

## **Governors' Impact Statement for 2015-16**

The Local Governing Board is a sub group of the National Autistic Society's Academies Trust (NAS-AT) Board. This board delegates some of its functions to our Local Governing Board. All governors have 3 core strategic functions which are:

- 1. Ensuring clarity of vision, ethos and strategic direction;**
- 2. Holding the Principal to account for the educational performance of the school and its pupils, and the performance management of staff; and**
- 3. Overseeing the financial performance of the school and making sure its money is well spent.**

### **1. Vision, strategy and ethos of the school:**

The Local Governing Board has enhanced its membership and successfully recruited a member of the NAS-AT Board member, an elected parent Governor, an elected staff Governor and a local Councillor with previous and current governor experience. All governors have a comprehensive induction programme and have access to online and face to face training courses. Training includes preparing Governors for the School's first Ofsted visit.

Governors are kept up to date with the many changes to the School Governance landscape via access to Local Authority termly reports, weekly email updates from the National Governors Association (NGA), termly journals from the NGA and access to Governor conferences and forums.

Governors have reviewed NAS-ATs shared vision for the school, the School's own self-evaluation of its performance and the School Development Plan. Best practice is regularly shared amongst local schools and NAS-ATs Thames Valley School.

### **2. Holding Principal to account:**

Governors regularly visit the School to enhance their knowledge and to monitor the implementation of policies, procedures and priorities of the School Development Plan. This information is used, together with the information provided by the Senior Leadership of the School and external information from NAS-AT to provide assurance to governors that their 3 core strategic functions are being exercised appropriately.

Governors are made aware of some of the operational issues which require their input and authorisation. For example, the issues with the roof of the building and initiatives such as the new playground and sensory room.

As a Local Governing Board, our focus is on the effectiveness of Teaching and Learning and pupil outcomes. Governor visits to the School in addition to reports from the SLT help inform the way we monitor and challenge the SLT. Parental views are an important element and the Parent Forum was established as a result of governor discussions.

Governors are involved in the appointment of members of SLT. In 2015, Mr Scales was appointed as the permanent Principal and the recruitment of a Deputy Principal is taking place.

The Safeguarding of pupils is of paramount importance and the policy has been updated in-line with regulations and best practice. Safeguarding audit reviews are conducted regularly by an appropriately qualified governor and reported to the LGB for consideration.

### **3. Financial probity:**

All schools receive public money and as such it is essential that this is managed effectively both at the NAS-AT Board level and at a local level.

Governors receive regular reports on the budget. In addition, financial procedures are checked including the application of best practice, and the appropriateness of Service Level Agreements with NAS-AT and contracts with third parties.

During 2015/16, pupil numbers have increased substantially and this has resulted in the recruitment of more staff. Referrals continue to be received from Cheshire East Council and neighbouring local authorities.



The work of the governing body, in conjunction with the schools Senior Leadership Team, has had a significant impact on developing the School. Listed below are examples of activities, events, and systems that illustrate the impact the governing body has had on school improvement.

- School Improvement Plan (SIP) – Governors have provided input to and monitored the School Improvement Plan with the Principal. They receive termly reports from the Principal relating to the SIP and challenge progress and outcomes.
- Governor visits – Governors visits to the School take place termly as part of their monitoring of the SIP and of specific subjects such as safeguarding, performance data, teaching and learning etc.
- Data analysis - Governors receive regular anonymised reports on progress and attainment of pupils collectively. They identify any strengths and weaknesses and monitor action plans for improvement with the Principal.
- Policies – Governors review policies regularly to ensure that all guidance is current and up to date e.g. that National Autistic society policies are implemented locally and that local policies are up-to-date and implemented.
- Financial management – Governors monitor financial monitoring processes, budget reports and forecasts. The impact of the Governors' role in school helps to ensure that the budget is managed effectively.

- Governor Expertise – the governors bring a wide variety of expertise to the School and this helps to ensure the school continually develops. Governors regularly undertake training to assist them in their roles.
- Staff recruitment – Governors are involved in the recruitment and selection of senior staff and use the appointment process to ensure that those that are appointed share the schools vision, strategy and ethos.
- Environment development – Governors have supported staff in developing the external environment for use in learning and play.
- Community – Governors monitor the progress of the Schools active engagement with the local community, residents and other schools in the area.