

Newnham Croft Governors' Self Review and Impact 2021-2022

Core governor functions	What we have done	What impact we have had
<p>Vision and strategic direction of the school</p>	<ul style="list-style-type: none"> • Governors increased scrutiny of decision-making in the school following the R/Y1 changes that took place over the Summer 2021, undertaking detailed visits of the new provision, meeting with staff, hearing from parents, bringing in additional LA support and scrutinising intention of school to reduce the PAN • Governors met with staff, senior leaders and the LA, attending SLT meetings and undertook a staff survey to gain a better understanding of leadership & communication within the school, and factors affecting school improvement • Governors created a training log to identify training needs, with all governors undertaking regular training, joining LA learning walks and holding two non-staff governor meetings to discuss their impact • Governors held meetings and walkabouts to evaluate the Owlstone Croft Planning application, working with the school and parents to carefully consider the plans and their impact on the school • Governors identified that the school Behaviour Policy needed to be reviewed • Governors undertook termly health and safety walkabouts around the school, reviewing the premises and accident books • The CoG met regularly with the HT to support their leadership of the school, and to ensure that the HT was supported to develop their practice • Governors reviewed the SEF • Governors trained in safer recruitment, with a governor involved in the teacher interviews in the summer 	<ul style="list-style-type: none"> • Provision in EYFS has improved, with staffing adjusted to ensure children were well provided for. Governors have a clearer understanding of EYFS provision and have continued to support improved communication and consultative decision making between senior leaders and staff. The school successfully applied to reduce the PAN from 2023. • Governors have a clear understanding of the issues the school faces, enabling them to support staff and the strategic direction of the school and make appropriate use of LA support, staff have a clearer understanding of how the LA and governors can positively support their practice • Governors have a clearer understanding of their roles & responsibilities and are better able to support the school strategically as opposed to operationally, resulting in a more effective strategic direction for the school • The school submitted clear objections to the current Owlstone Croft Planning proposals, detailing the impact on the school, which led to a meeting with the planning officer, who was able to visit the school site (he had not done so previously) • Governors have a clear plan for review of the Behaviour Policy going forward to ensure it reflects the school vision & practice • Governors are able to hold the school to account for Health & Safety and ensure that first aid provision in the school is appropriate • The HT agreed he felt well supported and governors were kept abreast of school priorities and areas for development, enabling triangulation of evidence from various sources • Governors are increasingly effective at evaluating the school • Governors are better able to support school recruitment, challenge the school as necessary and ensure best practice

	<ul style="list-style-type: none"> • Governors conducted an annual parent survey, gathering opinions on parent/carers perceptions of the school • Governors attended termly LA governor briefings • Governors developed a mentoring system for new governors to learn from more experienced governors • The CoG undertook training on managing complaints and was involved in investigating two complaints from parents • Governors conducted two staff exit interviews, and liaised with EPM as appropriate and encouraged senior leaders to raise awareness of the whistleblowing policy • Governors were involved in the recruitment of a new clerk and ensuring smooth handover between clerks • Governors attended parent coffee mornings 	<ul style="list-style-type: none"> • Governors identified areas of concern and are supporting the leaders to implement strategies to ensure school values are strong • Governors are abreast of national and local priorities • Governors are better able to share experience and knowledge and ensure rapid upskilling of new governors • Governors know how to appropriately handle complaints, with both complaints resolved satisfactorily • Governors have a clearer understanding of staff welfare, and are better able to support the school to ensure a culture of trust and openness amongst staff • The Clerk to governors attended appropriate training and meetings have a clear record of decision making • Governors are visible and accessible to parents within the school
<p>Holding the HT to account for educational performance</p>	<ul style="list-style-type: none"> • Governors monitored the SDP regularly and were directly involved in the decision making of the strategic/intention section of the SDP and review of school priorities. • Governors led the Head Teacher Performance Management process throughout the year, holding termly meetings and setting specific targets related to the SDP and reviewed evidence provided by the Head • Governors evaluated different proposed phonics schemes and met with subject leaders and LA advisers to ensure an appropriate scheme was chosen • Governors developed a school monitoring visit policy and governor induction policy • Governors identified areas for development in the school curriculum in the context of the new Ofsted Framework and implemented an intensive programme of monitoring visits, with link governors undertaking visits across all subjects throughout the year, with some subjects benefitting from multiple visits • Governors joined LA monitoring visits and visited a local primary school that was recently judged as Good by Ofsted • The CoG attended regular LAIG meetings with the Headteacher and SIA, and also met with her mentor 	<ul style="list-style-type: none"> • 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 • The Head Teacher Performance Management process was tighter and more accountable, with clearer targets and objectives for the Headteacher, leading to an improved experience for all involved in the process • The school adopted Little Wandle, and governors have a good understanding of how teachers are being supported to deliver it successfully across the school • Governors have a clearer understanding of their roles & responsibilities and how to conduct monitoring visits • Governors' work with the staff team ensured better relationships between staff & governors, with governors having a clearer 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 achieved a shared perspective with the Head and teaching staff on where the school needs to be • CoG was able to support the Head and Governors to ensure rapid improvement in leadership & governance

	<ul style="list-style-type: none"> • Governors evaluated the school’s attainment data and PIRA tests, and supported the Head to adapt data presentation to support clearer analysis of the data, evaluating the data regularly at Teaching & Learning committee meetings • Governors evaluated the subject skills progression documents • The SEN governor undertook termly SEND reviews and the Safeguarding governor inspected the Single Central Record • A governor role was created to monitor outdoor learning provision, meeting with garden club volunteers, PTA and staff to understand how the curriculum takes advantage of outdoor spaces for learning 	<ul style="list-style-type: none"> • Data is now able to be evaluated more 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 have a clearer understanding of skills and knowledge progression across subjects and where further work is needed • Governors have a clearer understanding of SEN and Safeguarding within the school and which areas could be developed further • Governors have a developing understanding of outdoor provision in the school in EYFS 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
Expenditure of financial resources	<ul style="list-style-type: none"> • Governors monitored the budget and reviewed forecasts for end of year outturn • Governors oversaw the replacement boiler project, evaluating different proposed solutions in the context of the school’s financial and environmental concerns, the short timescales required by the LA and the importance of not leaving the school vulnerable over winter • Governors met with teachers and senior leaders to evaluate potential areas of the school that could benefit from Sports Premium funding • Governors explored whether rain water harvesting might be a viable option for the school • Governors instigated meetings with kitchen staff and senior leaders to review the management of kitchen operations in the light of some concerns • Governors reviewed the spending of covid-catch up funding and Pupil Premium termly • Governors responded promptly to the unexpected resignation of the HT, meeting to examine the impact on the school, securing staffing to ensure continued leadership in the best interests of the school • Governors undertook financial benchmarking to compare the school’s expenditure with similar schools 	<ul style="list-style-type: none"> • Provided reassurance to the school that it will meet its budget and have the expected level of reserves at year end • Governors decided against installing an air source heat pump due to the financial risks the option placed on the school, overseeing the replacement of the boilers instead and committing to encouraging the school how it might reduce its carbon footprint through other lower-cost projects e.g. window double glazing • The installation of a rubberised-tyre running track was not considered ecologically sound, with the money spent on a climbing wall, balance ropes, new gym equipment & storage instead • It was decided at this time that rain water harvesting, while ecologically attractive, was too expensive at this time • Governors identified areas for development in line management and supported improved record keeping and management, with termly governor-led kitchen audits implemented from next year • Governors have a clear understanding of what interventions the school is using to support pupils and hold the school to account • Governors were able to put effective measures in place to ensure a smooth handover to an interim HT, buying in increased LA support e.g in SENCO and HT support to ensure continued focus on school improvement • Governors are well informed about the school’s financial situation, which supports their decision making

	<ul style="list-style-type: none"> Governors reviewed the financial practice in the school against the Schools Financial Value Standard (SFVS) 	<ul style="list-style-type: none"> Governors are confident the school meets basic standards for good financial health and resource management
Glossary	CoG – Chair of Governors, FGB – Full Governing Body, HT – Head teacher, LA – Local Authority, LAIG – Local Authority Implementation Group, SEND – Special Educational Needs and Disability, SIP – School Improvement Plan, SIA – School Improvement Adviser,	