

Governor Impact report 2022-23.

The Summerfields governing body has continued to oversee and have significant impact on the key areas of life at the school. Meeting on an approximately half termly basis, governors had oversight and involvement in all the key areas of the school. This includes: teaching and learning, safeguarding, finances, pupil premium, special educational needs, health & safety, as well as connecting with the whole school community, staff, pupils and parents/carers.

Governors continue to provide a high level of support to the head teacher. The Chair meets with her on a weekly basis to discuss a range of matters from strategic progress to staffing issues and most definitely personal wellbeing. Other members of the governing body have also worked closely with the headteacher over the year on other business.

The governors attended all LLP visits and worked with the headteacher on going forwards with recommendations made.

A team of 3 governors worked very closely with the school finance manager and business manager in maintaining a budget, balanced under increasingly difficult circumstances, as government funding to the school effectively dropped.

Within the governing body, there was continued discussion of effective safeguarding. The safeguarding governor carried out single central record check, along with other key visits.

Governors worked very hard alongside the headteacher on strategies to ensure all policies were approved and up to date and in appropriate places on the website.

Two Governors, in partnership with the Hampshire education lead learning partner carried out the headteacher's performance management. This vital activity set objectives and success criteria for the coming academic year. As well as being an important part of the head teacher's continued professional development, the targets set affect every area of the school, showing what an important process this is for all.

At the start of school year 2022/23, governors came up with their annual governor action plan and it is against this that specific areas of governor impact can be measured. The plan was designed to be simple, effective, and manageable, forming an integral part of any governors agenda. The 6 points on the plan and the impact governors felt they had are discussed below:

1. Examine the school diary with headteacher on at least a termly basis, working out what governors need to attend and plan it in advance.

IMPACT: Limited success. Governors attended major events such as sports day and school plays. Reports need to always be written and the proforma readily accessible. We were not able to be there for parents evenings this year, although did successfully attend the new intake evening.

2. School improvement plan actions

Target 1: To build leadership skills and capacity; Target 2: (i) ensure teaching is at least good for core subjects and (ii) assessment is used accurately to accelerate pupil progress; Target 3: ensure outcomes for all children improve significantly as measured against entry data

ACTION: every head teacher report to feedback about measurable progress in these 3 target areas. IMPACT: This was a key driver in governor meetings, going beyond the head teacher's report.

ACTION; Named governor(s) to join a learning walk and subsequent feedback to view good teaching (target 2), and report to the governors. IMPACT: No learning walks were attended, but the chair discussed the impact of these with the head and also for the first time, a governor sat in on a pupil progress meeting, reporting back on this vital process.

ACTION: Data to be closely scrutinised with respect to target 3. IMPACT: This was our most effective scrutiny of data and governors were able to oversee significant improvements in outcomes.

3. Hampshire education lead learning partner reports (LLPR):

ACTION: LLPR were given significant time on the governors agenda and also in weekly head-chair meetings. Appropriate support and challenge was offered. IMPACT: This was and continues to be an important part of governor and head-chair meetings

4. Ofsted readiness:

ACTION: Specific governor(s) to take responsibility re how school is dealing with Ofsted recommendations based on previous report and other available data. IMPACT: A specific governor was appointed who gave input on Ofsted expectations, although there is always progress to be made in this area.

5. Visions & values:

ACTION: Named governor to visit and report back to governors about the impact of the visions and values within the school, working with the head to discuss evolution of these. IMPACT: Visions and values were discussed at governor meetings, with the realisation that they are about to be relaunched in 2023-4

6. In the section at the end of the meeting, *"How will this meeting affect the education and welfare of the pupils and staff in the school"* governors to record content of the meeting referring any of the above points. IMPACT: Minutes of FGB meetings clearly demonstrate this to be the case. However, it was done at the end of a meeting, so it is recommend that it is built into future agendas (see Governor Action Plan 2023/4)