**Governors Impact Statement 2021/2022**

At Saighton Church of England Primary School and Pre-School the Headteacher and the Governing Board work closely to deliver our shared vision of ‘**Flourishing Together- Life In All Its Fullness (John 10:10)’**

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 in October 2022 and our **OUTSTANDING** rating in our 2016 SIAMs inspection.

“Governors know the school well. They ask leaders challenging questions to understand how well the curriculum is helping pupils to know more and remember more” Ofsted 2022

Governors appreciate 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.

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| **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 | School vision, aims and British values.  School Improvement Planning  Governing Board powers and statutory responsibilities.  Setting the Performance Management Targets  Appointing key staff members.  Agreeing policies and procedures | School vision, aims and Christian values statements have been created and embedded across the school. Strong links coexist between the school, community and parents.  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.  The SIP is monitored and reviewed termly, with an evaluation overview being completed and presented to governors with the Headteacher’s report.  Governors robust questioning and analysing of data trends ensures action plans are focused on the key result areas.  All governors are aware of their statutory responsibilities and undertake regular training sessions arranged by the Local Authority Governance Team and the Diocese.  Governors have received training on their Roles and Responsibilities as a school Governor and are familiar with the Governor Code of Conduct and Keeping Children Safe In Education documents.  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.  A select number of governors have completed Safer Recruitment training to ensure appointments are made as per Local Authority guidelines.  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.  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. |
| Holding the Headteacher to account for the school’s educational performance | Monitoring and evaluation of data reports including school data, DFE and Government publications.  Visits to the school to monitor attainment and the implementation of improvement strategies e.g learning walks and the scrutiny of children’s work. | 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.  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.  Governors visit school for meetings, to attend events and to support visits. Governors share a note of visit when they have been involved in school life. Staff have provided briefings for Governors in key areas of development such as SIAMs, data and Early Reading & Phonics.  Feedback and level of impact from Governor contact are evaluated at our meetings.  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.  Governors are able to find out about school life via Twitter, the website and can monitor the curriculum offer through access to Blippit for which they have a guest log on code.  Governors take all feedback seriously and have met with parents at school events and incidentally at drop off and collection. The Chair holds a monthly ‘open surgery’ in school for any parents or staff that wish to discuss matters of importance. |

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| Ensuring Financial resources are well spent. | Budget setting that demonstrates impact of expenditure. | 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.  The Finance Committee together with the Governing Board ensure financial probity via fiscal audits.  Governors overviewed the deployment of resources to ensure best value for money / maximum impact derived.  Governors are committed to ensuring the long term financial viability of the school. |
| Governing Board Development | Governance Development / Action Plan  Governor Attendance | 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.  There were three Full Governing Board meetings during the 2021 / 2022 academic year.  Governor attendance throughout the year has been high, with any absences having been fully explained, accepted and approved by the governing board.    There are no causes for concern at the level of commitment shown by any member of the governing board.  **ALL governors are fully committed to the school and its vision for its pupils.** |

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