Our Lady of Peace Catholic Primary and Nursery School

'With Christ in our hearts, together we grow.'

Governor Impact

Governance Impact Statement with regard to the Governor Handbook (January 2017)

Spring 2018

Effective Governance at Our Lady of Peace Catholic Primary and Nursery School

<u>Structures</u>

· The Board was re-constituted in July 2016 when the Infant and Junior Schools amalgamated, a smaller number of Governors who operate strategically and effectively were appointed.

· New Governor Induction checklist designed and followed with mentor/coaching system introduced

· The Board meets three times a year and there are three Committees, Business, Wellbeing and Curriculum, they also meet three times a year. This structure has ensured that meetings focus on priorities and are run efficiently. Annual reviews of the committees take place to review/ revise format/function/committee members.

Features of Effective Governance – Headings and descriptors are taken from the competency framework

<u>Strong Strategic Leadership</u> by Governors championing our Mission Statement, vision, ethos and strategy has led to impact in the following areas:

· Options for becoming an academy have been explored and the decision has been made not to move forward in this direction

at the current time

· The Development Plan for 2017-18 has been successfully implemented with a priority focus of impact on standards, across

the school, particularly for minority groups: Pupil premium, EAL, SEN and the More Able

· Robust challenge of data and subsequent action plan has resulted in improved school performance – improved results in KS1

Phonics, KS2 and KS1 end of year results higher than National, in KS1 and KS2 scaled scores for core subjects also higher

than National

· Clear Mission Statement, vision and ethos on the school website. The staff, governors and children have all taken an

active role in establishing and have a clear articulation of this

· Governor scrutiny of the website requirements and subsequent work has enabled the school to be website compliant

· Safeguarding is a high priority and is on every Board's agenda. The impact of this was a successful audit of safeguarding

practice (Autumn 2016)

· Governors have reviewed the Equalities scheme and have clear objectives and actions to support the children needs

Collaborative working with stakeholders has been achieved through stakeholder engagement questionnaires, with action plans reviewed

Accountability: Drives up educational standards and financial performance

· Rigorous analysis of pupil progress and attainment information with comparison against National benchmarks has had the impact of ensuring that the school's strategic priorities from the School Development Plan are appropriate e.g. Maths, writing, Mastery, minority groups – and ensure that targets for pupils are ambitious

· The Headteacher shares her appraisal targets openly with the Board and this has impacted positively on alignment between Leadership targets, teachers' targets and support staff's objectives. All staff have a whole school target which is linked to the School Development Plan

· Governors have exerted controls for managing finances and resources and this has impacted on propriety and value for money

· Governors and Staff appointed to monitor key areas of the School Development Plan. Regular visits to school reported to monitor progress of the SDP and provide independent evaluation. Governors know their school well and visit termly in their given roles – Safeguarding, SEND, Early Years, KS1/KS2 etc.

People: right skills, experience, quality and capacity

· Minutes reflect good governance, highlighting good questions, challenge and support. Actions are rarely carried forward.

· The Board has reviewed role responsibilities and so there is clarity about the function and powers of the Board

· A skills audit has been completed and so there is a clear understanding of the skills needed to be demonstrated by new

Governors and the need for succession planning

· The Headteacher has a responsibility for training and development in partnership with the Professional Clerk. This has

enhanced the status of Governor training and has enabled discussion about the difference that training makes, ultimately

impacting upon children

· The appointment of a Professional Clerk has impacted greatly on the Board's understanding of its work and legislation and

has enabled dedicated professional working time between the Chair, the Head and the Clerk

· Professional Advisers have increased knowledge sharing and understanding on the Board and fostered closer working

between Staff and Governors.

Compliance: statutory and contractual requirements

· Policy Calendar has been updated and there are clear procedures for managing policies. The impact of this is that Governors

are able to ensure that statutory requirements are met without spending unnecessary time on reviewing school procedures

· The website has been further developed and this means that Governors can monitor, for example, curriculum compliance

· The school website was reviewed by an external company and enhanced to be fully compliant

Evaluation

· **Improved teaching and learning standards**

· **Improved results in KS1 and KS2**

· **External review of governance conducted Spring 2018**

Priorities for Governing Board effectiveness:

- Succession planning for the on-going effectiveness of both the board and the organisation
- Continue to prioritise key areas from the School Development plan to ensure the standards throughout the school continue to improve in Teaching and Learning
- To promote and support staff 'professional development' to develop leaders for the future.
- To promote and drive the vision and aims of the school forward.
- To ensure all Governors, particularly new Governors, have clarity over roles through defined role descriptions
- For Governors to take ownership over own professional development by attending training and networking with other Governors.
- Governance impact measured at all meetings