

How the governing body has contributed to school improvement (Updated Oct2019)

SWOT analysis of school, leading to updated vision and staff restructure (teaching and non-teaching) to meet current needs of school (January 2019).

Vision being explicitly disseminated into school policies.

Staff restructure completed Summer 2019.

Ensure budget is spent in accordance with key priorities, including increasing the profile of strengthening reading. Three year budget forecasting.

Reconstituted governing body (March 2019).

Regular skills audit and review of contribution of all governors.

Annual appraisal of chair.

Targeted recruitment of new governors and succession planning, e.g. person with extensive safeguarding experience identified before term of office expired of current safeguarding governor and appointed immediately thereafter. Retiring governor with extensive business experience replaced with identified recently, early retired, person with management experience in large local industry. All committees have vice chairs as well as chairs, so majority of non-staff governors have a chair/vice chair role.

Annual timetable of meetings planned around key priorities, including annual committee plan (committee structure reviewed annually).

Link governors reviewed annually in line with current SDP – comprehensive planned programme of link governor visits, with appropriate staff, agreed with HT – governors are a visible presence with good relationships and understanding of the school. Challenge welcomed, recognising this drives school improvement. Identified issues followed up upon. Visits always reported to FGB using agreed pro-forma.

Require senior and middle leaders to report on impact, not just action.

Termly, Curriculum and Standards committee meetings to systematically evaluate and challenge school performance as well as review curriculum developments.

Assistant HT presented curriculum development plans to FGB.

Review risk assessments and policies in accordance with established schedule.

Continuous focus on best value, including reviewing and changing SLAs. IT personnel presented options to Resources committee to explore best value (along with SBM) when updating investment in IT. Governors met with LA representatives regarding asbestos management and longer term building management of old school building.

New heating and lighting throughout school following meetings and negotiations with LA.

New letting which as well as generating income saves on grounds maintenance costs.

Improved outdoor learning environment.

Funded/remodelled areas around school, e.g. creation of “Thrive” space, external doors to Y1 classrooms/hall and additional fencing, to achieve best use of space available.

Leased an additional mini-bus to both save on transport costs and enable increased curricular experiences and visits, including sporting events – following thorough costs/benefits analysis.

New website requested and developed – more user friendly with increased parental support.

Negotiated new (increased) clerking schedule with different LA to aid with consistency and support. (Includes unlimited access to comprehensive governor training).

Analyse use and impact of PP funding to inform future spending decisions.

Analyse use and impact of Sport and PE funding to inform future spending decisions.

Established “Thrive” provision, appointing behaviour specialist teacher.

Continue to fund a Family Liaison and Attendance Officer.

Temporary TLRs in accordance with current SDP priorities.

Restructure took into account facilitating minimising requirement for supply staff.

Rigorously performance manage the HT in partnership with external professional support. Mid-year review.

Ensure rigorous performance management of staff, linked to SDP, takes place. Pay progression only agreed with evidence and directly related to performance – not automatic. Mid-year reviews.

Ensure rigorous recruitment of staff.

Attend parent/community events.

Continue to explore effective partnerships with other schools. Joint staff training/INSET and purchasing in partnership with other schools to save money, e.g. Reading Plus.

Attendance at range of governor training/development sessions including NGA conferences – network with other governors seeking out good practice. Disseminate to other governors as appropriate.

Lead from Sunderland Culture Programme recruited to governing body – foster longer term engagement and benefits of partnership.