**Crosscanonby St John’s C of E School**

**Governors Impact Statement 2023/2024**

At Crosscanonby St John’s C of E Primary School, the Headteacher and the Governing Board work closely to deliver our unified shared vision.

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

The Governing Body are constantly striving to improve and develop the school. Governors appreciate too the requirements of our children’s parents / carers and their need to be satisfied with 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****2023/20234** | **IMPACT OF GOVERNOR INVOLVEMENT –****WHAT DIFFERENCE HAS IT MADE?** |
| Setting the vision andstrategic direction of theschool | School vision, aims and Christian values. School Improvement PlanningGovernor Training Setting the Performance Management Targets Appointing key staff members. Agreeing policies and procedures | Governors have worked together to set the strategic vision of the school, meeting to work on the school vision with the head teacher and to ensure this underpins all that is done in school.Governors work co-operatively with the head teacher in writing and monitoring the Self-Evaluation Form (SEF) and the School Improvement Plan (SIP) is set out with clearmeasurable objectives and key tasks which must be completed in order to achieve those objectives and the success criteria.Governors monitor and evaluate these.The SIP is monitored and reviewed at each Full Governor meeting.Robust questioning and analysing of data trends by Governors ensure action plans are focused on the key result areas.This year, Governors have all undertaken safeguarding training and are currently accessing various training to meet needs following skills audit and \governor Health Check process. In addition, the Chair of Governors and Headteacher attend Head’s and Chair’s meetings where good practice was shared between local schools. Headteacher’s targets are set on an annual basis and are reviewed regularly. 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 member of the Governing Body is scheduled to carry out safer recruitment training to ensure appointments are made as per Local Authority /diocese guidelines (following the resignation of the previously qualified governor). Governors participate in the selection of all teaching staff and use the appointment process to ensure that high quality staff who share the schools aims are appointed. Governors have undertaken a comprehensive review of all 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 check list. Policies are reviewed as necessary by subcommittees before being agreed by the Full Governing Body. |
| Holding the Headteacher to account for the school’s educational performance | Monitoring and evaluation of data / reports from half termly assessments.#Visits to the school to monitor and evaluate all aspects of the School Improvement Plan. Parent, Pupil and Staff Feedback | Data reports are reviewed by the whole Governing Body. Robust systems are in place to address any areas requiring improvement. Particular scrutiny is placed on pupil progress across all ability groups. Governors have also ensured the effective use of the Pupil Premium and Sports Premium Funding. Governors visit the school as part of their monitoring programme. Governors considered visits as a valuable opportunity to be able to evidence school improvement strategies. Calling ourselves to account - all Governor visits are documented in the signing in book. All Monitoring and evaluation visits are held on file. The reports are distributed to all Governors and actions discussed with staff/governors. Governors have also accompanied school visits to gain an insight into enrichment and cross curricular links.Governors will review all pupil and parent/carer feedback questionnaires and take onboard any suggestions. Governors are welcome to attend parents’ evenings and school events to chat to parents/carers. |
| Ensuring Financial resources are well spent. | Budget setting that demonstrates impact of expenditure. | The whole Governing Body considers and approves the proposed budget for the forthcoming year and monitors the financial performance of the school at each Full Governing Body meeting. The Finance sub-committee, together with our Financial Adviser David Moffat ACA, completed our annual budget. The SFVS is completed annually and submitted to the LA. This ensures that best value for money/maximum impact. |
| Governing Board Development | Governing Body Evaluation and Development. Governor Attendance | A Governing Body Health Check is to be carried out in April 2024 and from this a comprehensive action plan will be written with roles and timescales allocated. The areas for development will be addressed at termly GB meetings. There will be five Full Governing Board meetings during the 2023/2024 academic year. All sub-committees meet regularly throughout the year. Governor attendance throughout the year is high. **ALL governors are fully committed to the school and its vision for its pupils.** |