

# Governor Statement – May 2019

## Our mission statement

As Governors we will work with staff, parents, and all others invested in the school community, to help our children enjoy their learning and achieve their best in all aspects of school life. Our vision for our children is evidenced in the school statement, 'A learning community: achieving the best for all'.

We fully support all of the ethos and values of the school and believe they enable the school mission statement to be fulfilled.

## Introduction

At Dane Ghyll Community Primary School, we have a highly dedicated team of Governors. Our Governors work closely with the Head Teacher and the senior leadership team in order to continue to drive excellence in the achievements of our children and ensuring they are all given the opportunity to fulfil their potential. Through many factors, including positive challenge, and by supporting the strategy of the school we look to help all the children at Dane Ghyll become responsible, determined, successful and valued members of society.

## Role of the Governing Body

Every Governing Body has three core statutory functions:

- To ensure clarity of vision, ethos and strategic direction.
- To hold the head teacher to account for the educational performance of the school and its pupils, and the performance management of staff.
- To oversee the financial performance of the school and make sure its money is well spent.

The role of the Governing Body is to provide confident, strategic leadership and to create robust accountability, oversight and assurance for educational and financial performance. The Governing Body at Dane Ghyll Community Primary School is committed to both maintaining and exceeding these high standards.

## **Structure of the Governing Body**

Schools' governing bodies can be made up of many different dynamics.

At Dane Ghyll Community Primary School, the governing body consists of, a Chair, a vice-Chair, the Head Teacher, the staff rep governor, the LEA governor, and either parent governors or co-opted governors. (Total of 11) The deputy head also attends. We have a clerk to the governing body.

The governing body holds meetings on the second Monday in the weeks of September, November, January, March, May and July. Each Governor has a link responsibility which includes,

SEN/curriculum/communication/welfare/early years/subject leads/finance/staff liaison/technology/CPD.

We form pay or other sub committees only when required.

This structure works well at Dane Ghyll and enables all governors to have a detailed and up to date understanding of the school's position. Since changing to this format in October 2018, we have all seen a noticeable positive difference in the impact we are able to make. This has been achieved by developing close partnerships between Governors and teaching staff and enables staff to demonstrate their commitment, skills, drive and determination, and aims and ambitions to us.

Any Governor visits are documented on a Governor Monitoring Form which details the purpose of the visit, and allows Governors to inform fellow Governors on what they have experienced during the visit, express what they have observed working well, whether anything needs clarification and any suggestions for improvement.

All members of the Governing Body receive training and attend events run by external bodies; this allows us to keep up-to-date with our responsibilities with regard to the latest requirements and expectations, as well as local and national Best Practice. The impact of this training is that Governors have the skills to hold leaders to account or to better analyse data for example. Lists of training attended and scheduled are kept and maintained by the training governor.

## **How we make an impact**

Effective governance includes these core features:

- Commitment to ongoing development and to getting to know the school well, including effective induction.

- Commitment to playing an active part whilst working as part of a team.
- Ability to provide robust challenge and hold school leaders to account whilst listening to and respecting the views of others.
- Focus on a strategic role rather than involvement in operational matters

We ensure that the Head teacher is both scrutinised and supported, and through performance management ensure he is reaching both his targets and the school's strategic targets.

We look to see whether performance across the board is being maintained or improving, whether there are any anomalies across the school, as well as whether any specific groups of children have noticeable performance differences in comparison to their peers.

We also look at school investment, and efforts to close any gaps that they have found, especially the use of Pupil Premium investment and Sports Premium. Methods we use include data analysis, ASP, school learning walks, observations, as well as all other relevant external or internal information provided, in addition to governor visits.

We review and monitor the budget, and other resources within the school. This is to ensure that all spending is done with the children at the centre, and the financial forecast of the school is secure.

During full governing body meetings, we review all the outputs from Link Governors as well as continually monitor the School Action Plan. We receive comprehensive Head Teacher Reports relating to the SIP and monitor the progress towards achieving targets and goals.

## **Updates from 2018-2019**

### **Specific governance highlights from the last year include:**

- Supporting the school during its period of rapid school improvement, attending Strategic Improvement Meetings with County (L.E.A.) Advisors, and being involved in strategic inset days where our School Evaluation Form and School Improvement Plans were formulated and written.
- A Governor presence at every interview of potential new staff members who applied to join the Dane Ghyll family. As part of the interview panels, our primary role was to ensure that the interviews

were fair and balanced, that due process was followed, and that safer recruitment guidelines were adhered to.

- The presence of Governors within school is an ongoing regular feature. Since 2018 the attendance of Governors within the school community is the highest it has ever been. Governors often meet and liaise with the head teacher, the senior leadership team, subject leaders, all members of staff and, very importantly, the school's pupils.
- Governors have and continue to undertake rigorous training and mentoring in order to ensure that all members of the Governing body are clear of its function as a whole and they are aware of their specific role in contributing to ensuring the school is offering the best possible education and outcomes for its pupils.
- The Chair of the Governing Body helped to create, and continues to be a member of the local Chair of Governors Cluster. The cluster meetings are attended by a large percentage of Chairs of Governors from within schools of the Furness area and our presence at them enables Dane Ghyll School to be involved a multi school approach with regards to information sharing, innovation within the local area, and ongoing developments.