



LONGBENTON HIGH SCHOOL

Governor Impact Statement

2024/25

The Governing Body at Longbenton High School works to meet the requirements 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 our pupils.

The three core functions of the Governing Body are:

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

In this Governor Impact statement we aim to outline some of the impact we have on the school through our role of challenge and support.

Governance Structure

The Governing Body is made up of:-

Mrs K Holbrook – Headteacher

Mrs S Palmerley – Chair of Governors

Dr J Sanders – Vice Chair of Governors

Mrs H Mackie – Parent Governor

Mrs L Scott – Co-opted Governor

Mr S Houghton - Co-opted Governor

Ms S O'Connor – Co-opted Governor

Mr J Douglas – Co - opted Governor

Mrs L Aird – Co – opted Governor

Mrs X Marshall – Co – opted Governor

Mr J Lulu – Trust Governor

Staff Governor nominated each year

Committee Meetings

There are four Full Governing Body meetings held each year and the following sub – committees meet once each term:

- Finance, Premise and Human Resources
- Culture for Learning (including Behaviour and Attitudes, Attendance and Punctuality)
- Curriculum & Teaching for Learning (including Quality of Education, Educational Outcomes)
- Post 16 Education
- Headteacher Performance Management (meets once a year in the Autumn Term)

In addition, nominated Governors have responsibility for monitoring the following key priorities identified in the School Development Plan:

- Safeguarding / Child Protection
- Health and Safety
- SEND/Equality, Diversity, Inclusion, Pupil Premium
- Reading
- Attendance and Punctuality
- Careers
- Head Teacher Performance Management

Impact of Governors' roles and responsibilities

Before each Full Governing Body meeting the Headteacher circulates a comprehensive report to all Governors. Governors discuss this report and ask questions of the Headteacher thereby improving their knowledge and understanding of the school. It is also an opportunity to challenge the Headteacher and to question aspects of the school's performance, review the School Development Plan and School Self Evaluation. The impact of this is that governors are much better informed about all matters related to the running of the school, they provide support and challenge and therefore hold leaders to account. Evidence of the questions asked and challenge provided by Governors are recorded in governing body minutes.

Governors also have the opportunity to challenge and ask questions specific to the agenda items at each of the sub- committee meetings. The impact of this is a more detailed discussion about Finance, Culture for learning, Curriculum, Teaching for learning and Post 16 Education in a smaller Governor Forum. Evidence of the questions asked and challenge provided are recorded in the minutes of each sub -committee meeting. The minutes of each sub -committee meeting are circulated to all Governors before the Full Governing Body meetings. The impact of this is that Governors are fully informed of all discussions held in the sub committees that they do not attend. Governors have the opportunity to ask any further questions at the Full Governing Body meetings.

Governors with specific responsibility for Safeguarding, Health & Safety, SEND/Inclusion/Diversity, Reading, Attendance / Punctuality and Careers, arrange monitoring visits with a relevant member of

the school staff at appropriate times throughout the year to monitor progress in these key areas of the school's development. Each Governor writes a Monitoring Visit report following each visit which is circulated to all Governors. The impact of this is that the individual Governors have the opportunity to meet with staff and pupils to increase their knowledge and help to monitor progress within their area of responsibility and all Governors are kept up to date accordingly.

Evidence of Impact of Governor Monitoring

Attendance – the Headteacher presents the most up to date pupil attendance figures in her Head Teacher's report circulated to Governors before each Full Governing Body meeting. Having been presented with the figures before the meeting, Governors are then in a position to prepare questions to ask around the reasons and concerns about any changes in pupil attendance and how Longbenton's pupil attendance compares to the national average. This includes figures for persistent absence. Attendance is a standard Agenda item for the Culture for Learning sub-committee meetings to enable Governors to monitor Attendance figures regularly.

SEND – at the most recent monitoring visit, the Governor responsible for SEND discussed the improving strategies, systems and procedures that the newly appointed SENCO team is planning to implement. Once these have had time to embed, there will be an opportunity for Governors to meet with students to learn how their experiences at the school have been enhanced by the intervention of the Learning Support team, including the area of the school which has been adapted for alternative provision to meet the needs of students at risk of exclusion. The aim of which is to support students to remain in school. As SEND is a key priority in the School Development Plan, Governors monitor progress each term when the Culture for Learning sub-committee meets.

Governor Attendance

Full Governing Body and Sub-Committee meetings are well attended ensuring that all governors are well aware of the school's strengths and weaknesses and the best ways forward. There are also occasions where Governors are asked to sit on panels for pupil exclusion meetings and staff disciplinary meetings. Governors realise the importance of being on these panels and take their roles very seriously to ensure correct decisions are made, taking account of all the evidence provided.

Strategic Direction and School Development Plan

Governors support the Headteacher and Senior Leadership Team in setting the school's priorities and strategic direction. Setting the strategic direction of the school is a vital role for governors. Governors continually monitor the School Development Plan with the Headteacher and monitor the progress towards achieving targets and goals.

Governors also receive copies of reports from the external School Development Partner who visits the school on a termly basis.

School Policies

Governors review all relevant policies at the sub-committee or Full Governing Body meetings, on a programmed basis to ensure that they meet the statutory requirements and that all guidance is

relevant and up to date. Specific attention is paid to ensure that the school complies with the Department of Education mandatory policy list and the Local Authority recommended list. School policies form a large section of the Staff Handbook so that all policies can be easily accessed in a single document.

Impact of Training

Governors have and continue to receive training. The impact of this is that governors are kept abreast of their responsibilities regarding the latest requirements and expectations. Learning and actions from this training are shared at meetings and this has helped to inform the work of Governors. Examples of training that Governors have undertaken are:

- Safeguarding
- Support and Challenge
- Effective monitoring
- Staff well-being and workload
- Safer recruitment
- Governor induction
- Health and Safety
- Financial Management
- Headteacher Appraisal

All Governors take their responsibility very seriously and recognise the important role they play in the leadership and management of the school. Governors are fully committed and dedicated to the school.

September 2024