

## Governors Core Function / Impact Statement 2016/2017

At Frodsham Church of England Primary School the Headteacher and the Governing Board work closely to deliver our unified shared vision of **As God's family we love, learn and play together.**

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

- 1. Ensuring clarity of vision, Christian ethos/values and strategic direction;**
- 2. Holding the Head teacher to account for the educational performance of the school and its pupils; and**
- 3. Overseeing the financial performance of the school and making sure its money is well spent.**

Although not directly involved in the day-to-day running of the school, governors along with the Head Teacher, are ultimately responsible for ensuring the delivery of the highest standard of education for **ALL** pupils in our care.

The governing board are constantly striving to improve and develop the school. This was recognised by OFSTED in their latest report.

“Leaders and managers at all levels, together with other staff have driven the school forward to reach exceptionally high standards. In addition, they have provided high standards of care and a real feeling that, in Frodsham Primary School, all pupils are valued for their unique contributions to the school community and not just for academic achievement”.

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 2016/2017	IMPACT OF GOVERNOR INVOLVEMENT – WHAT DIFFERENCE HAS IT MADE?
Setting the vision and strategic direction of the school	School vision, aims and Christian values.  School Development Planning	School vision, aims and Christian values statements have been created and embedded across the school. Strong links coexist between the school, community and the Diocese.  Governors work co-operatively with the head teacher and senior management in the writing and monitoring the School Improvement/ Development Plan. The School Development Plan (“SDP”) is set out with clear measurable aims, key tasks which must be completed in order to achieve those objectives and success criteria in order to evaluate results.  The SDP is monitored and review termly,

	<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>with an evaluation overview being completed and presented termly to governors for their consideration.</p> <p>Governors robust questioning (as evidenced in the Full Governing board and committees minutes; minutes are available upon request) 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 courtesy of the Diocese and the Local Authority Governance Team (Edsential).</p> <p>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 teaching staff and use the appointment process to ensure that high quality staff who share the schools mission statement and Christian ethos are appointed.</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>
<p>Holding the Headteacher to account for the schools educational performance</p>	<p>Monitoring and evaluation of data / reports including the use of RAISE online</p>	<p>Data reports have been considered in-depth by the curriculum and standards committee. This regular and detailed analysis by governors has enabled governors with the schools leadership team to identify school strengths /</p>

	<p>Visits to the school to monitor attainment and the implementation of improvement strategies e.g learning walks and book scrutinies.</p>	<p>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 have received training in Safeguarding, Monitoring and Evaluation, Understanding School Data including RAISE online and the new Analyse school performance (ASP).</p> <p>Governors visit to the school form part of their termly monitoring program. The Headteacher has an open door policy for governor visits. Governors considered visits as a valuable opportunity to be able to work closely with staff members, track pupil progress and seek pupils' feedback on school improvement strategies.</p> <p>Safeguarding is a key priority and is reviewed at every meeting be it committee or full governing board meeting.</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 and reports of each visit are held in school governor file. The feedback and level of impact from Governors visits are assessed at Full Governing Board meetings.</p> <p>Governors have also accompanied school visits to gain an insight into enrichment and cross curricular activities provided at Frodsham C. of E Primary School. Governors were proud to bear witness to the outstanding behavior displayed by all pupils during the Chitty Chitty Bang Bang theater production.</p> <p>Governors take all feedback seriously and regularly monitor pupil, staff and parental</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>The finance committee scrutinize the following on behalf of the full governing board:</p> <ul style="list-style-type: none"> <li>• Pupil Premium Expenditure</li> <li>• PE/Sport Funding Expenditure</li> <li>• Medium &amp; Long Term Financial Projections.</li> </ul> <p>Governors overviewed the deployment of resources to ensure best value for money / maximum impact derived.</p> <p>The Estates committee are pleased to announce the following program of school improvements:</p> <p>A) New replacement windows are scheduled for installation during the summer break. (Year three classroom only).</p> <p>B) Skylights have been refurbished</p> <p>C) Funding has been allocated for the refurbishment and replacement of playground apparatus.</p> <p>Governors are thrilled to announce through stringent resources management by all stakeholders, a positive carry forward figure for 2016/2017 was achieved.</p>
<p>Governing Board Development</p>	<p>Governor Development / Action Plan</p>	<p>Governors created and implemented a governance action plan for 2016 / 2017.</p>

	Governor Attendance	<p>Please note: The Governance Development Plan forms part of the schools overall development plan.</p> <p>One of the main objectives in preparing the development plan was to align the governors' focus on its three core strategies with the requirements of the school improvement plan, training requirements and any requirements arising from the latest Ofsted and SIAMS inspections.</p> <p>The governing body and senior management team are constantly striving to improve and develop the school, therefore the development plan is reviewed on a termly basis by the Full Governing Board to assess the impact of strategies against key result areas.</p> <p>There have been three Full Governing Board during the 2016 / 2017 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>
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If you wish to contact the governing board regarding any aspect of this impact statement please direct all correspondence via [admin@frodsham.cheshire.sch.uk](mailto:admin@frodsham.cheshire.sch.uk)