

Governors' Impact Report for 2016 / 2017

Governing Boards are advised to evaluate their effectiveness annually and prepare a development plan. In April 2016, the governing board carried out an evaluation of its performance and prepared a development plan to measure its effectiveness, ensure it is meeting its statutory responsibilities and improve its impact on pupil achievement.

The Governing Board's overarching aim is to ensure our children are able to achieve the best of their ability. This is done within a legal framework and is focussed on three core functions:

- Setting the school's vision, ethos and strategic direction, and ensuring statutory responsibilities are met
- Strengthening school leadership and holding the head teacher to account for the educational performance of the school and its pupils
- Overseeing financial performance of the school and making sure its money is well spent

The National Governors' Association (NGA) identified a number of key factors needed for a highly effective Governing Board. These formed the basis of our self-evaluation exercise, during which the Governing Board considered the evidence to support our judgements. Any actions the Governing Board felt necessary to improve our effectiveness, were collated to produce our Governor Development Plan.

This report will outline the overall effectiveness and the impact governors have had on outcomes for our pupils.

Area A: Right Skills

Each governor completed a skills audit and where gaps were identified, training was undertaken during the following academic year.

A Local Authority governor was recruited, based on the skills audit, which brought the Governing Board to full strength.

Nominated Governor roles were reviewed to ensure they supported the school priorities.

Impact: there is a breadth of skills within our Governing Board. Impact is shown in meeting minutes, which evidence the monitoring, challenge and evaluation role of the governors.

Area B: Effectiveness

At the start of each academic year, roles and responsibilities, and committees and their terms of reference are reviewed.

A Governor Effectiveness Group has been established to implement the Governor Development Plan, report back to governors and share with the school community.

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A timetable for Nominated Governors to visit the school has been put into place. Reporting and recording procedures have been reviewed and aligned with Subject Leaders.

Impact: via Nominated Governor reports and implementation of the Governor Effectiveness Group, the Governing Board will be effective in its governance for the children, staff and parents.

Area C: Strategy and Vision

The strategic priorities are documented annually in the School Development Plan, which includes targets, actions and performance indicators against which progress is reviewed and monitored. This is done by the Governing Board each term and is put on the governor section of the school website, allowing governors to access the continuously updated report.

The School Mission statement is revisited each year by the Governing Board and the Curriculum and Standards Committee focus on one part of the Mission Statement in more detail each term. This allows governors to focus attention on the shared vision.

Governors independently scrutinise data to identify priorities. This is followed by a meeting with the Head teacher to share priorities and inform the School Development Plan. Nominated Governors are responsible for supporting, driving and monitoring their relevant section of the School Development Plan.

Impact: Governors are clear on the strategic vision (Mission Statement) and our annual vision (School Development Plan)

Area D: Accountability

Governors make an independent analysis of school data through the Curriculum and Standards Committee, using the external, School Advisor's reports. This supports the governors' understanding of school performance.

Nominated Governors challenge subject leaders at their liaison meetings and look at standards for different groups of pupils through book scrutinies. This enables governors to monitor standards and the effectiveness of the feedback and marking policy.

Nominated Governor reports include comments on the impact of new resources, staff training and money spent. Governors ensure value for money and how the School Development Plan influences the budget.

The Governing Board discusses and evaluates how Pupil Premium and Sports Premium is spent and its impact, via the Nominated Governor reports and termly Head teacher Reports.

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Impact: governors have the knowledge and skills to make independent judgements to hold the school leaders to account.

Area E: Engagement

Governors have direct information about the activities of the School Council via termly reports. Through various specific surveys, governors listen to the voice of the children, staff and parents.

The governor section of the school website has been enhanced so that parents and the wider community can learn more about the members of the Governing Board, their roles and work on behalf of the school.

Together with staff, governors staff undertake community involvement through the Parbold Street Festival, Parbold Festival, Parish Council reports, Parish Advisory Group and shared learning with other schools.

Impact: parents and the wider community understand the roles and responsibilities of the Governing Board and see the impact of their work for the good of their children.

Area F: Role of Chair

The Chair of Governors and Chairs of the Committees have undergone specific training to strengthen their effectiveness in their elected role.

Open and transparent election procedures are agreed before the event.

The Chair of Governors has an overall view of the involvement of each governor and their contribution to the overall Governing Board's performance using newly devised Governor Self-review forms, which are completed annually.

Impact: increased effectiveness of Chairs in their leadership roles. Strengthening of the leadership of the Chair through their ability to have the overview of the working and effectiveness of the Governing Board.

Area G: Impact on Outcomes for Pupils

Having completed all the actions on their development plan, governors are better placed to see their overall impact. Governors remain secure with their overall effectiveness in maintaining outstanding outcomes for their pupils as judged in the 2013 Ofsted Inspection.