



**Colgate Primary School
Governor Impact Statement
2023**

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

What have we done?	What impact have we had?
We have set up a Steering Group of the Governing Body to manage, review and update the Governors' Development Plan, Action Plans and Governor Impact Statement.	The Steering Group has helped keep the Governing Body on track setting priorities, ensuring actions are undertaken, identifying new actions and assisting with and resolving issues and risks.
We have improved how we record and monitor governor training and the sharing of learning across the Governing Body.	This has helped ensure the Governing Body is best equipped for decision-making and strategic planning relating to the School and its priorities.
We have undertaken a skills audit of all governors.	This has identified areas for training and development which are now being addressed including chairing committees, better awareness of school funding, the curriculum and Equality, Diversity and Inclusion.
We have appointed a Governor responsible for undertaking staff exit interviews.	This has enabled us to gather and share feedback from exit interviews and, where relevant, consider possible actions.
The Chair of the Governing Body had joined the West Sussex Governors' Association which represents Governors across West Sussex.	Representation at the WSGA enables us to discuss governance issues that affect Schools across the region.

<p>We have authorised the clerk to undertake a 12 month clerk accreditation programme.</p>	<p>This is enabling the clerk to improve his knowledge and expertise which will help support the Governing Body.</p>
<p>We have appointed Vice-Chairs to the Governing Body and its Committees.</p>	<p>This has helped provide Chairs with support and back up and identified new areas of development for Governors.</p>
<p>We have introduced Action Logs following each meeting of the Governing Body and its Committees.</p>	<p>This has enabled us to identify what actions have been done and what still needs to be done. It has also helped streamline meetings.</p>

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 prepared and gave evidence at the OFSTED inspection of the School in March.	OFSTED continued to grade the School as 'Good' and the effectiveness of the Governing Body was favourably commented upon by the OFSTED team.
We are monitoring the School's response to the two areas of improvement recommended by OFSTED: adapting the curriculum to enable all pupils to achieve well from their different starting points and refining assessment points and outcomes.	We will hold the School to account by monitoring progress at both the Governing Body and the Curriculum and Progress Committee.
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 have introduced a <u>2023-24 Focus Topics timetable</u> at the Curriculum and Progress Committee.	This has enabled the Committee to specifically focus on specific subject areas and to ask relevant teachers to present and take questions. This will help the Committee to better understand the curriculum and hold School leaders to account.
We receive termly and annual progress and assessment data at the committee meetings.	This helps governors monitor and review pupil progress and attainment highlighting successes and areas where improvement is required.
We have produced a SEND Action Plan.	This ensures that we keep abreast of progress and discuss improvement plans.
We have appointed a Deputy Safeguarding Lead.	The DSL provides the Safeguarding Lead with support and has helped ensure the School continues to prioritise safeguarding.
We conducted the annual Staff Well Being Survey.	The results of the survey were outstanding and reflected the strength of leadership and team spirit within the School.

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 undertake a range of annual financial reviews and receive termly financial reports from the Finance Governor.	Governors have better 'eyes' on financial activity and expenditure e.g. clarity on who signs off payments and how, plus ensuring audit of School Fund. This helps ensure every penny at the School is well spent for the benefit of pupils' education.
We have added staffing structures as a standard agenda item for regular governor review.	This has provided the Governing Body with critical input into the staffing structure to ensure School attracts best staff possible within budget.
We have initiated an understanding of how the SEND notional budget is allocated.	This has helped us to gain a better understanding of the investment in SEND children and the outcomes arising from that investment.
We require new governors to complete the <u>Introduction to School Finance</u> 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's Finance Governor meets termly with the Head Teacher and the School Business Manager to consider the School's budgets. The FG sends a record of these meetings to all governors.	The meetings allow the FG to query in detail the budgetary position of the School. All governors are informed of the outcomes and able to raise any concerns at Governing Body and Committee meetings. This process strengthens financial accountability.

4. Stakeholder Engagement

What have we done?	What impact have we had?
We have contributed to the development of a new School Marketing Strategy.	The marketing strategy sets out goals and objectives for ensuring that our vision, values and ethos are understood by existing and perspective stakeholders.
We monitor governor recruitment at every meeting of the Governing Body.	This has enabled us to recruit new governors as soon as a vacancy occurs, appoint existing and experienced Associate Members to governor positions and identify and recruit new Associate Members.
We monitor governor succession at every meeting of the Governing Body.	We have encouraged governors to take on additional responsibilities and we have filled all Governor Link Roles and, in addition to Chairs, we have Vice-Chairs to the Governing Body and its Committees.
We receive the annual Parent / Carer survey and take action as appropriate.	The survey indicated that parents were keen to get involved in School life (including possible fund raising events). As a result we are meeting with the Parents & Friends of Colgate Facebook Group to explore options.
We flagged up safety and environmental concerns relating to the daily drop off and collection of in cars.	In response the School has signed up to the Eco-Schools Programme that encourages more sustainable and environmentally responsible behaviour patterns.
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.