



## Governor Impact Statement

### Governors' Whole School Aim

To enable and empower all members of our school community to follow the school vision and strive to grow into confident and independent pupils with a love of learning, a strong sense of self-respect and empathy towards all.

Terrington St Clement Community School is a traditional school with traditional values where we aspire, succeed and thrive.

At Terrington St Clement we want our learners to be aspirational, to set themselves challenging goals and to work hard, growing in confidence and acquiring the skills needed to thrive. Working together in partnership, we can support our learners in achieving their goals. We aim to instil in our learners the belief that learning is limitless, that the world is full of opportunities waiting to be grasped and that through effort and perseverance everyone can succeed.

### Our Traditional Values

Our vision is underpinned by our traditional values. We show **respect**, have **good manners**, take **responsibility**, **persevere** and are **caring**. These values are central to all that we do. They were devised in consultation with the whole school community and reflect our collaborative approach. Through these values we seek to develop rounded learners who are able to make a positive contribution to society.

By **respect** we mean that:

- we treat everyone how we would like to be treated
- we speak kindly and politely to everyone
- we are considerate and thoughtful towards others
- we follow our school rules and co-operate with others

By **good manners** we mean that:

- we remember to use 'please' and 'thank you'
- we open doors and move calmly around the school
- we greet each other when we meet each morning or around the school
- we share equipment and games

By **responsibility** we mean that:

- we take ownership of our actions
- we take ownership of our learning and try our hardest
- we come to school equipped and ready to learn

By *persevere* we mean that:

- everyone has a growth mindset (believing that effort and attitude can always help us improve)
- we look for ways to improve
- we make mistakes and learn from them and reflect on our learning journey
- we keep going when at first things seem difficult
- we think creatively and try new approaches to solve problems

By *caring* we mean that:

- we actively try to help and are kind and considerate towards others
- we take care of our school environment
- we know how to keep ourselves and others healthy and safe

### **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 of the School Improvement Plan. The School Improvement Development Plan (SIDP) sets aims for the forthcoming year. The current SIDP is based on priorities identified from data, school self-evaluation and educational priorities. The SIDP 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 SIDP is monitored and reviewed termly, with an evaluation overview being completed and presented to governors as part of the Headteacher report.

### **Training**

All members of the 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 governing body training has included Safeguarding, Finance, Data Protection and Governor Induction.

### **Impact of Full Governing Body Meetings**

Governors attend one full governing body (FGB) meeting each term. In addition, some governors meet three times a year as a Resources Committee or as a Learning and Achievement (L&A) Committee. In the L&A Committee governors are linked to areas of the SIDP and have regular visits and meetings with staff to monitor progress against SIDP objectives. Governor visit reports, which are supported by an agreed report form to help Governors maintain an appropriate focus, are written and put on Governor Hub before 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.

Governors provide strong support for the Headteacher. We have a strong senior leadership team leading high quality teaching and learning throughout the school. More recently, governors have provided 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 even 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 Resources Committee**

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 scrutinises the effect of pupil numbers on the budget and how this impacts on staffing and resources.

Through working closely with the School Business Manager and Headteacher the Resources Committee has held the school accountable to ensure effective budgeting.

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

The Resources Committee ensure 'best value' when purchasing items or services. The governors ensure that the school provide three quotes for items or services over £5000. Ensuring best value has seen the successful installation of a new IT system and the refurbishment of the SRB. Best value practices have also been used for telephone and IT maintenance contracts, again ensuring the school is getting a good service and good value for money.

## **Pupil Premium Funding**

In comparison to other schools, Terrington St Clement Community School receives a slightly high percentage of Pupil Premium (PP) Funding.

The 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. Data and evidence show how the gap between PP children and non-PP children closes as pupils move through the school. Details of the impact of Pupil Premium spending can be found on the website under 'About Us' 'Key Information' tab.

## **Sports Premium Funding**

Alongside the PP funding, the 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 Terrington St Clement Community School governors agreed it would be beneficial to use the sports premium to run 4 after school clubs, top up swimming, competition transport, Friday afternoon coaching and we have joined the West Norfolk Sports partnership.

## **Capital Projects**

Our SRB is being renovated and capital funding is being used to cover a proportion of the costs. The remaining proportion is being covered by the SRB budget.

## **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 attend training.

## **Recruitment**

Members of the governing body have completed "safer recruitment" training and have contributed to the successful recruitment of a strong senior leadership team. The governing body have successfully recruited the current Headteacher in 2019. With a strong leadership team, Terrington St Clement Community School has the skills to be self-improving and continue to raise standards and outcomes for pupils.

## **School Improvement Plan and Governor Visits**

The L&A Committee have responsibility for specific areas of the SIDP each year. 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 governing body meetings and results in greater accountability of staff. Action plans are updated regularly and success criteria are met. This is shared with governors during their visits.

### **Progress and Attainment**

Progress and achievement data forms part of the Headteacher's Termly Report to Governors. Governors use this data to ask questions to ensure the school's 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, Resources and L&A Committee meetings. The headteacher is asked to give examples of when the policies have been used to ensure the policies are being followed in practice and to ensure policy review is not just a paper exercise. Policies are updated on the school website.

### **Performance Management**

Governors are responsible for undertaking the Headteacher's performance management review each year. Governors, supported by the local authority, 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 met performance management targets. Governors scrutinise the report and use evidence to approve pay recommendations given by the Headteacher. Pay recommendations follow the Norfolk County Council Pay Policy adopted by governors at Terrington St Clement Community School.