



Robin Hood Primary School

Governing Body Impact Statement 2023/24

Our vision for Robin Hood Primary School is to be a community of learners - children, staff, parents and governors - aiming high to excel & exceed. We believe in motivating and inspiring all learners so they embrace challenge with resilience, show respect and collaborate well so they can achieve excellence.

1. Introduction

The Governors of Robin Hood Primary (RHP) are a diverse group of dedicated volunteers who include parents, staff, Local Authority colleagues and members of our local community. We each bring different perspective, skills and experience, but are here for the same purpose, to help to ensure the best education possible to all of our children.

We are fully aware of our duties and responsibilities and are committed to fulfilling this. Our main role is to support strong strategic leadership of the school, to ensure robust accountability, oversight and assurance for educational and financial performance and to promote ongoing improvements in pupil progress.

2. Roles, responsibilities and impact of our governing body

The RHP Full Governing Body (FGB) meets every half term (5 times each academic year). The focus of each meeting alternates half-termly between 1) Finance, business and personnel matters, and 2) School Improvement – standards, curriculum and pupil progress. Therefore, all key governor responsibilities are covered each school term. In addition, we have a Pay Committee to review and ratify the pay awards for the staff and Head Teacher. We also have a Budget Approval Committee who signs off the submitted budget to the LA annually.

As Governors we are accountable for the performance of our school; we are measured by three core strategic functions:

- Ensuring clarity of vision, ethos, and strategic direction
- Holding the Head Teacher to account for the educational performance of the school and its pupils
- Overseeing the financial performance of the school and making sure the money is well spent and achieves value for money.

We work with and support the Headteacher to plan the school's long-term strategic direction and to monitor and evaluate pupil progress. We help set the school's aims and values and are involved in staff recruitment. Many of our responsibilities carry a statutory requirement, such as safeguarding, budgeting, staffing, reviewing and approving policies and health and safety.

Our role is sometimes described as a 'critical friend'. This does not mean that we are there to criticise the Head or the school. Instead, we ask appropriate and pertinent questions to

gain a greater understanding of the school, critically evaluate and to foster an ethos of continuous improvement.

The academic year 2023-24 has been a positive year. The school had an Ofsted Inspection which resulted in a good judgement. Governors were very much part of the Inspection process. The school also went through a Challenge Partner Review and LA SEND Review throughout the year. The year has continued to be challenging in terms of the evolving landscape our school is managing regarding SEND and complex pupil cases alongside a tightening budget. Funding has led to several staff positions not being filled when staff have left and the Governing Body are mindful of the capacity for change with the current staffing structure for 24-25.

As a Governing Body we meet in person and several governors have been able to accompany pupils on trips / performances taking place outside of school. We have welcomed new members through a successful induction programme.

- Governors have reviewed and reflected on the agendas for their half termly meetings to ensure robust scrutiny of school priorities in line with national policy. Approval of policies are interwoven through each agenda.
- Attendance at meetings – and governor training - has been strong and governors are now accountable for uploading monitoring reports each term and feeding key points back to the FGB.
- There has been recruitment of a Financial Expert into our Governing Body to support the challenging financial landscape.
- Governors are aligned in pairs to key strands of the SIP. They meet with the lead of this strand termly and conduct monitoring / evaluate ongoing monitoring together. As a result – governors feel confident in the distributed leadership throughout the staff team.
- The personal input governors have had this year ensures staff feel valued in the roles they have in school and have their efforts acknowledged.

The list is not exhaustive but illustrates the role the governors have at Robin Hood in ensuring progress continues to be made so that all children are well supported academically and emotionally.

School Improvement Plan (SIP) and Key Priorities

Collectively, Governors have monitored RHP's performance against the 5 key areas of the School Improvement Plan (SIP), which was structured around the Ofsted framework: Quality of Education, Behaviour and Attitudes, Personal Development, Leadership and Management and EYFS.

Our governing body is actively involved in making sure the SIP is having an impact, progress against which is reviewed at FGB meetings, as well as Governor Monitoring Reviews for key areas of the SIP.

Each individual member of the Governing Body paired up with another governor to focus on monitoring a specific area linked to the 5 Key Priorities of the 2023-25 School Improvement Plan (Link Governors named in red):

- 1) Writing (Suzette Leach and Nicola Thorpe)
- 2) Attainment in MATHS (Lucy Juby and Emily Hardstaff)
- 3) Improvement In Attendance (all)
- 4) Rigorous Curriculum Offer (Karen Folkes and Lisa Poole)

5) Strong Professional Community (Matthew Watson)

Monitoring visits were undertaken between the link governors and the lead staff member assigned to each key priority. The impact of monitoring reviews is that governors gain more understanding and knowledge for the key areas of focus, understand areas of strength and weakness and to support school self-evaluation. This enables appropriate challenge, praise and support, to foster continuous improvement and to hold senior leaders to account. In a typical school year, Governors visit the school for many different reasons and in doing so monitoring of all areas of the work is an ongoing process. Monitoring of our core responsibilities is also evidenced through the FGB meetings and recorded in the minutes.

Improvements to policy, procedure and practice

The Governing body continued to review, develop and approve a range of policies and procedures during the academic year. For example, governors have supported staff in developing the Debt Management Policy / Lettings Policy.

Governors evaluated results of a pupil wellbeing / staff wellbeing / parent view questionnaire towards the end of the year. Governors have also promoted continual review of our school practices and culture, to inform decisions that take into account the needs of all pupils.

3. Governor training and induction

Members of our Governing Body have had and continue to have relevant training, so we are kept abreast of our responsibilities regarding the latest requirements and expectations. Learning and actions from training is then shared with the Full Governing Body.

Members of the RHP Governing Body have been trained in the following areas to date:

- ✓ Governor Induction Modules 1 & 2
- ✓ Safeguarding Children – HAYES online training
- ✓ Ofsted Training led by our Gov Services
- ✓ Performance Management
- ✓ Suspension and Exclusions Training
- ✓ Complaints Training