

Pinewood Governors Impact Statement



Updated November 2024

Recent instigations from the governing body that have impacted upon school improvement

2024-25

1. Governor sat on the interview panel for the new TA roles.

IMPACT: ensures recruitment is meeting the needs of the school, Governors can observe the safer recruitment processes in action, and improves Governor visibility amongst all tiers of staff.

2023-24

2. Governor sat on the interview panel for the new Midday Supervisor roles.

IMPACT: ensures recruitment is meeting the needs of the school, Governors can observe the safer recruitment processes in action, and improves Governor visibility amongst all tiers of staff.

3. Governors sample check policies to ensure compliant.

IMPACT: Uniform policy checked Sept 23, meets DfE criteria – no changes required but Governors satisfied compliant.

4. Chair and Vice chair met at the start of the academic term to review the strategic priority relating to academisation.

IMPACT: further meeting scheduled on 20 Sept 23 for the Full Governing Body to make a decision.

5. Additional meeting held on 20 Sept 2023 to agree proposal for academisation.

IMPACT: Governing Body agreed to proceed with application for Pinewood to join the White Hills Park Trust, application to be submitted for consideration in December.

6. Chair of Governor helped co-ordinate joint leaflet drop with Junior school to promote Pinewood and Killisick to new local housing area.

IMPACT: boost pupil numbers and presence of the school in local community.

7. Governor sat on the interview panel for the new teaching post.

IMPACT: as earlier, this ensures recruitment is meeting the needs of the school, Governors can observe the safer recruitment processes in action, and improves Governor visibility amongst all tiers of staff – different Governor on this panel to widen visibility.

8. Governor approached local MP regarding the lack of communication from NCC around the kitchen and roof works and discussed the matter with them.

IMPACT: communication now received from NCC putting the kitchen work back on the schedule for development, still ongoing discussions about the roof but progress has been made.

2022-23

1. Governors requested information on Equality Diversity and Inclusion data on all candidates that apply for roles at Pinewood.

IMPACT: we seek assurances that our recruitment processes are not discriminatory and are actively encouraging a diverse workforce.

2. Governors formed sub-committee on academisation.

IMPACT: support and quality assure investigations into potential MATs.

3. Governors supported in recruitment of midday supervisor posts

IMPACT: Ensuring high quality staff are brought onto our staff team.

4. Vice Chair completes Subject Leader interviews

IMPACT: Gives opportunities for staff to practice articulating their plans for each curriculum area including strengths and weaknesses, explain what monitoring and quality assurance is completed,

and this also helps Governors to assure themselves of what is reported at FGB meetings (see governor visit forms).

5. Chair of Governors completed compliance review on GIAS and Website Safeguarding links
IMPACT: ensure compliance with requirements.
6. Governors have completed pupil voice visits,
IMPACT: Pupils have practice at speaking to visitors and Governors get feedback from key stakeholders.
7. Governors have supported the H&S audits,
IMPACT: Governors are assured that H&S plans are in place and being acted upon in a timely manner, Governors also aware of the key priorities for the school site.
8. Chair of Governors sat on the interview panel for the new Deputy Head Teacher
IMPACT: Recruited a strong candidate to start after Easter break.
9. Chair attended meeting with Head, SBM and NCC Catering accounts managers to discuss new contract and financial pressures on the next financial year.
IMPACT: Assurances have been provided that SBM and HT are being proactive around potential catering deficits, action plan in place for monthly meetings with catering and challenges being escalated around contract clauses.
10. Appraisal Governors (Chair and Vice Chair) met with RO for half year appraisal to discuss progress on targets
IMPACT: Governors could re-prioritise targets (the academisation target is not as high priority following the withdrawal of the Government white paper).
11. Governors have attended a multitude of schools events including fairs, plays, exhibitions, assemblies, music events, trips.
IMPACT: Governors know the school well and are visible to the school community.
12. Governors have volunteers to support reading in some year groups,
IMPACT: Whilst this is operational, this allows Governors to see the reading scheme in action, understand the challenges faced by school and understand what is in place to support children and the school's priorities.
13. Chair of Governors and Vice Chair talk regularly (separately and together) with the Head and SBM (formal and informal)
IMPACT: Governors are aware of priorities, challenges and can provide the supportive "critical friend" relationship that is required of the role.

Ensuring clarity of vision, ethos and strategic direction:

- Governors attended the vision and values inset day when Head was appointed and all inputted into the creation of the school values.
- The Governors support the ongoing development of the School Improvement Plan (SIP). SIP priorities are closely monitored by the governing body (see separate monitoring tracker). Governors have discussed grading on the leadership on the SEF in particular and have actively discussed all the evidence supporting our judgements.
- The Governors have asked the Head Teacher to develop links with an other outstanding Infant school that still regards themselves as outstanding for quality assurance purposes and school development.
- Governors attended Westdale collaboration meeting with staff to ensure direction of travel appropriate for school.
- Governors support enquiries into academisation:
 - The Governors invited a MAT into school to discuss options and benefit of joining the Flying High Academy,
 - Two Governors now have experience of governing on a Trust Governing Body which will give us further experience of a MAT,
 - Governors have attended other Trust schools and been present at Trust presentation meetings,

- Chair of Governor works for a MAT.
- The Governors wrote to the Junior school stating our concerns of the impact of reputation on our declining numbers and how we could work together to improve this. As a result the Head teacher from the Junior School has been more visible at Pinewood events and the transition programme has been strengthened.
- Governors carry out self-reviews to ensure the skill set of the Governing Body is appropriate and training needs can be identified. Chair uses external recruitment sites to fill co-opted vacancies to ensure a well balance governing body with a range of views and skills to contribute
- Governors attended and complete regular training including OFSTED event led by governor services and in house meeting on the governor competency framework (see separate training reports from GovernorHub).
- Governors input into the termly newsletter sent out to parents.
- Governors regularly review this impact statement to ensure we can articulate where we have an impact and that the impact is strategic rather than operational.

Holding the Head Teacher to account for the educational performance of the school and its pupils, and the performance management of staff:

- Both appraisal Governors have received Appraisal governor training (see separate training reports from GovernorHub).
- The governing body set rigorous performance targets for the Head Teacher in the Head Teacher appraisal, this is followed up with a half year review. The annual appraisal meeting is supported by an external appraiser to ensure the process is
- The governing body oversees the setting of challenging targets for teachers in the appraisal system.
- Governors challenge the Head Teacher with questions relating to data during Strategic and Pupils Committee meetings.
- Link Governors have been allocated to curriculum areas to help ensure aspirational targets have been set and to review progress.
- Governors have been part of the monitoring process with a particular focus on disadvantaged pupils and also during a learning walk (see monitoring summary).
- Governors have undertaken learning walks with Head Teacher and a Head Teacher from another school.
- The Head Teacher has been encouraged to join local networks to raise the profile of Pinewood, to create opportunities to identify good practice elsewhere and to create support network e.g. recruitment panels, a Teaching Alliance, Primary Trust Board (HT representative schools for Gedling), Improving Educational Performance For All Education Board (HT representative for primary schools), Nottinghamshire Safeguarding Children's Partnership school representative.

Overseeing the financial performance of the school and making sure its money is well spent:

- Chair of the Finance Committee and/ or Chair meets regularly with Business manager regarding budgets, challenges and 3 year focus.
- Our finance and personnel committee have experienced committee members with strong financial backgrounds.

- Governors use the guidance provided by the Local Authority to ensure items are discussed and decisions made at meetings throughout the year.
- Governors undertake Finance training, with both the LA and a Trust, and bring back questions to challenge SBM e.g. reviewing our benchmarking performance with other local schools.
- Pupil Premium link governor meets with Head Teacher to scrutinise the Pupil Premium plan and spending and question the impact (see governor records). She has also had access to resources used in staff training and understands our pupil premium provision across school very well. She also holds SLT to account ensuring we further develop practises to meet the needs of our children.
- Special Educational Needs Link governor visits termly to understand and assess use of Special Educational Needs funding.
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Ensuring the voices of stakeholders are heard

- Chair Governors issues exit surveys when staff leave and view responses – this is fed back into the wellbeing action plan.
- Chair of Governors supported HT with drafting staff survey that fed into wellbeing action plan.
- Wellbeing Governor attends school to speak to staff on inset days or lunch breaks.
- Wellbeing is a line of enquiry on staff monitoring.
- Governors have facilitated positive parent feedback to pass onto staff in recognition events.
- The Chair of Governors feeds back to staff following Governor meetings to acknowledge what has been reported at the meeting.
- Link Governor has been allocated for “Stakeholder Engagement including Wellbeing and EDI”.

Other evidence of governing body impact on school improvement:

- Safeguarding governor completes regular safeguarding training and completes termly visits including audits on single central record procedures (see separate monitoring forms in school office).
- Our Chair of Governors also holds this position on the Governing Body of the linked Killisick Junior School to ensure continuity and quality of provision for our children.
- Chair of Finance previously held this position at the linked Killisick Junior school, supporting their Governance between spring 2019 and autumn 2022.
- Governors attend Christmas plays, parents evenings etc. to raise prominence in school and write a sections in newsletter (see separate visit log).
- Regular meetings/conversations with the Chair about staffing structure.
- A governor is always part of the interview processes ensuring appointments of experience to move the school forward. The Chair of Governors has completed ‘Safer Recruitment’ and ‘Safeguarding’ training.
- The link GDPR Governor has received GDPR training and meets the Business Manager to quality assure the approach. GDPR governor has implemented an Annual Healthcheck template based on that used in financial sector.
- Chair of Governors now holds a Governance Officer role within a local Multi Academy Trust and supports 25 Academy Governing Bodies with their Governance role, clerking for 13 of the academies directly.