

How well do governors ensure clarity of vision, ethos and strategic direction	
Current strengths:	Governors ensure decisions are made in line with the school's vision and strategic priorities and monitors the impact of these decisions. Governors can articulate ethos and vision, key priorities of the school and how they have been derived.
Barrier:	High turnover of membership of GB, including some of the most experienced members. Decision by NCC to change status to primary school. Need to consider and implement recommendations of recent Ofsted Report
Action:	All Governors have sought to ensure that when we become a primary school, provision will be in place to secure at excellent outcomes for all. Budget, staffing structure and resources have been effectively planned should the strategic direction of our school change to include primary school status. Induction training for new governors. Act upon Ofsted recommendations
Impact:	Governors will have a clear strategic direction for the school when we become a primary school in September 2017. Ofsted recommendations are actioned.
How well do governors contribute to the school's self-evaluation and understand its strengths and weaknesses, including the impact of their own work	
Current strengths:	The Headteacher provides GB with a range of information including external views and performance data to enable the governors to have confidence in the school's evaluation of its performance. The GB includes members with appropriate skills and understanding who have the ability to engage in self-evaluation. Governors' visits inform their knowledge of the school.
Barrier:	Changes to national attainment tasks and school's performance assessment method. High turnover of membership of GB, including some of the most experienced members.
Action:	Governor training on changes in national and school methods. Review and implementation of individual governors' areas of responsibility.
Impact:	Greater clarity in governors reporting back on SDP focus, providing effective support and challenge where needed.
How well do governors support and strengthen school leadership, including by developing their own skills	

Current strengths:	GB meetings are efficient and effective, with a clear focus on school improvement priorities. GB structures / working practices are focussed on standards.
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	There is a trusting relationship between the senior leadership team and GB.
Barrier:	Paucity of governor training available from the local authority.
Action:	All governors signed up to an online governor training package. School invites Governors to training sessions that may be of interest to Governors.
Impact:	Governors can access high quality training at suitable times, to strengthen their own skill sets. This is often done alongside school staff striving towards the same goals.
How well do governors provide challenge and hold the Headteacher and other senior leaders to account for improving the quality of teaching, pupils' achievement and pupils' behaviour and safety, including by using the data dashboard, other progress data, examination outcomes and test results	
Current strengths:	Governors receive a range of data, which is understood and questioned. Governors systematically challenge HT so that the quality of teaching and pupils' achievement has improved, or previous good performance in these areas has been consolidated.
Barrier:	High turnover of membership of GB, including some of the most experienced members.
Action:	Training of new governors in order to maintain and improve upon previous levels of understanding.
Impact:	Greater understanding of the data (and how we compare against national statistics) will enable governors to fulfil their role to hold the School to account.
How well governors use performance management systems, including the performance management of the Headteacher, to improve teaching, leadership and management	
Current strengths:	Governors select the external advisor, with clear understanding of what the role involves and what would constitute an appropriate individual. The Head teacher's appraisal panel is appointed on the basis of appropriately trained / experienced panel members. Appraisal policy is in place and governors monitor its effectiveness. The Head teacher's report shares evidence that performance management is robust, including explicit information about threshold and leadership progression and links to pay.
Barrier:	Performance management and how this relates to pay progression to be made more transparent.
Action:	Staffing committee are given a detailed breakdown of how pay decisions have been made based on performance.

Impact:	Targets are sufficiently differentiated for each member of staff and more closely related to the SDP. Governors use performance management to improve teaching, leadership and management across the school.
How well do governors ensure solvency and probity and that the financial resources made available to the school are managed effectively	
Current strengths:	The school has a balanced budget. Governors share a clear understanding of roles and responsibilities and delegated authority relating to school's finances. SFVS has been completed with clear governor involvement and understanding of the process.
Barrier:	Governors with skills based in finance have only recently been appointed.
Action:	Induction training for new governors.
Impact:	Governors ensure nominated Governor for finance alongside Finance Committee make sure financial resources are managed effectively.
How well do governors operate in such a way that statutory duties are met and priorities are approved	
Current strengths:	Governors understand their statutory role and responsibilities. FGB and committee agendas reflect statutory responsibilities. The clerk ensures agendas reflect statutory compliance issues. Minutes reflect governors' review and approval of statutory policies. Governors know their responsibilities relating to safeguarding.
Barrier:	Keep abreast of new initiatives and changes in legislation.
Action:	Chair attends termly meetings, led by LA staff, at which initiatives and new legislative procedures are discussed
Impact:	Chair can clearly disseminate the key points behind initiatives and legislation to the GB, so that all members are clear as to how such may affect the school
How well do governors engage with key stakeholders	
Current strengths:	Surveys of parents and pupils are undertaken and reported to governors. Links with other schools are known and their impact discussed. Website – regularly maintained, has a range of useful info for parents.
Barrier:	Lack of knowledge by stakeholders about means of communicating with governing body.
Action:	Governor pen portraits, Governor website, newsletter distributed to parents and available to the public. Parent Governors visible at beginning and end of school days in playground. Governors meet with school staff more regularly, including working with the children. Governors now attend parent consultations to seek their views and

	make themselves known. Opportunities are provided by the GB to meet with community and parents around school issues.
Impact:	Stakeholders know the school Governors and have open channels of communication with the Governors. Governors are engaging effectively with all stakeholders.
How well do governors use the pupil premium (PP) and other resources to overcome barriers to learning, including reading, writing and mathematics.	
Current strengths:	Use of PP is reported to GB or relevant committee and questions are asked relating to the broad impact of spend.
Barrier:	More in depth monitoring of PP requested by Governors.
Action:	Nominated GB to carry out PP monitoring on a regular basis.
Impact:	The impact and VFM of PP funding is clear in terms of impact on attainment and progress on particular children. Monitoring has been effective in holding school to account and ensuring that children make at accelerated progress.