**Governor Impact Statement**

**Vision Statement:**

***St. John’s is a caring, Christian community striving to support its members to achieve their God given potential. Exploring our unique gifts and raising aspirations, we prepare our children for the challenges of the modern world. Following Jesus’ example, we seek to grow good people who can make a difference.***

**Governors’ Role**

The role of the Governing Body is an intrinsic part of the leadership of the school. This impact statement is one way in which the Governing Body articulates their role in school leadership and the impact we have had on school improvement. The Governing Body is made up of a group of dedicated volunteers, who invest a huge amount of good will, hard work and time for the sole purpose of improving the education of every child in our school. The Government expects us as your Governing Body to be a dynamic group of highly skilled individuals who focus on supporting the Headteacher and all the staff to shape the strategic direction of school. As Governors, we are accountable for the performance of our school and we are measured by three core strategic functions:

• Ensuring clarity of vision, ethos, and strategic direction

• Holding the Headteacher to account for the educational performance of the school and its pupils

• Overseeing the financial performance of the school and making sure the money is spent well

Governors work co-operatively with the Headteacher and senior management in the writing and monitoring the School Improvement Plan. The School Improvement Plan (SIP) sets aims for the forthcoming year. The current SIP is based on priorities identified from data, school self-evaluation and Ofsted priorities. The SIP is set out with clear aims, the key tasks that will be completed in order to achieve these aims and the success criteria in order to measure outcomes. The SIP is monitored and review termly, with an evaluation overview being completed and presented to governors as part of the Headteacher report.

**Training**

All members of Governing Body have and continue to have significant training. The impact of this is that the Governing Body are kept abreast of their responsibilities regarding the latest requirements and expectations. Recent whole governing body training has included working alongside staff on the new Ofsted framework. Alongside the whole governor body training, governors attend individual courses and training.

**Impact of Full Governing Body Meetings**

Governors attend governing body meetings each term. There are full governing body meetings as well as finance, personnel and curriculum committee meetings. Governors are linked to areas of the School Improvement Plan and have regular visits and meetings with staff to monitor progress against the SIP objectives. Governor visit reports, which are supported by an agreed report form to help Governors maintain and appropriate focus, are written and presented at full governing body meetings. The visits and reports impact greatly on the governing body’s ability to effectively ask important questions, support but also hold senior leaders to account. For example, this year we have had a visit focusing on SEND provision.

Governors provide strong support for the Headteacher. This was particularly important after the appointment of the new headteacher in Jaunary 2021 mid pandemic. We now have a strong senior leadership team leading high quality teaching and learning throughout the school. More recently, governors have provided strong support to the Headteacher and senior leadership team during Covid and the school closures. The wellbeing of staff has been a priority and this has remained positive throughout the pandemic. This has resulted in children feeling happy and settled at school and able to focus on their learning at school or with home learning.

**Impact of Finance and Resources Committee Meetings**

The school budget is scrutinised and reviewed in detail at these meetings. On this committee, we have governors with strong finance skills who review end of year budgets, attend pre-budget meetings and question deficit/surplus balances. Using benchmarking information, the committee scrutinise the effect of pupil numbers on the budget and how this impacts on staffing and resources.

Through working closely with the bursar and Headteacher, the Finance and Resources Committee has supported the school and held it accountable to ensure effective budgeting.

Careful monitoring and planning of the budget by the Finance and Resources Committee has impacted positively on subsequent years where budgets have enable the school to have a strong and effective staffing structure to drive school improvements.

The Finance and Resources Committee ensure ‘best value’ when purchasing items or services. The governors ensure that the school provide three quotes for items or services over £1000.

**Pupil Premium Funding**

St John’s Primary School receives an average percentage of Pupil Premium (PP) Funding.

The Finance and Resources Committee approve the planned spend of PP funding each year and challenge the Headteacher and senior leaders on the impact of the spending. Governors scrutinise evidence of impact on the outcomes for PP Children. Details of the impact of Pupil Premium spending can be found on the website under ‘Information’ tab.

**Sports Premium Funding**

Alongside the PP funding, the Finance and Resources Committee monitors how the schools spends the Sports Premium Funding. The Primary PE and Sport Premium is ring-fenced and must only be spent on physical education and sport provision in schools. The funding aims to achieve improvement in all areas of PE, from the standard of physical education to introducing health focused physical activities and after school sports. At St John’s governors agreed it would be beneficial to use the sports premium to develop the Forest School, support lunch time sports and increase the range of clubs on offer for pupils. Details of the impact of Sports Premium spending can be found on the website under ‘Information’ tab.

**Capital Projects**

The school has worked on a number of large capital projects in recent years focusing mainly on replacing and repairing roofing and heating. The governor’s funds provide the 10% required as a VA school and this is raised through the out of school club.

**General Data Protection Regulation**

Governors are responsible for ensuring the data protection policy is in place and being followed. Governors ensure the school has a Data Protection Officer (DPO) and that they attending regular refresher training.

**Safeguarding**

The monitoring of safeguarding practices is a key priority for governors and is ongoing throughout the year. Along with the Headteacher governors conduct an annual safeguarding audit and monitor the actions identified from the audit. Safeguarding reports presented at FGB meetings provide an opportunity to challenge the safeguarding culture of the school and ensure robust procedures and practises are in place. The impact of this challenge and monitoring is a confidence in the strong safeguarding ethos at St John’s.

**Recruitment**

Members of the governing body have completed “safer recruitment” training and have contributed to successful recruitment. The governing body have successfully recruited the current Headteacher in 2021 and supported the Headteacher who has been new to post.

**School Improvement Plan and Governor Visits**

Link governors have responsibility for specific areas of the SIP. Each governor has conducted monitoring visits to review their area and have produced governor visit reports identifying strengths and next steps. Reports are shared in full governor body meetings and result in greater accountability of staff. Action plans are updated regularly and success criteria is met. This is shared with governors during their visits.

**Progress and Attainment**

Data is made available to governors through termly meetings with verbal and written presentations followed by question and answer sessions with the headteacher and members of the senior management team.  When data is presented, it will be scrutinised by the governors. Governors will ask questions to ensure the schools standards and expectations are high. Governors challenge the Headteacher and Senior Leadership Team on the data, holding them to account, especially for pupils or groups of learners who may have lower attainment. Particular scrutiny is placed on pupil progress across all ability groups including vulnerable groups and on the effective use of the Pupil Premium Funding.

**School Policies**

Governors review and approve policies annually. This takes place throughout the year in FGB meetings and Finance and Resources Committee meetings. The Headteacher is asked to give examples of when the policies have been used to ensure the policies are being followed and practiced and to ensure policy review is not just a paper exercise. Policies are updated on the school website.

**Appraisals and Performance Management**

Governors are responsible for undertaking the Headteacher’s performance management review each year. Governors, supported by the school improvement partner, set annual targets, which are reviewed at points throughout the year.

The Headteacher completes an annual performance management report for the governors evidencing that performance management has been completed for all staff and that staff have meet performance management targets. Governors scrutinise the report and use evidence to approve pay recommendations given by the Headteacher.