



**Colgate Primary School  
Governor Impact Statement  
2020-2022**

**1. Ensuring clarity of vision, ethos, values and strategic direction**

What have we done?	What impact have we had?
We replaced a Resources Committee with a Curriculum and Progress Committee and a Productivity and Resources Committee.	Our two specialist committees are now able to focus in depth on the core issues of resources and curriculum and to challenge and support the School more effectively.
We recruited four Associate Members to the Governing Body.	Associate Members have brought a range of additional skills and experiences. Two have since progressed to become governors.
We increased the number of annual meetings of the Governing Body from three to four. Our committees also meet four times per year.	Additional meetings have ensured that there are no lengthy delays between meetings and enabled the Governing Body and its committees to deal with a growing workload and to better support the School.
We reviewed and streamlined documentation for Governing Body and committee meetings.	This has contributed to more effective and productive meetings.
We produced a Governors Chronological Action Plan (GCAP). This sets out an annual calendar of business and includes an annual review and approval cycle for all the School's policies.	The GCAP better supports forward planning and has enabled the Governing Body and its committees to become more organised.
We set up a Working Group to produce a Governors' Development Plan (GDP) and a Governors' Development Action Plan (GDAP).	The GDP provides a strategic road map and the GDAP objectives and actions with start and completion dates, roles and responsibilities and success criteria.

We set up a Working Group to help refresh and develop the School's Vision, Values and Strategic Plan.	The new Vision and Values provides the School with a clear and strong identity. This was commented upon favourably by the School Improvement Advisor.
---	---

## 2. Holding the Head Teacher to account for the educational performance of the School and its pupils, and the performance management of staff

What have we done?	What impact have we had?
We commissioned Insight Videos from teachers, which were shared and discussed with governors.	Governors are better able to understand and therefore support the Head Teacher and staff with educational performance.
We monitored groups of learners which included those with SEND and completed the full audit against guidelines. We also monitored those who are Pupil Premium and the most able learners, using Insight data and statutory test results to track progress and attainment of all these groups.	Governors are better able to understand and therefore support the Head Teacher and staff with educational performance for specific groups of learners – SEND, Pupil Premium and most able.
We reviewed and approved policies relating to the curriculum as included in our new review and approval timetable.	Reviewing and updating curriculum policies has helped governors stay on top of curriculum needs/benchmarks.
We carried out a governor schedule of Learning Visits throughout the school year – which included listening to “pupil voice”, book looks and learning walks.	Governors have observed and experienced, first-hand, teaching in the classrooms. Based on this observation governors have given suggestions for improvement which have been followed through. Thus ensuring continuous progress and accountability for how the curriculum is delivered.
We updated and refreshed Governor Visit Forms to now include strategic questioning. We have also updated the process of sharing the reports across the Governing Body.	Governors have recorded, holistically across the year, actions relating to strategic education goals. This has enabled collective responsibility and interest in all governor visits.
We developed the role of the SEND Lead Governor through regular meetings, training and updates.	SEND children are better represented at the school.
Governors have attended Local Authority Adviser visits.	Governors heard first hand any advice from the advisor to inform their own strategic thinking regards the curriculum and educational performance.
We conducted a survey of staff regarding their wellbeing with relevant follow-up actions carried out and monitored.	Governors have encouraged wellbeing of staff to help maximise their performance in School.

We ensured a flexible approach to Pay Panel, reviewing staff pay recommendations from the Head Teacher and from Head Teacher Performance Management (HTPM) panel.	This has supported and incentivised staff performance through appropriate pay levels.
We helped the Head Teacher set and manage her objectives through the HTPM process.	This has created a focus, resulting in maximised performance of the Head Teacher and optimised educational outcomes.
We refreshed school strategy which has fed into a refreshed School Development Plan at operational level.	Daily operations, educationally and through staff activities, have reflected the school strategy creating a unified and effective approach.
We developed the role of Safeguarding Lead Governor through regular meetings and updates with the Head Teacher and other teachers.	This has led to all governors receiving safeguarding training when they join, all governors contribute to safeguarding observations on visit forms, and collectively the Governing Body is better informed and more accountable.

### 3. Overseeing the financial performance of the School and making sure its money is well spent

What have we done?	What impact have we had?
We require new governors to complete the <a href="#">Introduction to School Finance</a> course provided by West Sussex County Council.	The training helps raise awareness of financial responsibilities so that governors can better oversee financial performance and accountability.
The School Business Manager has produced a number of short videos to help provide all governors with an understanding of School finances. The videos are available as a resource for all governors and more are to follow.	Videos break down complex areas of School finance so all governors can better understand the School's financial position, challenge as appropriate and help ensure money is well spent and value for money is delivered.
The School's Finance Governor meets termly with the Head Teacher and the School Business Manager to consider the School's budgets. The Finance Governor will send a record of these meetings to all governors.	The meetings allow the Finance Governor to query in detail the budgetary position of the School. All governors will be informed of the outcomes and able to raise any concerns at Governing Body and Committee meetings. This process will strengthen financial accountability.

## 4. Stakeholder Engagement

What have we done?	What impact have we had?
We led on a refresh of the School's Vision and Values which was shared with parents and children at parents' evenings.	The new Vision and Values equips the School with a clear and strong identity.
We undertake termly visits of classes to meet and talk to teachers and children, observe lessons being taught and see examples of children's work.	The visits raise the profile of the board with the School community and shows that governors are keen to engage with staff and pupils.
We attend School events such as the summer fair, harvest festival, sports days, class trips, Christmas and Easter events and productions.	Attendance at events demonstrates to the wider School community that governors are engaged with and eager to support and find out about School life.
We improved the Governors' section of the School website providing clearer information about the Governing Body's role, impact and successes. We also added a 'meet the governors' page.	The website provides much more information to stakeholders about the Governing Body's role, outputs and successes. It also helps raise the profile of individual governors.
We developed a new induction process for governors. We also appointed a Lead Governor to mentor new governors and put in place an exit interview process for those who leave the Governing Body.	The new induction process better supports new governors, help them to settle in and become more effective in their roles.
We undertake training as is relevant to our roles. In addition, we all participated in training regarding Vision, Values and Strategy refresh and OFSTED preparation.	This has increased the confidence and preparedness of governors to fulfil their roles.
We have carried out a Health & Safety Audit of the school, along with key staff members and made minor recommendations which are being followed through.	All stakeholders can feel confident that Health & Safety of the School and its premises is assured.
We recruited a new Clerk to the Governing Body who has taken on more hours to cover a wider remit of Governor processes and activities.	The Governing Body has become more efficient. We have better communications with the Head Teacher. There is a clearer understanding of Governing Body processes, activities and impact. All of the above contributes to better transparency for the wider school community.
We reviewed the Parents and Carers questionnaire feedback, and made suggestions for follow up actions.	This ensured accountability for taking on board stakeholder feedback from Parents and Carers.