

Godolphin Primary School

Governors' Impact Statement 2020-2021.

Overall governance of the schools within the Southerly Point Co-operative Multi-Academy Trust (SPCMAT) is shared between the Trust Board and the Local Governing Bodies (LGB). The overarching three core strategic functions of school governance, met by the joint endeavour of these groups, are:

- Ensuring clarity of vision, ethos and strategic direction.
- Holding the executive leaders to account for the educational performance of the school and its pupils and the performance management of staff.
- Overseeing the financial performance of the organisation and making sure its money is well spent.

Alongside the leadership team in school, the LGB are responsible for the ethos and character of their individual schools as well as ensuring effective teaching and learning takes place. The LGB monitor standards, safeguarding and the views of stakeholders within school and together with the Trust board ensure that the three core functions of governance are achieved.

Certain areas are also monitored at Trust level, but LGB members are well placed to understand their schools and local communities enabling them to triangulate evidence and ensure that monitoring processes are robust. The LGB also provide support for the Headteacher which has been particularly important during the last two years.

What have governors done?	What impact has this had?
<p>Training. Training provided by the Trust has included Role of the Chairperson, Use of Google Drive, Safeguarding and Preparing for Ofsted.</p> <p>The Chair has also attended the NGA Development for Chairs course.</p>	<p>The Safeguarding training has widened the culture of Safeguarding within the school to enable governors to contribute to keeping our children as safe as possible. Other training completed has helped to ensure the LGB's are working well alongside the Trust, that governors understand their roles and what is required and that they conduct themselves to provide strong governance to the school.</p> <p>This has led to the development of the Chairs Network group within the Trust, which has improved cooperative working and sharing of ideas to enable Chairs to be more confident and effective within their roles.</p> <p>The Trust has also joined the NGA following on from this course which has enabled all governors to access resources to help them perform their roles.</p> <p>The chair has also developed ideas for succession planning, stakeholder engagement and managing a board.</p>
<p>Meetings</p>	<p>Regular formal and informal meetings in a variety of formats between governors and staff, mainly the headteacher, have provided support for the school leadership team, particularly through the Covid lockdowns.</p> <p>The meetings have given governors an understanding on how the school was working during these periods and the challenges that were faced as well as providing challenge to the headteacher. Difficulties that have arisen due to Covid and lockdown were identified, and the actions put in place to mitigate these.</p> <p>Meetings deepen governors' knowledge of the school and develop their understanding of it's strengths and weaknesses. More recently governors have been introduced to the new way</p>

	in which the curriculum is being planned which will improve monitoring during the coming year.
<p>Monitoring Certain areas are monitored regularly (SEND, Pupil Premium, Safeguarding and Health and Safety). Other focus areas are chosen by the LGB after discussion with the Headteacher and consultation of the School Development Plan.</p>	<p>Monitoring in 2020-2021 was severely hampered but governors were inventive and monitored remotely until the summer term when visits could resume. Throughout lockdown they were in regular contact with staff, keeping track of how remote learning was working and the well-being of our children and staff. Following the full return to school governors carried out monitoring with the children and how they felt about their experiences of learning in lockdown as well as meeting with teachers to monitor the impact of lockdown on pupils' education and the measures in place to help pupils catch-up where required.</p> <p>In the summer term, monitoring of several key areas took place including health and safety, the learning environment, Special Educational Needs and Disability, Pupil Premium, Sports Premium and Early Years.</p> <p>Follow up actions were noted for some of the monitoring and where appropriate have fed into the monitoring plan for the coming year.</p>
<p>Newsletters. Have been produced to share the work of the governors with parents.</p>	<p>Newsletters improve stakeholder understanding about the role of the school governors, provide reassurance and promote interest in governance. Through discussion with parents, the governors feel email may not be the best means of doing this and are currently investigating other means by which to reach stakeholders to be able to contact a wider audience.</p>
<p>Reviewing policies.</p>	<p>Governors and parents were consulted on the PSHE and RSE policies which has improved understanding of the changes made and also prepared governors for being able to discuss with parents if required.</p> <p>The Equality Policy and Accessibility Plan were also read by governors and Sarah Knight was appointed as equality governor. Following this, governors will consider equality and accessibility for all when constructing their questions for monitoring.</p>
<p>Recruitment.</p>	<p>The Chair of Governors is trained in Safer Recruitment and joined the headteacher in recruiting for a new member of staff. Assembling an interview panel can be difficult in small schools and being able to utilise the governors for this has strengthened the safer recruitment process and reduced impact on staffing levels.</p>
<p>Headteacher Performance Management.</p>	<p>The Chair of Governors joined the Executive Leader of the Trust for the Headteacher's Performance Management to strengthen the process.</p>

