

## Newnham Croft Governors' Self Review and Impact Statement 2023-2024

Core governor functions	What we have done	What impact we have had
<b>Vision, ethos, and strategic direction of the school</b>	Governors met regularly with staff, senior leaders and the Local Authority to support the head with developing the strategic direction of the school and to embed the recently restructured Senior Leadership Team.	Governors have a good understanding of the strategic direction of the school and staff have a good understanding of how the Local Authority and governors can positively support their practice.
	Governors undertook regular training, making good use of a training log to identify training needs across the board in discussion with the Chair of Governors and Vice Chair, joining Local Authority visits and holding non-staff governor meetings to discuss impact.	Governors have a good understanding of their roles and responsibilities and are effective at supporting the school. This has been recognised by the Local Authority, Ofsted and via positive feedback from staff and parents and the more effective strategic direction of the school.
	Governors scrutinised the school's Self Evaluation Form and gathered evidence to support the evaluation.	Governors are effective at evaluating the school.
	The Chair of Governors supported the Headteacher, with regular meetings to identify the strategic direction of the school.	Parents, staff and Ofsted recognise the school is well led and managed, and the Headteacher feels well supported.
	Governors attended Ofsted briefings with the Local Authority's School Improvement Advisor and met for an additional governing meeting on questions that Ofsted might ask, preparing an extensive pack of evidence.	Governors were well prepared when Ofsted visited the school and able to provide extensive evidence of their work in school.
	Governors supported the school during the recent Ofsted inspection.	Governors demonstrated effective leadership and a good knowledge of the school that was praised by the Inspector.
	Governors have continued to review the policy schedule and use it to ensure that policies are up to date and reflect what is happening in school.	Policies are relevant to the school and reflect the school vision and practice.
	Governors continued to offer a high level of scrutiny of the school, undertaking detailed monitoring visits, seeking feedback from staff and parents and working closely with the Local Authority and the Local Authority Implementation Group.	Governors have a good understanding of provision within the school and are able to triangulate this with other evidence, driving continued improved communication and decision making across the school.

Governors have dedicated Health & Safety governors that undertake regular site walkabouts and review the premises, concerns and accident books.	Governors are able to hold the school to account for Health & Safety and ensure that provision in the school is appropriate.
Governors dedicated a large amount of time to acting as a Rule 6 party for the school in the appeal against Queens' College in relation to the development of the Owlstone Croft site.	The school secured significant protections for the children against potential harms from noise and dust pollution during the development, including a requirement for Queens' College to only undertake demolition during the school holidays.
Governors have a policy review document to ensure that policies are reviewed in a timely and effective manner.	The school policies are currently being streamlined and, where relevant, adapted to reflect the school's vision and practice.
Governors conducted an annual parent survey, gathering opinions from parents and carers on their perceptions of the school.	Governors are able to ensure that parental feedback informs the strategic direction of the school and ensure the school values are strong.
Governors conducted an annual staff survey.	Governors are able to support the head to support staff and ensure an effective team that can deliver the school vision.
Governors attended regular Local Authority training and the termly Local Authority briefings, with the Chair of Governors an active member of a local Chair of Governors group.	Governors are abreast of local and national priorities and are able to contribute to local best practice.
Governors mentored new governors and have continued to develop and review the new governor induction programme.	Governors are better able to share experience and knowledge and ensure rapid upskilling of new governors.
Governors attended events at school including Parent Teacher Association (PTA) events, the new parents' induction and parent coffee mornings.	Governors are visible and accessible to parents within the school.
Succession planning was implemented for all committees.	Governors are increasingly expert across multiple areas and able to ensure effective continuity of knowledge.
Governors conducted an exit questionnaire/interview with a member of staff.	Governors are able to review existing employment policies and procedures.
A new parent governor joined the board, and was well supported with mentoring and support on monitoring visits.	Governors are supported effectively to be able to contribute.

<b>Holding the Headteacher to account for the school's educational performance</b>	Governors monitored the School Development Plan (SDP) regularly and were directly involved in the decision making of the strategic/intention section of the SDP and review of school priorities.	Governors supported the Headteacher to ensure delivery of the key priorities within the SDP, resulting in an improved curriculum and better staff awareness of areas of improvement.
	Governors led the Headteacher Performance Management process throughout the year, holding termly meetings and setting specific targets related to the School Development Plan (SDP) and reviewed evidence provided by the Headteacher.	The Headteacher Performance Management process was effective and accountable, with clear targets and objectives for the Headteacher, leading to a good experience for all involved in the process.
	Governors monitored the embedding of the Little Wandle scheme across the school and how the Early Years Foundation Stage (EYFS) feeds into subject plans across the school.	Governors have a good understanding of EYFS and the successful use of Little Wandle across the school and are confident teachers are being supported to deliver it successfully.
	Governors make good use of the school monitoring visit policy, visit schedule and governor induction policy.	Governors have a clearer understanding of their roles and responsibilities and are able to hold to the Headteacher to account for educational performance.
	Governors conducted over 40 monitoring visits over the year in line with School Development Plan (SDP) priorities.	Governors have a good relationship with staff, with governors having a clear picture of key strengths and weaknesses of subject teaching within the school, enabling governors to ask better questions and challenge subject leaders appropriately, informing decisions at governors meetings and leading to stronger curriculum development.
	Governors joined Local Authority monitoring visits.	Governors have a shared perspective with the Headteacher and teaching staff on where the school needs to be.
	Governors evaluated the school's attainment data, evaluating the data regularly at Teaching & Learning committee meetings.	Data is evaluated accurately and informatively, with governors better able to support the school in areas for development e.g. gender differences in results in English & Maths.
	Governors evaluated the subject skills progression documents and curriculum documents.	Governors have a clearer understanding of skills and knowledge progression across subjects and where further work is needed.
All governors undertook safeguarding training. The Special Educational Needs (SEN) governor undertook termly Special Educational Needs and Disabilities (SEND) reviews and the Safeguarding governor inspected the Single Central Record.	Governors have a good understanding of SEN and safeguarding within the school and which areas could be developed further.	

	Governors continue to monitor outdoor learning provision, meeting with the Parent Teacher Association (PTA) and staff to understand how the curriculum takes advantage of outdoor spaces for learning.	Governors have a developing understanding of outdoor provision in the school in the Early Years Foundational Stage and older years and how the outdoor areas may be better utilised to enhance learning going forward, and how the school can take better advantage of school volunteers.
	Governors have met with pupils as part of monitoring visits and by having lunch in school.	Governors have a good understanding of pupil view of the school.
	Governors regularly share their training experiences with each other, sharing slides and giving key take home messages at Full Governing Body meetings.	Governors, including new governors, have a good understanding of their role and how to effectively hold the Headteacher to account for educational performance.
	Governors undertook a skills audit.	There is clarity on the skills within the governing body, what skills need to be developed and how governors can best support the Headteacher to ensure good educational provision.
<b>Sound, proper and effective use of the school's financial resources</b>	Governors monitored the budget and reviewed forecasts for end of year outturn.	Provided reassurance to the school that it will meet its budget and have the expected level of reserves at year end.
	Governors receive regular updates on the forecasted outturn and month end reports.	Governors have a good oversight of regular finances.
	Governors have continued to push for decarbonation where possible to align with the school's eco objectives.	The school is exploring the possibility of applying for grants to support this work.
	The Special Educational Needs and Disabilities (SEND) governor worked with the Headteacher and Local Authority to ensure appropriate SEND provision and oversight.	SEND provision in school is effective and the new Special Educational Needs Coordinator (SENCO) is well supported.
	Governors regularly audit the kitchen and have undertaken a review of meal costings.	There is improved record keeping and management in the kitchen.
	Governors reviewed the spending of Pupil Premium and Recovering funding termly.	Governors have a clear understanding of what interventions the school is using to support pupils and hold the school to account.
	Governors undertook financial benchmarking to compare the school's expenditure with similar schools.	Governors are well informed about the school's financial situation, which supports their decision making.
	Governors reviewed the financial practice in the school against the Schools Financial Value Standard (SFVS).	Governors are confident the school meets basic standards for good financial health and resource management.