



ASH LEA

*Working together to be
the best that we can be*

Ash Lea School Governor Impact Statement 2018/19

The governing body at Ash Lea School works to meet the requirement set nationally by government for governing bodies. The role is a fundamental part of the leadership of the school and as such we aim to make our school the very best it can be for the benefit of all of our pupils. We constantly strive to raise standards in accordance with Ash Lea school's vision statement which is "***working together to be the best we can be***". The government requires the governing body to be a dynamic group of highly skilled individuals who focus on supporting the Head Teacher and all the staff to shape the strategic direction of the school.

We focus on three main tasks:

- Ensuring clarity of vision, ethos and strategic direction
- Holding the Head teacher and senior leaders to account for the educational performance of the school
- Overseeing the financial performance of the school and making sure the money is spent well.

Impact of full Governing Body meetings.

Governors attend two full governing body meetings each term. In addition, each governor is linked to one of the four self-evaluation areas and the school improvement plan. Before governor meetings take place, each governor meets with the appropriate member of staff to find out more details about their area of responsibility. A report is then written and presented at the next full governing body meeting. The impact of this is that governors are much better informed, can ask important questions and can therefore hold leaders to account for standards in their area effectively. Evidence of this can be found in governing body minutes.

Impact of Support and Challenge meetings.

In June 2019, governors established Support and Challenge meetings to take place each half term as a minimum. The key focus of these meetings is to take time to monitor the quality of the school's self-evaluation (SEF) and also monitor the implementation of the school improvement plan (SIP). Governors report back findings to full governing body meetings. The impact of this initiative has been a much sharper focus on the SIP and SEF as well as on the pace of improvements in school. It also ensures that the focus is on the right priorities for the school at this stage in its development.

Impact of Budget Committee meetings

The school budget is scrutinised and reviewed in detail at these meetings. Governors review end of year budgets, attend pre-budget meetings and question deficit/surplus balances. We also scrutinise the effect of pupil numbers on the budget. The impact of this is that governors agree and approve the school budget and ensure that finances are used efficiently and effectively across school.

Impact of Training

All members of the governing body have and continue to receive significant training. The impact of this is that the governing body are kept abreast of their responsibilities regarding the latest requirements and expectations. Learning and actions from this training are shared at full governing body meetings and this has helped to inform the work of governors.



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Recent training has included:

- Safeguarding
- Support and challenge
- Effective monitoring
- the role of the governor
- staff well-being
- safer recruitment
- governor induction
- Essential Knowledge for Effective Governance.

Head teacher appraisal

The governing body carries out Head teacher appraisal annually and ensures this is in line with national requirements. Governors have undertaken Head teacher appraisal training and with expert assistance from an education adviser, the appraisal is carried out. This process allows us to look closely at the performance of the Head teacher, have discussions about areas of strength and if necessary, those for development. New targets are set against criteria which the Head teachers' performance will be evaluated. The impact of this is that governors have good understanding of the Head teacher's performance as measured against the National Standards of Excellence for Head Teachers.

Other impact across the School

As governors we celebrate the fantastic work around school and provide challenge and support in areas that can improve and monitor progress in all areas.

- Recruitment. Governors have completed "safer recruitment" training and have contributed to the recruitment process ensuring that the school is able to recruit the right staff for the pupils.
- Link governors have specific responsibility for specific areas of interest within school. Each governor has conducted a monitoring visit to review their area and produced a report which has been shared with the full governing body. This makes sure that governors have good details on which to make important decisions and can also raise important questions about standards where necessary.
- Progress and attainment. Governors have been able to develop clear understanding of the rates of progress and attainment of pupils in school through information provided by school leaders. The impact of this is that governors are aware of how well pupils are achieving and where there are issues, challenging questions can be asked to ensure that any identified problems are addressed in a timely manner. This ensures that all pupils make good progress.
- Two governors joined the local authority advisor on school visits to look at pupils' work. The impact of this was that best practice examples were identified and senior leaders shared this with staff more widely across school and this subsequently raised expectations.
- Governors continue to monitor policies throughout the year including safeguarding policies. The impact is that all policies are kept up to date, parents and staff are very well informed about expectations and it also ensures compliance with statutory duties.



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- A governor skills audit showed that we needed a careers and enterprise specialist and the impact of this has been a very recent appointment to the governing body of a governor with these skills.
- Following attendance at a conference, governors encouraged senior leaders to engage with the Achievement for All (AFA) initiative. During the summer term 2019, the school was awarded the AFA Quality Mark for its work with parents and carers.