitoring the School Improvement Plan. The School Improvement Plan (SIP) is set out with clear measurable aims, key tasks which must be completed in order to achieve those objectives and the success criteria which will enable governors to evaluate results.</p> <p>The SDP is monitored and reviewed termly, with an evaluation overview being completed and presented to governors with the Headteacher’s report.</p>

	<p>Governing Board powers and statutory responsibilities.</p> <p>Setting the Performance Management Targets</p> <p>Appointing key staff members.</p> <p>Agreeing policies and procedures</p>	<p>Governors robust questioning and analyzing of data trends ensures action plans are focused on the key result areas.</p> <p>All governors are aware of their statutory responsibilities and undertake regular training sessions arranged by the Local Authority Governance Team and the Diocese.</p> <p>Governors have received training in their Roles and Responsibilities as a school Governor, Monitoring and Evaluation, Diminishing the Difference, Safeguarding, PREVENT, Understanding School Data including RAISE online and we are scheduled to undertake training in 2017 on the new Inspection Data Dashboard system.</p> <p>The Headteacher's targets are set on an annual basis and are reviewed regularly. Quality assurance arrangements are in place to ensure performance management targets are linked with those for school improvement, school self-evaluation and the school development plan.</p> <p>A select number of governors have completed safer recruitment training to ensure appointments are made as per Local Authority guidelines.</p> <p>Governors participate in the selection of all key teaching personnel and use the appointment process to ensure that high quality staff members who share the schools Christian values and ethos are appointed. The Governors welcomed the appointment of our new Headteacher Mrs. S. Dawson in 2016 to the Saighton Church of England Primary School family.</p> <p>Governors have undertaken a comprehensive review of policies and procedures. Specific attention has been paid to ensure that the school complies with the Department of Education mandatory policy list and the Local Authority recommended list.</p>
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<p>Holding the Headteacher to account for the school's educational performance</p>	<p>Monitoring and evaluation of data / reports including the use of RAISE online</p> <p>Visits to the school to monitor attainment and the implementation of improvement strategies e.g learning walks and the scrutiny of children's work.</p>	<p>Data reports have been considered in-depth by the Curriculum and Standards committee. This regular and detailed analysis by governors has enabled the Board with the school leadership team to identify strengths / weaknesses and where appropriate to actively challenge the Headteacher to ensure robust systems are in place to address any areas requiring improvement. Particular scrutiny is placed on pupil progress across all ability groups including vulnerable groups and on the effective use of the Pupil and Sports Premium Funding.</p> <p>Governors' visits to the school form part of their termly monitoring program. The Headteacher has an open door policy for governor visits. Governors' visits are a valuable opportunity to work closely with staff members, track pupil progress and seek pupils' feedback on school improvement strategies.</p> <p>Linked subject/governor visits have taken place throughout the academic year.</p> <p>Calling ourselves to account - all Governor visits are documented in the signing in book. The feedback and level of impact from the Governors' visits are assessed at the termly committee meetings.</p> <p>Governors have also accompanied school visits to gain an insight into enrichment and cross curricular activities provided at Saighton Church of England Primary School. Governors were proud to witness the outstanding behaviour displayed by all pupils during recent sporting events.</p> <p>Governors take all feedback seriously and regularly monitor pupil, staff and parental feedback provided via pupil voice, questionnaires and parental / staff engagement at key events such as parents' evenings.</p>
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<p>Ensuring Financial resources are well spent.</p>	<p>Budget setting that demonstrates impact of expenditure.</p>	<p>The whole Governing Board consider and approve the proposed budgets for the forthcoming year and monitor the financial performance of the school on a termly basis.</p> <p>The Finance Committee together with the Governing Board ensure financial probity via fiscal audits.</p> <p>Governors overviewed the deployment of resources to ensure best value for money / maximum impact derived.</p> <p>Governors are committed to ensuring the long term financial viability of the school.</p>
<p>Governing Board Development</p>	<p>Governance Development / Action Plan</p> <p>Governor Attendance</p>	<p>Because the Governing Board and the senior management team are constantly striving to improve and develop the school, the full Governing Board reviews on a termly basis the impact of strategies on key result areas.</p> <p>There were three Full Governing Board meetings during the 2018 / 2019 academic year.</p> <p>Governor attendance throughout the year has been high, with any absences having been fully explained, accepted and approved by the governing board.</p> <p>There are no causes for concern at the level of commitment shown by any member of the governing board.</p> <p><b>ALL governors are fully committed to the school and its vision for its pupils.</b></p>

If you wish to contact the governing board regarding any aspect of this impact statement please direct all correspondence via [joy.edge@edsential.co.uk](mailto:joy.edge@edsential.co.uk)